The Implementation of Learning Through Audiovisual Media in Elementary School Students to Foster Learning Enthusiasm

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ABSTRACT

Learning in modern times has undergone significant development. The learning process is no longer teacher-centered but student-centered. As educators, we must be able to design learning materials that align with the advancing technology. Currently, if learning is only teacher-centered and presented with theoretical explanations, students tend to lose enthusiasm for engaging in the learning process. Therefore, audiovisual media, in the form of educational videos, can support active, meaningful learning and foster high enthusiasm for learning. This research aims to: 1) describe the level of student enthusiasm in learning through audiovisual media, and 2) identify the impact and student interest in audiovisual-based learning media in educational activities. This study was conducted at SDN 22 Banda Aceh. The research type is descriptive qualitative, using data collection techniques such as direct observation, interviews, and documentation. The research results show that learning dominated by lectures tends to cause students to lose attention and become disengaged. The results indicate that: 1) after learning was presented using audiovisual media in the form of educational videos, three out of four students were very happy, enthusiastic, and engaged in the learning process with the help of the educational videos, while only one student showed less interest. 2) It can be concluded that audiovisual learning media is capable of fostering student enthusiasm in elementary school education.

Keywords: *Learning Media, Audiovisual, Learning Enthusiasm*

INTRODUCTION

The development of globalization in the 21st century has been rapid, especially in the field of technology. The rapid advancement of technology requires individuals or society to improve their abilities. The use of technology should be wise and optimal to prevent misuse that may lead to negative impacts. This technological development spans various fields and societal layers, one of which is education, a central part of national development. Therefore, education cannot be separated from the use of technology. In the education world, there has been widespread use of technology that has had positive impacts and benefits for education in Indonesia. The 21st century is also referred to as the era of globalization, which inherently demands high-quality human resources, produced by institutions that operate professionally and yield excellent outcomes

In 21st-century education, the use of technology as a means and platform for delivering learning is essential (Gabriela, 2021). The Fourth Industrial Revolution, which prioritizes digital technology, demands advanced ICT skills from both teachers and students Therefore, as educators, we must be able to deliver learning that aligns with 21st-century teaching skills and be creative in designing learning materials to help students understand the learning content (Anggraini & Hudaidah, 2021). Additionally, skills are required to select appropriate learning media to achieve satisfactory results. As individuals and communities, we need to keep up with technological advancements in the digital era. One example of utilizing technology in education is the use of computer-based video media as a learning tool in the classroom. Education is seen as a process of self-development that enables individuals to continuously enhance their potential. This is supported by the purpose of education, which is to provide understanding to students so they can develop their capabilities (Taher et al., 2023). Schools serve as formal institutions for education aimed at improving the quality of students. Education provides the foundation for developing individual potential and life skills. Through high-quality learning processes, the learning objectives can be easily achieved. Improving the quality of the learning process is essential (Devi Sartika et al, 2023); (Siregar et al., 2022); (Waluyo, 2021), as it is the core of enhancing the quality of the educational implementation. To foster quality learning (Hasanah, 2019); (Menteri Pendidikan, Kebudayaan, 2022), teachers must understand, recognize, and pay attention to at least five components of learning (Romadhon & MS, 2021); (Budiati et al., 2024).

Today, students require learning models that are active, innovative, creative, effective, and enjoyable (Paikem) (Widodo, 2017); (Burhanuddin, 2017); (Azizah et al., 2024). Traditional learning, which is still teacher-centered, tends to result in one-way teaching, where information is simply delivered without the support of evolving media (Azizah et al., 2024); (Pillena et al., 2019), leading to student disengagement, boredom, and a lack of enthusiasm. If learning is not student-centered, students lose interest and motivation (Fauzi et al., 2019); (Juliana et al., 2023). Elementary school students, in general, have a high curiosity to explore the subject matter and their surrounding environment (Kasmini et al., 2022); (Yuani et al., 2023). The operational cognitive development stage specifically occurs at the elementary school level. In other words, it is the stage where students develop the ability to think logically, act appropriately, concentrate, and solve problems (Sd et al., 2018); (Mayang Sari et al., 2022).

Learning media can make education more meaningful and enjoyable, as it provides tools to transform the knowledge presented. The use of audiovisual media is believed to make the learning process more meaningful. Audiovisual media refers to instructional materials or tools that can be perceived using both hearing and sight, containing sound and visual elements. This allows for comprehensive communication of content, helping to engage students and stimulate their desire to learn. Therefore, if audiovisual learning media are implemented effectively, they are expected to boost student enthusiasm, making the learning process more optimal, enjoyable, and meaningful. Video-based media can enhance motivation because educational videos, which create a joyful atmosphere among students, can increase enthusiasm and curiosity in learning. Based on the problems and explanations above, the objectives of this research are to: 1) describe the level of student enthusiasm in learning through audiovisual learning media, and 2) examine the impact and student interest in audiovisual-based learning media in educational activities.

METHODS

This study uses a descriptive qualitative research design. Qualitative research is an investigative process aimed at understanding social issues through a holistic approach, using words and scientific context for presentation. Descriptive research is a method used to explore knowledge comprehensively about a subject over a specific period. Literature review or references are used as a data collection tool to uncover relevant theories related to the issues being discussed. These sources may include books, scientific articles, journals, and others (Sugiyono, 2017).

RESULTS AND DISCUSSION

Based on the results of interviews and direct observations conducted to gather information about the implementation of audiovisual learning media to foster student enthusiasm in learning, the researcher found that during the teaching process, where audiovisual media, especially educational videos, were used to transform knowledge to the students, the students were very enthusiastic. Their interest, excitement, and enthusiasm were evident as they followed the learning process. There was a noticeable difference in student responses when the teacher provided explanations. When the teacher simply gave a verbal explanation as reinforcement, students tended to lack enthusiasm and became distracted. However, when the lesson was delivered using information technology, such as educational videos, the learning process became more optimal and effective. Thus, the use of audiovisual learning media can serve as a tool to enhance student enthusiasm, leading to higher-quality learning while also utilizing the developing technology.

The implementation of audiovisual media in this learning process involved the teacher selecting appropriate educational videos that supported the teaching content. The first step taken by the teacher was to analyze the material to be taught to the students, then choose, search for, or create educational videos that fit the subject matter. The selection of educational videos was also adjusted based on the students' conditions, characteristics, prior knowledge, and the material to be presented, paying attention to the video duration so that it was neither too long nor too short, ensuring that the students would not get bored and would be able to capture all the content. Afterward, the video was played during the lesson as a tool to deliver the material. The video was shown to the students using a laptop and projector (Infocus). After an introductory activity, students were asked to read books or learning materials before the educational video was played, with the aim of allowing students to independently discover the material to be learned. Students were then given the opportunity to ask questions before the teacher provided a brief review of the content of the video. Throughout this process, the teacher observed the students' reactions, and at the end, the students reflected on the use of audiovisual media in the lesson through interviews.

The learning process using audiovisual learning media, student reactions to the media were recorded. The audiovisual media, in the form of educational videos, received a positive response from the students. They were very interested and excited to follow the learning process. The students paid close attention to the video lesson with enthusiasm and enjoyed the visual elements and animations supported by various sounds, which effectively engaged their attention. The students' responses were different when the

teacher gave a brief explanation. Even though the goal was merely reinforcement, the students appeared disinterested, distracted, and not paying full attention, and when questions were asked, they tended to remain silent. They preferred learning through educational videos because it made the lessons more engaging and less monotonous. (Rahman, 2018) suggests that audiovisual media can present material in an engaging way, making it easier for students to understand. The selection of media is also crucial and should be tailored to the students' conditions to achieve the desired learning objectives. The selection of learning media should consider students' needs, the alignment with learning goals, the relevance of the material, and the teaching method (Akbar et al., 2023). This is important because media will be more effective if it aligns with the needs and conditions of the students. The chosen learning media should be appropriate for achieving the competencies aimed for. Learning media should also have utility, meaning they can enhance students' motivation to learn (Nurcahyanti & Tirtoni, 2023).

Figure 1. Learning Process

Figure 2. Learning Process

Students enjoyed learning with the help of video or audiovisual media, as it allowed them to understand all the material presented. However, of the 20 students, only one student was not very enthusiastic and disagreed with using video-based learning media. This student preferred the teacher's explanation and, during observations, this student indeed seemed less enthusiastic when the educational video was shown.

The other 19 students were very happy and preferred lessons supported by videos because they found them more fun and engaging. From the observations, it was clear that during the learning process with audiovisual media in the form of educational videos, students' responses and behaviors were very enthusiastic and displayed positive attitudes toward the media. They paid close attention, concentrated, and were motivated to learn. It can be concluded that the presence of the media motivated them to learn and sparked their interest and enthusiasm for the learning process.

This resulted in learning that was not only about briefly understanding or memorizing the content but learning with meaning. The interviews revealed that students would like the use of video-based learning media to continue in their lessons, but also with brief explanations from the teacher, so that teacher-centered learning would decrease. When students received material through video lessons, they engaged in inquiry-based or discovery learning, where they independently discovered the material and critically processed the information. According to the interviews, students found video-based learning to be more fun and interesting. Therefore, student interest and

enthusiasm for learning will increase, and when student enthusiasm is high, it will lead to meaningful and high-quality learning, ultimately resulting in excellent outcomes.

CONCLUSION

Based on the results and discussion above, it can be concluded that efforts to foster student enthusiasm in the learning process through the implementation of technology-based learning media, specifically audiovisual media, have been effective. Overall, it is evident from the students' responses to the use of audiovisual learning media that it helps to increase their enthusiasm for learning. It was found that the level of student enthusiasm towards the media increased significantly. Therefore, the use of learning media in the form of educational videos successfully fosters student enthusiasm, creating an active, enjoyable, and meaningful learning environment. The use of audiovisual learning media is more optimal and effective when applied in the classroom as an effort to spark or enhance student enthusiasm for learning. As student enthusiasm for learning increases, so too will their academic performance. Hence, the process of learning with the aid of audiovisual learning media can serve as a solution to create student-centered, effective, meaningful, and enjoyable learning experiences.

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