



## The Influence of the Use of Audio Visual Media on the Learning Interest of Elementary School

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### ABSTRACT

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This study aims to determine the effect of the use of audio-visual media on the learning interest of fifth-grade students at Siabu 025 Elementary Elementary School. This study uses a quantitative approach with a quasi-experimental research type (quasi-experimental design) with a pretest-posttest control group design. The population in this study were all fifth-grade students at Siabu 025 Elementary Elementary School with a sample of 30 students taken using saturated sampling techniques. Data collection techniques used in this study include observation, questionnaires, and documentation. The research instrument was a questionnaire on student learning interest compiled based on indicators of attention, interest, participation, and learning motivation. The research data were analyzed using a normality test, a homogeneity test, and a hypothesis test using a t-test (independent sample t-test). The results showed that the average student learning interest increased from a pretest value of 60.4 to 78.8 in the posttest after the use of audio-visual media in the learning process. The results of the hypothesis test showed that the calculated t value was greater than the t table with a significance value less than 0.05, so the research hypothesis was accepted. This shows that the use of audiovisual media has a significant impact on increasing students' interest in learning. Therefore, audiovisual media can be an effective alternative learning medium for increasing student interest in learning in elementary schools.

**Key Words:** audio visual media, learning interest, elementary school learning

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## Introduction

Education is a crucial process in developing superior and competitive human resources. Through education, students are expected to optimally develop their cognitive, affective, and psychomotor potential. In elementary schools, learning interest is one of the important factors that determines the success of the learning process. Learning interest refers to students' tendency to feel attracted to, enjoy, and actively engage in learning activities. Students with high learning interest tend to show greater attention, enthusiasm, and participation during classroom learning, which ultimately contributes to better learning outcomes. Conversely, low learning interest often results in passive participation, reduced concentration, and less optimal academic achievement (Muhajir, et.al, 2024).

In elementary school teaching practices, various problems related to low student learning interest are still frequently encountered. This condition is often caused by the limited use of innovative learning methods and media, resulting in learning activities that are monotonous and teacher-centered. Teachers frequently rely on conventional lecture methods without adequate instructional media support, causing students to become easily bored and less motivated to participate actively in the learning process. Consequently, the learning atmosphere becomes less engaging and less effective in stimulating students' curiosity and enthusiasm for learning (Nurhasnawati, Sawaluddin, 2025).

The need for innovative learning media is closely related to the developmental characteristics of elementary school students. At the elementary level, students are generally in the concrete operational stage, where they understand concepts more easily through direct observation, visual representation, and contextual experiences. Learning activities that involve multiple senses tend to be more meaningful and effective for elementary students because they facilitate understanding and retention of information. Therefore, learning media that present information in visual and auditory forms are highly compatible with the characteristics and learning needs of elementary school students.

One learning medium considered effective in addressing these needs is audiovisual media. Audiovisual media combines visual elements such as images, animations, and videos with auditory elements such as narration, music, and sound effects (Rivai, Muhammad, Darsimon, Ilham, Basir B, 2025). This combination allows students to receive information through more than one sensory channel simultaneously, making abstract concepts easier to understand and learning experiences more concrete and engaging. The use of audiovisual media can increase students' attention, motivation, and participation because learning materials are presented in a more attractive and meaningful manner (K. S. Harahap & Sawaluddin, 2025).

Furthermore, the implementation of audiovisual media is highly relevant to the current elementary school curriculum, which emphasizes student-centered learning, active participation, critical thinking, and meaningful learning experiences. Through audiovisual media, teachers can create interactive learning environments that encourage students to observe, analyze, discuss, and respond to learning materials. This condition supports the achievement of learning objectives while fostering students' enthusiasm and interest in classroom activities (Putri & Bhakti, 2025).

Several previous studies have shown that the use of audiovisual media has a positive influence on students' learning interest. Research conducted by Lucyana Rahmi and colleagues showed that the use of audiovisual media in fifth-grade elementary school social studies learning significantly increased students' learning interest compared to conventional

learning. This suggests that audiovisual media can be an effective alternative learning strategy to increase student engagement in the learning process (Tri Murti Ambarwati, Sukardi, 2025). Several previous studies have shown that the use of audiovisual media has a positive influence on students' learning interest. Research conducted by Lucyana Rahmi and colleagues showed that the use of audiovisual media in fifth-grade elementary school social studies learning significantly increased students' learning interest compared to conventional learning. This suggests that audiovisual media can be an effective alternative learning strategy to increase student engagement in the learning process (Lucyana Rahmi, 2021).

Another study conducted by Zalia Muspita, Abdul Aziz, and Abdullah found that the use of audiovisual media not only increases students' learning interest but also improves elementary school students' learning achievement. The results demonstrated significant improvements in both learning interest and learning outcomes after the implementation of audiovisual media in classroom instruction (Zalia Muspita, Abdul Aziz, Abdullah, 2022). In addition, research conducted by Sania Gebril and Slammat Fitriyadi on fifth-grade elementary school students showed that the use of audiovisual media in science learning positively influenced students' learning interest. Audiovisual media made learning activities more engaging, encouraging students to become more active and enthusiastic during classroom instruction (Sania Gebril, Slammat Fitriyadi, 2025).

Other studies have also reported that audiovisual media significantly increase elementary school students' learning interest compared to conventional teaching methods. The use of instructional videos, animations, and moving images can help students understand learning materials more clearly while simultaneously improving their attention and engagement in the learning process (Nur Sa'adah, Mastari Ramadhani, 2024).

Although previous studies consistently indicate the positive impact of audiovisual media on students' learning interest, several research gaps remain. First, most previous studies have focused on specific subjects such as Social Studies and Science, while limited research has examined the influence of audiovisual media on general learning interest across classroom learning contexts. Second, previous studies tend to emphasize learning outcomes and achievement, whereas the aspect of learning interest as a psychological factor influencing students' engagement requires further investigation. Third, the effectiveness of audiovisual media may vary depending on school characteristics, student backgrounds, learning environments, and the availability of educational resources. Therefore, findings from previous studies cannot be generalized to all elementary school contexts without further empirical verification (Alimron et al., 2023).

This gap highlights the importance of conducting research in different educational settings, particularly at Siabu 025 Elementary School, where the characteristics of students and learning conditions may differ from those examined in previous studies. Investigating the effectiveness of audiovisual media in this context will provide a more comprehensive understanding of its role in enhancing elementary school students' learning interest (Wiguna et al., 2023).

Based on the results of preliminary observations conducted at Siabu 025 Elementary School, it was found that the learning interest of some fifth-grade students remains relatively low. This condition is reflected in students' limited attention during lessons, low participation in learning activities, and reluctance to ask or answer questions during classroom discussions.

One factor suspected of contributing to this situation is the insufficient utilization of engaging learning media. Therefore, the implementation of audiovisual media is expected to serve as an alternative solution for increasing students' learning interest. By integrating visual and auditory elements into classroom instruction, learning activities are expected to become more interactive, enjoyable, and capable of stimulating students' attention and motivation.

Based on the background described above, this study is important to determine the extent to which audiovisual media influence the learning interest of fifth-grade students at Siabu 025 Elementary School. The findings of this study are expected to contribute both theoretically and practically to the development of innovative learning strategies in elementary education and provide valuable references for teachers seeking to improve the quality and effectiveness of classroom learning.

### Research Method

This study uses a quantitative approach with an experimental research type, because this study aims to test the effect of the use of audio-visual media on students' learning interest through data in the form of numbers and analyzed using statistical techniques so that the results of the study can be measured objectively and empirically (Sahir, 2022). The research design used is a pretest–posttest control group design, which involves two research groups, namely the experimental group and the control group. The experimental group was given treatment using audio-visual media, while the control group used conventional learning methods. Before the treatment was given, both groups were first given a pretest, then after learning, a posttest was given to determine changes in students' learning interest (Asep, 2018).

This research was conducted at Siabu 025 Elementary School. The research population was all fifth-grade students. Given the limited number of students, the sampling technique used was saturated sampling, namely the entire population was used as the research sample. The sample in this study amounted to 30 students, who were then divided into two research groups (Hardani et al., 2020).<sup>4</sup> The variables in this study consisted of the independent variable, namely the use of audio-visual media in learning and the dependent variable, namely student learning interest. Audio-visual media is a learning medium that combines elements of images and sound so that it can attract students' attention, while learning interest is the tendency of students to feel interested, happy, and active in participating in learning activities (Creswell, 2013).

Data collection techniques in this study include observation, questionnaires, and documentation. The questionnaire was used to measure students' level of learning interest using a Likert scale compiled based on indicators of student attention, interest, participation, and learning motivation (Sugiyono, 2013). The research data were then analyzed using statistical analysis, namely through normality tests, homogeneity tests, and hypothesis testing using the t-test (independent sample t-test) to determine whether there is a significant influence between the use of audio-visual media on students' learning interest (Syahrum, 2012).

## Results and Discussion

### Result

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#### 1. Average Results of Students' Pretest Posttest Scores

Table 1. Average Results of Students' Pretest and Posttest Scores

Information	Pretest	Posttest
Total Score	1813	2363
Average	60.4	78.8
The highest score	65	83
Lowest Value	57	74

The table1. results show that the average student interest in learning increased from 60.4 in the pretest to 78.8 in the posttest after implementing audiovisual media in learning. This indicates a significant increase in student interest in learning.

## 2. Validity Test of the Learning Interest Questionnaire Instrument

The validity testing criteria use Product Moment correlation with  $r$  table ( $n = 30, \alpha = 0.05$ ) = 0.361. If  $r$  count  $>$   $r$  table, then the item is declared valid.

**Table 2. Validity Test of the Learning Interest Questionnaire Instrument**

No Item	r Count	r Table	Information
1	0.54	0.361	Valid
2	0.58	0.361	Valid
3	0.47	0.361	Valid
4	0.63	0.361	Valid
5	0.51	0.361	Valid
6	0.49	0.361	Valid
7	0.60	0.361	Valid
8	0.55	0.361	Valid
9	0.52	0.361	Valid
10	0.57	0.361	Valid
11	0.48	0.361	Valid
12	0.61	0.361	Valid
13	0.50	0.361	Valid
14	0.53	0.361	Valid
15	0.59	0.361	Valid
16	0.46	0.361	Valid
17	0.62	0.361	Valid
18	0.56	0.361	Valid
19	0.54	0.361	Valid
20	0.58	0.361	Valid

Based on the results of the validity test on 20 questionnaire items, all items had a calculated  $r$  value  $>$   $r$  table (0.361) so that all items were declared valid and could be used as research instruments.

## 3. Instrument Reliability Test

Reliability testing was conducted using Cronbach's Alpha.

**Table 3. Instrument Reliability Test**

Variables	Number of Items	Cronbach's Alpha	Criteria	Information
Student Learning Interest	20	0.86	$>$ 0.70	Reliable

The results of the reliability test showed a Cronbach's Alpha value of 0.86, which means it is greater than 0.70 so that the student learning interest questionnaire instrument is declared reliable or has a high level of consistency.

#### 4. Normality Test (Kolmogorov–Smirnov)

The normality test is used to determine whether research data is normally distributed. The test criterion is that if Sig. > 0.05, the data is normally distributed.

**Table 4. Normality Test (Kolmogorov–Smirnov)**

Data	N	Kolmogorov-Smirnov Statistics	Sig.	Information
Learning Interest Pretest	30	0.118	0.200	Normal
Posttest of Learning Interest	30	0.104	0.200	Normal

The significance values of the pretest and posttest are greater than 0.05, so it can be concluded that the data is normally distributed.

#### 5. Homogeneity Test

The homogeneity test aims to determine whether the data variance from the research group is homogeneous.

**Table 5. Homogeneity Test**

Variables	Levene Statistics	Sig.	Information
Interest in Learning (Pretest–Posttest)	1,245	0.269	Homogeneous

The significance value is 0.269 > 0.05, so it can be concluded that the data has homogeneous variance.

#### 6. Hypothesis Test (t-Test)

Hypothesis testing was carried out using a t-test to determine the effect of using audio-visual media on students' learning interest.

**Table 6. Hypothesis Test (t-Test)**

Data	Mean	N	t count	t table	Sig.	Information
Pretest	60.4	30				
Posttest	78.8	30	9.87	2,045	0,000	Significant

##### Testing criteria:

- If t count > t table, then Ha is accepted
- If Sig. < 0.05, then there is a significant influence

The calculated t value = 9.87 is greater than the t table = 2.045, and the significance value is 0.000 < 0.05, so it can be concluded that the use of audio-visual media has a significant effect on increasing students' interest in learning.

#### Discussion

The results of the study indicate that the use of audio-visual media in the learning process has a significant influence on increasing the learning interest of fifth-grade students at Siabu 025 Elementary Elementary School. This can be seen from the increase in the average score of students' learning interest which at the time of the pretest was 60.4 then increased to 78.8 in the posttest after the application of audio-visual media in learning. The results of the hypothesis test also show that the calculated t value is greater than the t table, so the research hypothesis is accepted. Thus, it can be concluded that the use of audio-visual media has a positive influence on increasing students' learning interest.

This increase in student learning interest demonstrates that audiovisual media can provide a more engaging learning experience than conventional teaching methods. Audiovisual media combines visuals, sound, and movement, stimulating more of students' senses during the learning process. When students can both see and hear the material being presented, understanding becomes easier and more engaging. This aligns with multimedia learning theory, which states that information delivered through multiple sensory channels can increase students' attention and motivation to learn (Alfina Warongsa, Siti Hajerah Hasyim, 2025).

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The findings of this study align with research conducted by Gultom et al, which showed that the use of audiovisual media significantly increased student interest and learning achievement. The study explained that low student interest in learning is often caused by a lack of variety in the learning media used by teachers. By utilizing audiovisual media, the learning process becomes more engaging, resulting in students being more actively involved in learning activities (Gultom et al., 2024).

Furthermore, research conducted by Sania Gebril, Slamet Fitriyadi, and Zulfahita also demonstrated that the use of audiovisual media significantly impacts elementary school students' learning interest. The results showed that after using audiovisual media, students' learning interest increased from high to very high. This indicates that audiovisual media can increase students' attention and engagement in the learning process (Sania Gebril, Slamet Fitriyadi, 2025).

The results of this study are also supported by research conducted by (Irawati, which found that the use of audiovisual media in learning can increase student interest in religious education subjects (Sawaluddin, 2021). The study found that students became more active and enthusiastic in learning because the material was presented through more engaging and interactive media (Irawati\*, Musnr Indra Daulay, 2024).

Another study conducted by Zalia Muspita also showed that the application of audiovisual media in Indonesian language learning can increase elementary school students' learning interest. This media provides a more realistic and contextual learning experience, making it easier for students to understand the material presented by the teacher (Zalia Muspita, Abdul Aziz, Abdullah, 2022). This research finding is also supported by research by Wita Thalya Manalu and Treny Hera, which states that the use of audiovisual media significantly influences learning interest and learning outcomes for elementary school students. The study showed a significance value of 0.000, indicating that audiovisual media has a strong influence on student learning (Wita Thalya Manalu, Treny Hera, 2025).

Pedagogically, increasing student interest in learning through audiovisual media can be explained by several factors. First, audiovisual media can increase students' attention to learning materials. In conventional learning processes that rely solely on lectures, students tend to get bored easily and lose focus on the material being presented (Sawaluddin, Imran Rido, Koiy Sahbudin Harahap, 2024). In contrast, the use of videos, animations, and moving images can capture students' attention, making them more engaged in the learning process. Second, audiovisual media can increase students' motivation to learn (Sawaluddin, Koiy Syahbudin, Imran Rido, 2022). Motivation to learn is a crucial factor influencing the success of the learning process. When students feel engaged with the learning media used, they are more motivated to understand the subject matter. This leads to students being more active in asking questions, engaging in discussions, and participating in classroom learning activities (Hastari et al., 2022).

Third, audiovisual media can enhance students' conceptual understanding. By simultaneously presenting visual illustrations and audio explanations, students can grasp the material more concretely (Hasibuan, 2022). This is especially important for elementary school students, who are generally still developing concrete thinking skills. Therefore, the use of visual media significantly assists students in understanding learning concepts (L. H. Harahap, 2023). Besides increasing student interest in learning, the use of audiovisual media can also create a more interactive and enjoyable learning environment. Enjoyable learning makes students feel comfortable, leading them to participate more actively in learning activities. This is crucial for creating an effective and meaningful learning process (Cahyani et al., 2024).

The results of this study indicate that teachers play a crucial role in utilizing innovative learning media to enhance student learning engagement. The use of audiovisual media can be an effective alternative learning strategy to improve the quality of the learning process in elementary schools. By utilizing appropriate learning technology, teachers can create a more



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