

Analysis The Use of Audio-Visual Learning Media to Increase Students' Learning Interest at 4th Class IPAS Subjects SDN 1 Sigar Penjalin

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Abstract

This study aims to, (1) analyse the use of audio-visual learning media in increasing students' interest in learning in class IV Natural and Social Sciences (IPAS) subjects at SDN 1 Sigar Penjalin, (2) describe the supporting and inhibiting factors for teachers in using audio-visual media in class IV SDN 1 Sigar Penjalin, and (3) describe the impact of using audio-visual media in increasing students' interest in learning in IPAS subjects in class IV SDN 1 Sigar Penjalin. This research uses a qualitative approach with descriptive methods. Data collection techniques were conducted through observation, interviews, and documentation. The research subjects were IPAS subject teachers, principals, and grade IV students of SDN 1 Sigar Penjalin. Data were analysed through three stages, namely data reduction, data presentation, and conclusion drawing. The results showed that the use of audio-visual media in IPAS learning was able to increase students' attention, involvement, and enjoyment of the learning process. Supporting factors found include teacher readiness, availability of facilities, and school support. Meanwhile, inhibiting factors include limited technological devices and lack of training for teachers. The positive impacts of using this media include increased student interest in learning, a more lively classroom atmosphere, and better student understanding of the material.

Keywords: Audio Visual, Learning Media, Learning Interest, IPAS, Primary School Students

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INTRODUCTION

Education is the main foundation in shaping the character and competence of the younger generation. In the context of basic education, the role of the teacher as a learning facilitator determines the quality of student learning outcomes. Natural and Social Sciences (NSP) is one of the important subjects that aims to develop students' understanding of the natural and social environment around them. However, in practice, many students have difficulty understanding IPAS material due to less varied learning methods and limited learning media.

Based on initial observations made at SDN 1 Sigar Penjalin, it is known that fourth grade students tend to be passive and less enthusiastic during the IPAS learning process. This is thought to be due to the learning process which is still dominated by the lecture method and the use of conventional media. In response to these problems, teachers began to apply audio-visual-based learning media as a strategy to increase student interest in learning (Fauziah, 2023).

Audio-visual media is a combination of visual and sound media that can provide a more concrete and enjoyable learning experience (Bahrudin, 2022). Learning videos, animations, and educational films are some forms of audio-visual media that can be used in IPAS learning (Arvyanda, 2023). This media is considered effective because it can stimulate two senses at once, namely the senses of sight and hearing, which helps strengthen concept understanding (Anggita, 2023).

Audio-visual media includes various forms such as images, video, animation and audio. This diversity allows educators to present learning materials with a more dynamic approach, facilitate the understanding of abstract concepts, and create a more in-depth learning experience. Along with that, learners can more easily visualize the subject matter, strengthen memory, and increase learning motivation. Audio visual media, which uses the sense of sight with the support of information from the educator (teacher) to clarify the material associated with the media used. The definition of audio-visual media in learning is intended as material that contains messages in visual and auditive form (fengar visible) that can stimulate the thoughts, feelings, vision and willingness of students so that the learning process can take place. With the audio visual learning media, it is expected to increase the value of student learning outcomes.

The utilization of audio-visual media in learning also opens up space for the formation of critical and analytical skills of students. They can be invited to think creatively, develop media literacy, and understand messages conveyed through various forms of visuals and sound. Thus, the use of audio-visual media cannot be ignored because audio-visual media is a source of knowledge that is used to provide an impetus or motivation and stimulation that will be able to help success in achieving predetermined learning objectives, where students can see, observe directly the material being taught.

This research focuses on analysing the use of audio-visual learning media in increasing the learning interest of grade IV students at SDN 1 Sigar Penjalin. Learning interest is one of the important factors that influence student learning success (Isdamayani, 2024). Students who have high interest will be more active, focused and enjoy the learning process (Amelia, 2023). The purpose of this study is to analyse the implementation of audio-visual media, identify the supporting and inhibiting factors, and reveal the impact of the media on students' interest in learning IPAS.

RESEARCH METHODS

This research uses a descriptive qualitative approach that aims to gain an in-depth understanding of the use of audio-visual learning media in increasing student learning interest in IPAS subjects (Hardani, 2020). This approach was chosen because it allows researchers to explore phenomena in a natural context and obtain data directly from research subjects through social interaction (Abubakar, 2021).

This research was conducted at SDN 1 Sigar Penjalin, which is located in Tanjung sub-district, North Lombok district, West Nusa Tenggara. The location selection was based on the fact that this school has implemented audio-visual media in the IPAS learning process. The research was conducted in the even semester of the 2024/2025 academic year.

The data sources in this research are divided into two, namely :

- a. Primary data: Obtained from direct interviews with the IPAS teacher, principal, and six Grade IV students selected based on representation and active participation.
- b. Secondary data: Obtained from documentation in the form of learning tools, photos of activities, student learning outcomes, and other supporting documents (Ardiansyah, 2023).

Data was collected through several techniques:

- a. Observation: The researcher observed the IPAS learning process directly, noted the use of audio-visual media, and observed students' responses and participation in the class.
- b. Interview: Conducted with teachers, students, and the principal. Questions were semi-structured to allow for greater exploration.
- c. Documentation: Collecting important documents such as syllabus, learning videos, photos of classroom activities, as well as student worksheets used during IPAS learning.

Data were analyzed using the Miles and Huberman model which consists of three main stages:

- a. Data reduction: Sorting and focusing important data according to the formulation of the problem.
- b. Data presentation: Arranging data in the form of descriptive narratives and tables for easy analysis.
- c. Drawing conclusions: Interpreting the findings to answer the research objectives.

Data Validity Test, to ensure data validity, triangulation techniques were used :

- a. Source triangulation: Comparing data from various informants.
- b. Triangulation technique: Comparing the results of observations, interviews, and documentation.
- c. Member check: Providing interim results to informants for validation.
- d. Peer discussion: Involving fellow researchers or supervisors in data verification.

RESULTS AND DISCUSSION

1. Use of Audio-Visual Media in IPAS Learning

At SDN 1 Sigar Penjalin, audio-visual media is systematically applied by the grade IV IPAS teacher. Teachers use animated videos, documentary shows, and interactive illustrations to explain IPAS concepts that are difficult to explain with lectures alone. For example, on the topic of water cycle and energy changes, the teacher plays a video that visually shows the process of evaporation, condensation, and precipitation. This makes it easier for students to understand the material thoroughly. The use of media began with a brief explanation through a PowerPoint presentation, followed by video playback, class discussion, and student worksheets. When the video was played, students showed a positive response: they paid close attention to the show, recorded important information, and actively asked questions. Students also stated that the video made them more interested and less bored.

In the interview, the IPAS teacher said that the complex IPAS material is easier for students to accept with the help of visualisation. The teacher said:

“Audio visual media is used so that children can see directly how the kingdom itself looks like, referring to historical material”.

This is in line with the principle in Multimedia Theory (Mayer) that learning is more effective when delivered through visual and auditory channels simultaneously.

2. Supporting and inhibiting factors

Some of the factors that support the successful use of audio-visual media at SDN 1 Sigar Penjalın include:

- a. Availability of technology facilities, such as LCD projectors, active speakers, laptops, an internet connections. These devices are routinely utilised by teachers in learning activities.
- b. Teachers' competence in finding, editing and customising video content to suit their material needs.
- c. Support from school principals who give freedom to innovate and facilitate learning tools.

However, there are a number of obstacles faced by teachers :

- a. Limited video materials that are in line with the IPAS curriculum. Many videos from the internet are not contextualised or too complex for primary school students.
- b. Technical issues, such as power outages, unstable internet connections, and limited number of devices in other classes.
- c. Different levels of technology mastery among teachers led to inconsistent use of media between classes. This points to the importance of teacher training and the development of appropriate local content (Fitriani, 2022).

3. Impact of Media Use on Student Learning Interest

The use of audio-visual media has a strong impact on students' interest in learning. Some of the indicators seen from the results of observations and interviews include:

a. Good Feelings

Students showed positive expressions when the media was used. They smile, chuckle, and think of learning like watching a film. One student said: "The videos are fun and there are lots of moving pictures. So I don't get sleepy."

b. Active Engagement

Students actively discuss, answer questions, and complete tasks with enthusiasm. The teacher also facilitated group discussions after the video was shown.

c. Interest in the Material

Visual impressions strengthen students' connection to the material. Videos about seasonal changes, history or scientific processes make learning more concrete and relevant to their lives.

d. Improved Focus and Concentration

During the video playback, the classroom atmosphere tends to be calm. Students pay close attention and are not easily distracted. This shows that audio-visual media is effective in keeping students' attention longer than conventional methods.

e. Improved Attendance and Participation

Teachers reported that after the media was used regularly, students became more diligent in attending and eager to participate in IPAS lessons. This indicates students' affective attachment to the lesson.

This condition is in line with Self-Determination Theory (Deci & Ryan), where the use of audio-visual media fulfills the three psychological needs of students :

- a. **Autonomy** : Audio-visual media gives students choice in how they learn, for example by selecting material of interest or replaying the video if they don't understand. This gives students a sense of control and autonomy.
- b. **Competence** : Audio-visual media that is engaging and easy to understand can increase students' sense of competence in understanding the subject matter. Learning videos or clear visual presentations can help students feel more confident in mastering the material.
- c. **Connectedness** : Audio-visual media can be used for collaborative learning, such as group discussions about the video. This can strengthen social connections between students.

Thus, effective use of audio-visual media can create a learning environment that supports the fulfillment of students' psychological needs, which in turn can improve their motivation and learning outcomes.

CONCLUSIONS

The use of audio-visual learning media in the IPAS learning process in class IV SDN 1 Sigar Penjalin can increase students' interest in learning. This media facilitates the delivery of material in a more interesting and easy-to-understand manner, especially for abstract material. Supporting factors for the successful implementation of this media are teachers' readiness to use technology, the availability of learning facilities (LCD, speakers, internet), and support from the school principal. Meanwhile, inhibiting factors include limited facilities in other classes, technical constraints, and limited mastery of digital media by some teachers. The impact of using audio-visual media is very significant on students' interest in learning. This can be seen from the increase in student engagement, enthusiasm, and understanding in learning. Students become more active in asking questions, participating in discussions, and showing high interest in the IPAS material.

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