



Research Article

Improving the Quality of Civic Education Learning Through the Application of Audio-visual Media

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Abstract

This study aimed to improve the quality of learning through the application of audio-visual-based learning media. Using the ADDIE instructional design, the results of the study indicated that in achieving learning objectives, planning is an essential step in creating effective and efficient learning. Planning is an activity carried out by the teacher in the classroom before the lesson begins, starting with the analysis phase, which aims to identify potential causes of a performance gap in the learning process. The design phase aims to verify the learning capabilities and the appropriate teaching methods. The development phase aims to create and validate the chosen learning resources. The implementation phase is intended for the teacher to prepare the learning environment and engage students effectively in the learning process. The evaluation phase aims to assess the quality of the product and the teaching process, both before and after the implementation. This study produced an audio-visual learning media product to enhance the motivation and interest of 5th-grade students at SD Negeri 1 Kramat in Civic Education learning. Through the use of audio-visual learning media, students can engage with educational content in a more enjoyable and interactive way, enhancing their comprehension of the material. The findings of this study highlight the potential for such media to enrich the learning experience. It provides meaningful insights for teachers and policymakers focused on advancing education, as well as researchers in the field. Recommendations emphasize the importance of enhancing technical support, improving teacher competencies, and fostering better coordination to ensure the effective integration of instructional design-based learning media, ultimately aiming to elevate the quality of education in schools.

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INTRODUCTION

Civics education is a compulsory subject for Indonesian citizens, designed to foster a deeper understanding of and engagement in national and state affairs. In accordance with the National Education System Law No. 20 of 2003, Article 1, the curriculum for both primary and secondary education must include civics education. The primary objective of civics education is to cultivate a sense of nationalism and patriotism among students. Several factors influence the effectiveness of the education system, with one of the most critical being the achievement of learning outcomes. For effective learning, active student participation is essential, which is reflected in their attentiveness during lessons and their initiative in asking questions to clarify their understanding (Dian & Gabriela, 2021).

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One of the indicators of improving the quality of education is the implementation and development of a curriculum that aligns with the conditions and needs of society. Education should support the development of knowledge and technology, while also nurturing the spiritual, intellectual, social, emotional, and kinesthetic aspects of students (Dian & Gabriela, 2021). To achieve optimal learning outcomes, it is crucial to implement innovations that foster student engagement in the learning process, aiming to cultivate creative, innovative, critical, and independent learners. As the field of education continues to evolve, digital learning media has become a vital tool for modern education. The integration of media into the learning process serves several key functions, such as creating an effective learning environment. Consequently, the use of media is considered an essential component within the broader framework of the educational system.

The use of media is highly recommended to ensure that the interactions during teaching and learning activities remain engaging, fostering students' interest, motivation, and stimulation to deepen their understanding of the material taught by the teacher. Media encompasses various components within the students' environment that can deliver messages and stimulate their learning process. Furthermore, the use of media is expected to assist teachers in conveying material more effectively, particularly in Civic Education lessons, eliminating the need for teachers to prepare physical materials or tools for demonstrations (Susilo, 2020).

Instructional media play a crucial role in achieving learning objectives and adapting to the evolving pace of education in the future. Their implementation can significantly aid students in understanding the material presented by teachers in the classroom. The primary goal of utilizing media in education is to enhance the overall quality of education (Dian & Gabriela, 2021). One of the instructional media leveraging IT or technology is audio-visual media. Audio-visual media is a modern teaching tool that aligns with the advancements of the times, particularly in the fields of science and technology, as it combines elements that can both be seen and heard.

As the name suggests, audio-visual media is a combination of audio and visual elements, often referred to as sight-and-sound media. This type of media enhances the presentation of learning materials, making it more comprehensive and effective for students (Nyoman Jampel & Riza Puspita, 2017). Furthermore, this type of media can substitute the role and tasks of a teacher. With audio-visual media, material delivery can be handled by the media itself, allowing teachers to shift their role to that of facilitators who assist students in utilizing the media effectively. This approach enables teachers to support and guide students in their learning process. Examples of audio-visual media include video or television programs, instructional videos, and slide-sound programs.

The role of media becomes even more crucial when teachers effectively integrate it into the learning process. Utilizing audio-visual media in education positively impacts students with visual, auditory, and kinesthetic learning styles. These styles represent a multi-sensory approach to learning, engaging three key elements: visual perception, auditory processing, and physical movement. The benefits of using audio-visual media in teaching and learning activities include making lessons more engaging and capturing students' attention, which fosters motivation to learn. Teaching materials are conveyed more clearly, helping students understand concepts better and achieve learning objectives effectively. Audio-visual media also enhances teaching methods by introducing variety, moving beyond verbal explanations, which prevents monotony and conserves the teacher's energy. Additionally, students become more active participants in the learning process through activities such as observing, performing, and demonstrating, rather than solely listening to the teacher (Chrimawati & Septiana, 2021). This study aimed to examine the improvement in Civic Education learning among fifth-grade students at SDN 1 Kramat through the implementation of the ADDIE model using audio-visual media.

LITERATURE REVIEW

Instructional Design

Instructional design is defined as a systematic process of bringing relevant goal into effective learning activity. This definition highlights that instructional design is a systematic process aimed at achieving general objectives through effective learning processes. It is also described as a process for improving the quality of instruction. This definition emphasizes that the purpose of instructional design is ultimately to improve the quality of learning. Based on the various definitions above, instructional design is a systematic, effective, and

efficient process for creating instructional systems to solve learning problems or improve student performance through a series of activities such as identifying problems, development, and evaluation. There are six basic assumptions in instructional design, as follows (Erna et al., 2016):

- a. Instructional design is intended to assist individuals in learning more than just implementing the teaching process. This basic assumption emphasizes the importance of instructional design in helping learners in both the learning process and the learning outcomes.
- b. Learning is a complex process influenced by many interrelated variables, such as persistence, study time, quality of instruction, intelligence, talent, and learners' ability.
- c. Instructional design models can be applied at various levels, such as planning lessons for one-time activities or several-day workshops, or developing the curriculum for a study program.
- d. Design is an interactive process that involves learners. This assumption explains that instructional design is learner-centered, meaning that learners are involved in the instructional design process.
- e. Instructional design is a process consisting of several subprocesses, starting from formulating objectives to evaluating the instructional program or product.

The principles of instructional design are as follows:

- a. New responses are repeated as a result of the response.
- b. Behavior is not only controlled by responses but also influenced by the conditions or cues in the learner's environment.
- c. Behavior triggered by specific cues will diminish or decrease if not reinforced with a positive consequence.
- d. Learning responses to limited cues will transfer to other situations that are also limited.
- e. Learning to generalize and differentiate is essential for learning complex things like problem-solving.
- f. The mental status of learners when approaching lessons will influence their attention and persistence throughout the learning process.
- g. The learning activities divided into smaller steps, with feedback provided for each step, will help some learners. The implication is that learning materials for students should be organized into activities accompanied by exercises and feedback.
- h. The need to break down complex learning material into smaller tasks can be reduced if the complex material is represented in a model.
- i. High-level skills, such as problem-solving skills, are complex behaviors formed from a composition of simpler basic skills.
- j. Learning tends to be faster, more efficient, and enjoyable when students are provided with information to better enhance their problem-solving skills.
- k. The development and progression of student learning vary—some progress quickly, while others may be slower.
- l. With proper preparation, students can develop the ability to organize their learning activities and create feedback for themselves to make the correct response.

The Use of Audio-visual Media in Civic Education Learning at Elementary Schools

Audio-visual media, such as films and videos, are rarely used by teachers in the process of teaching Civic Education in elementary schools. Most teachers still rely on traditional tools, such as chalkboards and simple drawing materials, which are also infrequently used in teaching. The use of media, especially audio-visual media, is highly important in elementary school education. The use of learning media helps students monitor the learning process, especially when they are directly involved in using and utilizing the available media. Audio-visual media, such as videos or films, facilitate students' understanding of the learning material presented by the teacher.

In line with current developments marked by advances in science, technology, communication, and information, students are more satisfied with material presented through appropriate and realistic media. Students are more motivated when learning takes them into the real and concrete world, which aligns with the maturity level of elementary school students. Audio-visual media can serve the following purposes (Ananda, 2017):

- a. Creating concrete representations of abstract concepts.
- b. Introducing objects that are dangerous or difficult to bring into the learning environment.
- c. Displaying objects that seem realistic.
- d. Presenting objects that are easily accepted by students.
- e. Allowing continuity in observation or student comprehension.
- f. Enhancing student interest and motivation in learning.

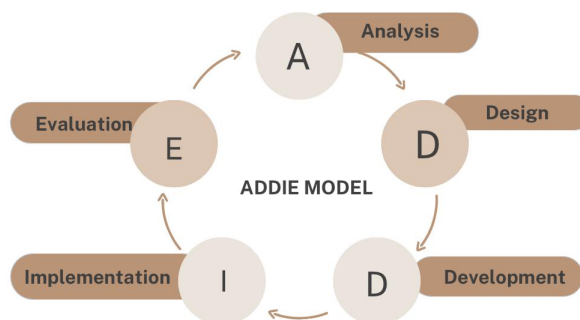
The use of media (especially audio-visual media) has a significant impact on students' success in achieving the learning objectives of Civic Education and motivating them to participate in the learning process. Without media to present the learning material, students quickly become bored with the teaching process. For Civic Education topics that emphasize attitude development, it can be difficult for students to grasp and apply these concepts without concrete real-life examples. Consequently, achieving the intended learning outcomes becomes challenging. Audio-visual media is particularly effective for elementary school students, as it captures their attention and facilitates a better understanding of the messages being conveyed in a clear and accessible manner.

Students' Interest

Interest refers to a natural inclination or enthusiasm for something or an activity without external pressure, similar to a student's interest in learning. Those with a strong interest in learning tend to prioritize studying over other activities, show enthusiasm for academic tasks, enjoy the learning process, and actively participate in it. This learning interest drives students internally, encouraging them to approach their studies with awareness, discipline, and a positive attitude, fostering both engagement and enjoyment in the process. It can be concluded that learning interest is an attraction toward something that motivates individuals to engage in activities without external encouragement. Field observations showed that students' interest in learning Civic Education is still quite low, which results in unachieved learning objectives and poor academic performance. This lack of engagement is reflected in their behavior, such as not paying attention during lessons or disregarding the teacher's explanations, leading to low scores on daily assessments (Fably Sucipto et al., 2021).

METHOD

This study adopted a developmental approach using the ADDIE instructional design model. The model encompasses five main stages: Analysis, Design, Development, Implementation, and Evaluation (Machsunah et al., 2023).



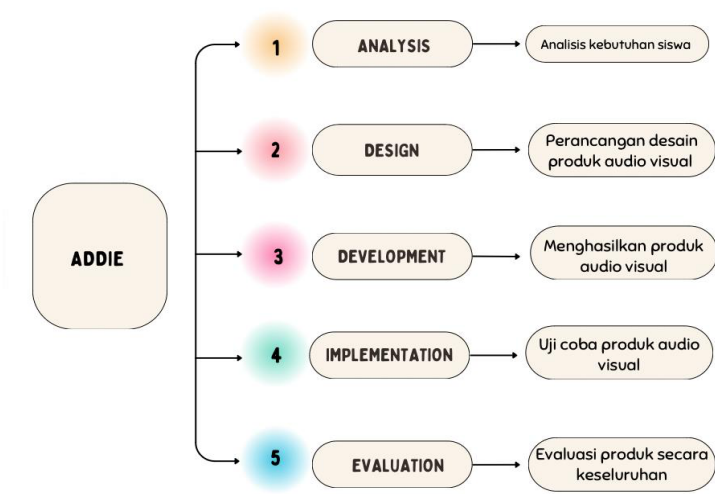
Source: Processed by the researchers

The Analysis phase aims to identify potential causes of performance gaps in learning. The Design phase focuses on verifying learning objectives and determining appropriate teaching methods. The Development phase is intended to create and validate selected learning resources. The Implementation phase ensures that teachers prepare the learning environment and effectively engage students in the learning process. Finally, the Evaluation phase assesses the quality of the instructional product and teaching process, both before and after implementation.

The selection of the ADDIE instructional design model is based on its focus on authentic tasks, complex knowledge, and real-world problems. This makes it an effective instructional design for fostering a strong alignment between the learning environment and real-world applications. The ADDIE model is grounded in a systematic approach that is both effective and efficient, with an interactive process involving students, teachers, and the surrounding environment (Hidayat & Nizar, 2021).

RESULTS AND DISCUSSION

The results of this study produced an instructional design product in the form of audio-visual learning media for Civic Education for fifth-grade students. This development study employed the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The stages of the ADDIE development model for audio-visual-based instructional design are as follows:



Source: Processed by the researchers

This study successfully developed an audio-visual product aimed at improving the learning quality of fifth-grade students at SD Negeri 1 Kramat in Civic Education. The development study followed the ADDIE instructional design framework, which consists of five stages. The first stage, analysis, involved the researchers to conduct observations at SDN 1 Kramat, specifically in the fifth grade. Through these observations, the researchers identified the need for a learning medium to enhance the teaching process. This need was assessed based on the characteristics of the students, aligning with the product to be developed—audio-visual learning media. The researchers also analyzed the learning materials to be used and the devices required for implementation. The second stage is the design phase, where the researchers planned the product development. This involved designing the audio-visual media to be as engaging as possible, aligning with the predetermined material and basic competencies, and organizing the learning materials. The third stage, development, focused on producing the audio-visual product, including creating a video. The video was then validated by several experts to ensure its quality and effectiveness. The validation process provided feedback, suggestions, and comments that served as a basis for product refinement. The fourth stage, implementation, involved testing the developed audio-visual product with students to evaluate their

responses to the media. The fifth stage, evaluation, focused on an overall assessment of the audio-visual product, incorporating suggestions and input from experts to enhance its quality.

Creating effective and enjoyable learning experiences presents a unique challenge for teachers. With the advancement of modern technology, it is expected that teachers can utilize appropriate methods and media more easily. The methods and media used should be mutually beneficial, meaning they not only make it easier for teachers to convey knowledge but also assist students in receiving and absorbing the material more effectively (Hanifah Salsabila et al., 2020).

The use of audio-visual media has proven to be more engaging for students and facilitates their understanding of the material presented by the teacher. Learning materials presented with attractive designs and accompanied by the teacher's explanations are easier for students to understand and absorb. The appealing visuals paired with audio help capture students' attention, ensuring they remain focused on the lesson. The use of audio-visual learning media can spark students' interest, making them more enthusiastic about participating in the learning process. In a study conducted by (Hakim, 2018), it was found that audio-visual media is also more enjoyable and easier for students to comprehend.

CONCLUSION

Based on the study results regarding the impact of audio-visual media on the quality of elementary school students' learning, it can be concluded that the use of audio-visual media enhances student engagement and motivation. The use of audio-visual media attracts students' interest and increases their participation, which in turn improves the quality of learning. As discussed in the previous paragraph, it is essential to implement an effective teaching method that can enhance the quality of learning, ensuring that the learning objectives outlined in the lesson plan are achieved. To achieve effective learning, teachers should develop an instructional design before conducting the teaching and learning activities. The application of instructional design based on audio-visual media can enhance students' motivation and interest in learning. By using audio-visual media, a more engaging learning atmosphere can be created, increasing students' motivation and interest in the material, leading to an improvement in the quality of the learning process.

RECOMMENDATION

Based on the study findings, several recommendations can be implemented to improve the quality of learning through audio-visual learning media:

1. Enhancing Training and Learning Programs: It is recommended to enhance technology training programs for teachers.
2. Infrastructure and Technical Support: To address technical challenges, stable internet infrastructure and audio-visual learning devices are necessary. This would facilitate more effective teaching and lead to improved learning quality.
3. Promoting Collaboration Among Schools: Encouraging cooperation between schools can support the introduction of proven learning media and innovations.
4. Enhancing the Role of School Principals and Supervisors: School principals and supervisors play a critical role in supporting and facilitating teaching and learning. Providing more structured guidance can help teachers navigate challenges during the learning process.

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