

The Use of Audio-Visual Learning Media in Civic Education Instruction at State Junior High School 3 Tondano

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ABSTRACT

Technological advancement has transformed the field of education and requires teachers to integrate technology into the learning process. One form of technology that can support effective instruction is audio-visual learning media, which combines visual and auditory elements to enhance students' understanding and engagement. In Civic Education (Pancasila and Citizenship Education/PPKn), audio-visual media can help present abstract concepts in a more concrete, interesting, and meaningful way. In response to the gap between conventional teaching methods and the characteristics of learners in the digital era, State Junior High School 3 Tondano has implemented audio-visual media in PPKn instruction. This study aimed to analyze the use of audio-visual learning media and its contribution to improving students' learning outcomes. A qualitative research approach was employed, with data collected through classroom observations and interviews with the Civic Education teacher. The findings indicate that the use of audio-visual media increased students' attention, motivation, participation, and enthusiasm during the learning process. Students showed greater interest in PPKn lessons and demonstrated a better understanding of the instructional materials compared to conventional lecture-based learning. The implementation of audio-visual media also created a more interactive classroom environment that supported student engagement and learning achievement. However, the study identified several challenges, particularly the limited availability of technological facilities such as projectors and LCD equipment. The study concludes that audio-visual learning media are effective in supporting Civic Education instruction and improving students' learning outcomes.

Keywords: Audio-Visual Learning Media; Civic Education; Learning Outcomes; Educational Technology.

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INTRODUCTION

The importance of education in the twenty-first century is inseparable from the rapid advancement of technology that influences various aspects of life. This statement is in line with Prawiladilaga (2021), who argues that education and technology are fundamental and essential components in supporting human life. Given the diverse characteristics of children in the twenty-first century, education serves as a primary means of overcoming existing limitations and challenges.

Technological advancement demands continuous change and development in various aspects of life, including education. In this regard, educators are required to possess the ability to integrate technology into the learning process. According to Martikasari (2017), the utilization of technology and information to improve the quality and effectiveness of education includes management information systems (MIS), e-learning, learning media, and life skills education.

Education is often regarded as an indicator of a nation's progress. The higher the quality of education, the more advanced a nation becomes, as education contributes to character building and national development. Education can be defined as a conscious and planned effort undertaken to develop an individual's abilities, qualities, and potential in order to function effectively in all aspects of life. This definition is consistent with Law Number 20 of 2003 concerning the National Education System, which states:

"National education functions to develop capabilities and shape the character and dignified civilization of the nation in order to educate the life of the nation. It aims to develop learners' potential so that they become individuals who are faithful and devoted to Almighty God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."

Student engagement in learning can be viewed through three dimensions: behavioral, cognitive, and emotional. Emotional engagement reflects students' responses to school activities, teachers, and peers, whether positive or negative. Behavioral engagement is demonstrated through active participation in academic and non-academic activities, including extracurricular programs.

At the junior high school level, teachers are responsible for teaching various subjects, including Civic Education (PPKn) (Hidayat & Soleh, 2022). Within the context of modern education, Civic Education plays a vital role in shaping students' character and national awareness. Civic Education is a subject aimed at developing individuals who, despite differences in religion, ethnicity, culture, and race, become citizens who are morally grounded, intelligent, and skilled in accordance with the values of Pancasila and the 1945 Constitution of the Republic of Indonesia.

To address the gap between conventional teaching methods and the characteristics of learners in the digital era, State Junior High School 3 Tondano employs audio-visual media in Civic Education instruction as a response to contemporary challenges. This approach functions not merely as an alternative to traditional lecture-based methods but as a transformative learning strategy that serves as an epistemological bridge between the abstract nature of instructional content and the need for concrete learning experiences. Through the use of carefully selected visual content, the philosophical values of Pancasila can be represented in a more empirical and practical manner.

Learning media are tools used to deliver instructional content during the learning process in order to stimulate students' attention, interest, and emotions, thereby

facilitating the achievement of learning objectives. In practice, many teachers still rely on conventional lecture methods that tend to be one-directional, causing students to become passive and less interested in participating in classroom activities, particularly in Civic Education.

One technological innovation that can be utilized by teachers as a learning medium is audio-visual media, particularly instructional videos that require technological support such as laptops and projectors. Audio-visual media combine audio and visual elements to convey information or educational content. As a learning medium, audio-visual materials present instructional content through technological devices, enabling students to engage with lessons through both sound and visual representations.

Several previous studies have demonstrated that the use of audio-visual media in Civic Education can improve students' motivation and learning outcomes. Research conducted by Maria Meliana Tula Kalang et al. (2025) found that the use of audio-visual learning media had a positive impact on students' participation and behavior during classroom learning, particularly in Civic Education. Such media enhance active student engagement through stimulating and attractive instructional videos, thereby reducing boredom and increasing concentration during learning activities.

Similarly, research conducted by Fitasari (2020) found that students who learned through instructional videos exhibited higher levels of learning interest than those who were taught solely through lecture-based methods. Audio-visual media are considered capable of presenting information and learning materials in a more engaging manner, thereby motivating students to become more actively involved in classroom learning activities. Furthermore, audio-visual learning media enrich students' learning experiences by presenting content through images, sound, and text, all of which contribute to deeper understanding of instructional materials. This issue is important to examine in order to support the use of audio-visual learning media in enhancing students' learning interest and participation, particularly in Civic Education.

Learning interest is one of the psychological factors that significantly influences students' success in the teaching and learning process. According to Santrock (2012), learning interest is a process that provides energy, direction, and persistence in students' learning behavior. Indicators of learning interest include awareness, attention, willingness, enjoyment, and diligence in learning. The teaching and learning process is influenced by both internal and external factors. Internal factors include students' physiological and psychological conditions as well as motivation, whereas external factors encompass the learning environment, teaching methods, and instructional media used (Ariani et al., 2022). A high level of learning interest can positively affect learning outcomes because interested students tend to be more focused and enthusiastic during classroom activities. Moreover, strong learning interest enables students to overcome challenges encountered during the learning process. Understanding the factors that influence learning interest makes it easier to examine how audio-visual media contribute to increasing student engagement.

This study aims to analyze the use of audio-visual learning media in improving students' learning outcomes. Learning media serve as tools that assist teachers in delivering instructional content. Audio-visual learning media can help teachers manage classrooms more effectively and increase students' motivation, which ultimately contributes to improved achievement and learning quality. In addition, students can utilize digital learning tools and media for independent and collaborative learning, explore instructional content interactively, and develop competencies required in the digital era (Nugraha, 2022).

Based on observations and interviews conducted at State Junior High School 3 Tondano, problems related to students' learning interest were identified. Students demonstrated limited understanding of learning materials during classroom instruction and showed low interest in learning, particularly in Civic Education, which many perceived as a boring subject. These issues highlight the need for learning media that support a more creative and innovative learning process in order to improve students' learning outcomes and ensure that instructional objectives are achieved.

The research questions of this study are as follows: (1) What learning media are used in Civic Education classes at State Junior High School 3 Tondano? (2) How effective is the implementation of learning media in Civic Education instruction at State Junior High School 3 Tondano? (3) What challenges are encountered in the implementation of learning media in Civic Education instruction at State Junior High School 3 Tondano?

It is expected that the implementation of audio-visual media will improve students' learning outcomes. In light of the context described above, the researcher is interested in conducting a study entitled "The Use of Audio-Visual Learning Media in Civic Education (PPKn) at State Junior High School 3 Tondano."

METHOD

This study employed a qualitative research approach to analyze the use of audio-visual learning media in Civic Education (PPKn) at State Junior High School 3 Tondano and its contribution to students' learning motivation. A qualitative design was selected to obtain an in-depth understanding of the implementation of audio-visual media in the learning process (Sugiyono, 2017; Moleong, 2021).

The study was conducted at State Junior High School 3 Tondano on October 23, 2025. The research participant was a Civic Education (PPKn) teacher. Data were collected through classroom observations and semi-structured interviews. Observations were conducted to examine the implementation of audio-visual media during instruction, while interviews were used to explore the teacher's perceptions regarding its effectiveness in enhancing students' learning motivation.

The collected data were analyzed qualitatively through data reduction, data presentation, and conclusion drawing to identify key themes related to the use of audio-visual learning media in Civic Education.

RESULTS AND DISCUSSION

Audio-visual media have become an effective instructional tool for creating an engaging and enjoyable classroom environment (Riva Darwata & Handican, 2023). In Civic Education (PPKn), the use of audio-visual learning media was found to facilitate students' understanding of instructional materials and increase their interest in learning. The findings from State Junior High School 3 Tondano indicate that the implementation of audio-visual media contributes positively to both the learning process and students' academic achievement.

The observation results revealed that the use of audio-visual media improved students' learning outcomes. Students showed greater interest in learning when instructional videos were presented through a projector, which increased their attention and engagement during classroom activities. This finding is consistent with Suryana and Hijriani (2021), who reported that learning media incorporating text, images, and audio can enhance students' attention during the learning process. The implementation of

audio-visual media also helped students better understand the learning materials presented by the teacher.

During classroom observations, students appeared more active and responsive when audio-visual media were integrated into the lesson. Compared with conventional lecture-based instruction, students demonstrated higher levels of participation by responding to questions, expressing opinions, and engaging in discussions related to the learning materials presented in the videos. The visual representation of concepts enabled students to connect theoretical content with practical examples, thereby strengthening their comprehension of Civic Education topics.

The findings further indicate that audio-visual media support the delivery of abstract concepts commonly encountered in Civic Education. Topics related to citizenship, democratic participation, national identity, and the implementation of Pancasila values can sometimes be difficult for students to understand through verbal explanations alone. By utilizing videos and visual illustrations, teachers were able to provide concrete examples that made the learning content more relevant and meaningful to students' daily lives.

Interview results with the Civic Education teacher indicated that the use of audio-visual media significantly increased students' motivation to learn. According to the teacher, students were more enthusiastic and attentive when lessons incorporated instructional videos and visual materials. The teacher observed that students were less likely to become distracted and showed greater willingness to participate in classroom activities. This suggests that audio-visual media can contribute to a more student-centered learning environment.

The teacher also explained that audio-visual media facilitated the teaching process by making instructional delivery more efficient and interactive. Rather than relying solely on verbal explanations, the teacher could use videos and images to reinforce key concepts and stimulate classroom discussions. As a result, students were able to process information through multiple sensory channels, which enhanced both understanding and retention of the material.

Another important finding was the positive effect of audio-visual media on students' learning interest. Students appeared more enthusiastic when learning materials were presented through videos, as the combination of moving images, sound, and text created a more dynamic learning experience. This finding supports the view that learning interest is influenced not only by the content being taught but also by the methods and media used during instruction. When students are interested in the learning process, they are more likely to remain focused and actively engage with the material.

The findings of this study are consistent with previous research indicating that audio-visual media can enhance student engagement and academic performance. The increased attention, participation, and motivation observed during classroom activities suggest that audio-visual media play a significant role in improving learning outcomes. Consequently, integrating technology-based instructional media into Civic Education can serve as an effective strategy for addressing the challenges of teaching students in the digital era.

Overall, the results of observations and interviews demonstrate that students achieved better learning outcomes when audio-visual media were used compared with conventional lecture-based methods. The implementation of audio-visual learning media created a more interactive learning environment, encouraged active participation, and improved students' understanding of instructional content. These findings indicate that audio-visual media constitute an effective instructional approach for enhancing the quality of Civic Education learning at State Junior High School 3 Tondano.

Despite these benefits, several challenges were identified in the implementation of audio-visual learning media. The primary obstacle was the limited availability of supporting facilities and infrastructure, particularly projectors and LCD equipment. Limited access to technological resources occasionally restricted teachers' ability to utilize audio-visual media consistently during classroom instruction.

In addition, technical issues such as equipment availability, classroom readiness, and preparation time occasionally affected the implementation of audio-visual learning activities. Teachers were required to allocate additional time to prepare instructional materials and ensure that the equipment functioned properly before lessons began. These challenges highlight the importance of institutional support in facilitating technology-based learning.

Therefore, improving educational facilities and infrastructure is essential to maximize the effectiveness of audio-visual learning media. Adequate technological resources would enable teachers to integrate audio-visual materials more consistently into classroom instruction, thereby enhancing student engagement and learning outcomes. With proper support, audio-visual media can become an integral component of innovative and effective learning practices in Civic Education.

CONCLUSION

The findings of this study demonstrate that the implementation of audio-visual learning media in Civic Education (PPKn) at State Junior High School 3 Tondano contributes positively to improving students' learning outcomes. The integration of instructional videos and visual materials creates a more engaging and interactive learning environment, encouraging students to participate actively in classroom activities. As a result, students become more motivated, focused, and enthusiastic during the learning process.

The use of audio-visual media not only enhances students' academic performance but also improves their understanding of Civic Education content, particularly topics related to Pancasila values and citizenship. Compared with conventional lecture-based methods, audio-visual media provide more concrete and meaningful learning experiences, enabling students to better comprehend and retain instructional materials. The findings further indicate that the use of technology-based learning media can positively influence students' perceptions of Civic Education, transforming it from a subject often regarded as monotonous into one that is more interesting and relevant.

Despite these positive outcomes, the implementation of audio-visual learning media is still constrained by limited educational facilities and infrastructure, particularly the availability of projectors and LCD equipment. These limitations may affect the consistency and effectiveness of media utilization during classroom instruction. Therefore, adequate technological support is essential to maximize the benefits of audio-visual learning media.

Based on these findings, it is recommended that schools continue to improve technological facilities and provide greater support for the integration of digital learning media. Teachers should also continuously develop their competencies in utilizing educational technology to create innovative and student-centered learning environments. Through effective implementation and institutional support, audio-visual learning media can serve as a valuable instructional tool for enhancing learning outcomes and improving the overall quality of Civic Education in Indonesian schools.

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