

The Use of Audio-Visual and Print-Based Learning Media in Civic Education at SMA Negeri 2 Tondano

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ABSTRACT

Civic Education learning requires appropriate instructional strategies to make abstract concepts such as moral values, democracy, human rights, and constitutional principles more concrete and comprehensible for students. This study aims to describe the types of instructional media utilized by Civic Education teachers at SMA Negeri 2 Tondano, identify the challenges encountered in their implementation, examine the supporting factors available, and analyze the impact of media use on students' motivation and understanding. This research employed a descriptive qualitative approach, with data collected through interviews, observations, and documentation. The findings reveal that Civic Education teachers primarily utilize two types of instructional media, namely audio-visual media (educational videos) and visual image media. The main challenges identified include unstable internet connectivity and the limited availability of digital devices among students. Supporting factors that facilitate the implementation of instructional media include the availability of projectors, speakers, and Interactive Flat Panels (IFPs), as well as strong institutional support for the integration of technology into the learning process. The use of instructional media was found to enhance students' learning motivation, classroom participation, and teacher-student interaction, while also helping students develop a deeper and more contextual understanding of abstract concepts. Therefore, instructional media play a significant role in improving the quality of Civic Education learning, particularly in fostering a meaningful and visually supported understanding of national values and citizenship principles.

Keywords: instructional media, audio-visual media, Civic Education, learning motivation.

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INTRODUCTION

Civic Education possesses distinctive characteristics because it addresses abstract concepts such as moral values, democracy, human rights, constitutional principles, and the values embodied in Pancasila. These concepts require teachers to present learning materials in a concrete and meaningful manner to facilitate students' understanding. Without appropriate instructional strategies, Civic Education tends to be perceived merely as a subject of memorization, limiting students' ability to develop a deeper comprehension of citizenship values and their practical implications.

One instructional strategy that has proven effective in bridging abstract concepts and authentic learning experiences is the use of instructional media. Instructional media help concretize learning materials, present real-life situations, and enable students to connect theoretical concepts with their everyday experiences. In the context of Civic Education, media play an essential role in visualizing civic values and social phenomena that are often difficult to understand through conventional lecture-based approaches.

Previous studies have demonstrated the significant contribution of instructional media to Civic Education learning. Kusumawati and Mardianti (2025) argue that instructional media serve as an effective bridge for communicating civic values because they provide concrete visual and situational representations. Through digital media, educational videos, and interactive simulations, concepts such as democracy, mutual cooperation, and human rights become more accessible and meaningful for students. Similarly, Nurjumiati et al. (2024) found that animated videos improve students' comprehension and learning outcomes by illustrating moral and citizenship-related issues in engaging and relatable ways. Furthermore, Sukmawati et al. (2022) reported that simple visual media, such as the "Pancasila Bulletin Board," significantly enhance students' participation and understanding by presenting civic values through images, texts, and illustrations closely related to their daily lives. Supporting these findings, Sumardi and Herianto (2024) concluded that audio-visual media substantially improve students' understanding of Pancasila values by presenting social phenomena in realistic, relevant, and easily comprehensible forms.

The rapid development of Information and Communication Technology (ICT) has further transformed educational practices. According to Munir (2021), ICT facilitates learning by providing faster access to information and enabling more visual and interactive learning experiences. Consequently, teachers are expected to possess digital competencies as an integral component of modern pedagogical practice. This expectation aligns with the Technological Pedagogical Content Knowledge (TPACK) framework proposed by Mishra and Koehler, which emphasizes that effective teaching requires the integration of technological, pedagogical, and content knowledge to select and implement technology appropriately within the learning process.

At SMA Negeri 2 Tondano, ICT integration has been supported through the provision of educational technologies such as projectors and Interactive Flat Panels (IFPs). These facilities have the potential to enhance instructional quality, particularly in clarifying abstract concepts and encouraging student engagement. Heinich et al. (2020) suggest that interactive visual technologies such as IFPs facilitate student understanding through the integration of text, images, videos, and digital learning activities within a single platform. However, the effectiveness of technology-based learning does not solely depend on the availability of facilities. Riyadi (2024) found that the successful implementation of IFPs is

strongly influenced by teachers' digital competencies and their ability to design technology-supported learning activities. Likewise, Yudistira (2024) identified digital competence as a critical factor affecting the success of technology integration in classroom instruction.

In addition to teacher competence, infrastructural conditions significantly influence the effectiveness of ICT utilization. The CERMAT (2025) study revealed that internet network stability plays a crucial role in determining the effectiveness of technology-based learning. Unstable internet connectivity limits the optimal use of educational technologies, including IFPs, online learning videos, and internet-based instructional media. Similar findings were reported by Rahayu (2024), who concluded that internet-related problems and limited technical support frequently become major obstacles to implementing digital learning innovations in schools.

Preliminary interviews with Civic Education teachers at SMA Negeri 2 Tondano indicate that audio-visual and print-based media contribute positively to students' learning motivation and conceptual understanding despite the persistence of technical challenges. Nevertheless, empirical studies specifically examining the implementation of instructional media in Civic Education learning at SMA Negeri 2 Tondano remain limited. This research gap highlights the need for a more comprehensive investigation of instructional media practices within this educational context.

Therefore, this study aims to identify the types of instructional media utilized by Civic Education teachers at SMA Negeri 2 Tondano, examine the challenges encountered during their implementation, analyze the supporting factors available within the school environment, and evaluate their impact on students' motivation and understanding. Specifically, this study addresses four research questions: (1) What types of instructional media are utilized by Civic Education teachers? (2) What challenges are encountered in the use of instructional media? (3) What supporting factors facilitate their implementation? and (4) How does the use of instructional media influence students' participation and understanding? The findings are expected to provide a comprehensive understanding of instructional media utilization in Civic Education learning and offer practical recommendations for improving instructional quality in the future.

METHOD

This study employed a descriptive qualitative approach to explore and describe the use of instructional media in Civic Education (PPKn) learning at SMA Negeri 2 Tondano. A qualitative approach was selected because it enables researchers to examine social phenomena within their natural settings and to gain a comprehensive understanding of participants' experiences, perceptions, and practices.

The research was conducted on October 21, 2025, at SMA Negeri 2 Tondano. Data were collected from both primary and secondary sources. Primary data were obtained through direct interviews with the Civic Education teacher, Juanda Leonardo Walangari, who served as the key informant in this study. Secondary data were derived from school documents, instructional media-related literature, and relevant previous studies.

Three data collection techniques were employed: interviews, observations, and documentation. Semi-structured interviews were conducted to allow the informant to provide detailed explanations regarding the types of instructional media used, challenges encountered during implementation, supporting factors available within the school environment, and the perceived impact of instructional media on students' learning. Classroom observations were carried out to examine the actual use of instructional media

during the teaching and learning process. Documentation was used to complement the data through the examination of school records, learning materials, photographs, and other relevant documents.

Data analysis followed the interactive model of qualitative analysis, consisting of three stages: data reduction, data display, and conclusion drawing. During the data reduction stage, relevant information was selected, organized, and categorized according to the research objectives. The data were then systematically presented to facilitate interpretation and pattern identification. Finally, conclusions were drawn by synthesizing findings from multiple data sources to ensure a comprehensive understanding of the phenomenon under investigation.

To enhance the credibility of the findings, data triangulation was applied by comparing information obtained through interviews, observations, and documentation. This process helped ensure the consistency and trustworthiness of the research findings. Through this descriptive qualitative approach, the study provides a comprehensive understanding of the use of instructional media by Civic Education teachers at SMA Negeri 2 Tondano, including the challenges encountered, supporting factors, and their impact on students' motivation and understanding.

RESULTS AND DISCUSSION

Types of Instructional Media Used in Civic Education Learning

The findings revealed that Civic Education teachers at SMA Negeri 2 Tondano primarily utilized two types of instructional media: audio-visual media (educational videos) and visual print-based media (images and illustrations). Educational videos were frequently employed because they present information in a dynamic and engaging manner, enabling students to process information through both visual and auditory channels. The teacher reported that videos were particularly effective in explaining civic concepts and social phenomena that are difficult to convey through verbal explanations alone.

In addition, visual image media were used to support students' understanding of abstract concepts such as national symbols, governmental structures, Pancasila values, and social norms. Through visual representations, students were able to identify, compare, and relate civic concepts to real-life situations more easily. These findings support the study of Kusumawati and Mardianti (2025), which emphasized that digital and visual media enhance students' understanding by providing concrete illustrations of abstract civic concepts. Similarly, Sukmawati et al. (2022) found that visual media increase student engagement and facilitate the delivery of conceptual learning materials.

The findings indicate that the selection of instructional media at SMA Negeri 2 Tondano is consistent with the characteristics of Civic Education, a subject that requires the transformation of abstract concepts into concrete learning experiences.

Challenges in the Use of Instructional Media

Despite the benefits of instructional media, several challenges were identified during their implementation. The most significant obstacle was unstable internet connectivity, which frequently disrupted the use of online learning videos and reduced the effectiveness of technology-based instruction. Since many audio-visual learning resources depend on internet access, network instability often interrupted classroom activities and limited the smooth delivery of instructional content.

Another challenge concerned the unequal availability of digital devices among students. Some students lacked adequate smartphones or laptops to access digital learning materials outside the classroom. This limitation reduced opportunities for independent learning and restricted the continuity of technology-supported instruction beyond school hours.

These findings are consistent with previous studies highlighting the importance of technological infrastructure in educational settings. Yudistira (2024) emphasized that stable internet connectivity is a prerequisite for successful technology integration in classrooms, while the CERMAT (2025) study identified access to digital devices as a crucial factor influencing the effectiveness of modern instructional media. Therefore, technological readiness remains an important consideration in the implementation of media-based learning.

Supporting Factors for Media Utilization

The study also identified several supporting factors that facilitated the use of instructional media in Civic Education learning. The availability of projectors, speakers, and Interactive Flat Panels (IFPs) provided teachers with opportunities to present learning materials in interactive and visually engaging formats. These facilities enabled the integration of videos, images, presentations, and digital resources into classroom instruction.

According to the teacher, institutional support from the school administration also played an important role. Such support included the provision of technological facilities, policies encouraging technology integration, and opportunities for teachers to improve their digital competencies. These findings support Riyadi (2024), who argued that interactive technologies such as IFPs can significantly improve learning effectiveness when accompanied by adequate institutional support and teacher competence.

The presence of both technological infrastructure and organizational support created favorable conditions for the implementation of instructional media in the classroom.

Impact of Instructional Media on Learning

Increased Student Motivation

The use of audio-visual media was found to enhance students' learning motivation significantly. Students demonstrated greater enthusiasm and attention when learning materials were presented through videos rather than through conventional verbal explanations. The combination of moving images, narration, and sound created a more engaging learning environment that captured students' interest and sustained their attention throughout the lesson.

This finding corroborates the study of Enjellika and Yudha (2024), which reported that audio-visual media provide multisensory learning experiences that positively influence students' motivation and interest in learning.

Enhanced Participation and Classroom Interaction

The findings further indicate that instructional media contributed to increased student participation during classroom discussions. Students became more willing to ask questions, express opinions, and connect the content presented in videos and images with social issues encountered in their daily lives. The visual stimuli provided by instructional media encouraged active engagement and supported a more student-centered learning environment.

These results align with Sukmawati et al. (2022), who found that visual media stimulate classroom interaction by providing concrete references that encourage students to formulate arguments and participate in discussions.

Improved Understanding of Abstract Concepts

One of the most significant impacts identified in this study was the improvement of students' understanding of abstract Civic Education concepts. Topics such as democracy, constitutional principles, moral values, social norms, and citizenship responsibilities became easier to comprehend when supported by visual illustrations and real-life examples presented through instructional media.

Educational videos and images enabled students to observe practical manifestations of civic values rather than merely memorizing theoretical definitions. This finding supports Kusumawati and Mardianti (2025), who argued that digital media help transform normative and abstract concepts into concrete learning experiences, thereby enhancing conceptual understanding.

Strengthened Teacher–Student Interaction

Instructional media also contributed to stronger interaction between teachers and students. During the presentation of videos and visual materials, teachers were able to pose reflective questions, provide contextual explanations, and encourage discussion related to students' experiences. As a result, communication became more interactive and collaborative.

This finding is consistent with previous studies suggesting that interactive technologies and audio-visual media promote two-way communication and facilitate more meaningful learning interactions (Riyadi, 2024; Sumardi & Herianto, 2024).

Implications for Meaningful Civic Education Learning

Overall, the findings demonstrate that instructional media contribute substantially to meaningful Civic Education learning. Through the use of videos and visual materials, students were able to connect theoretical content with social realities, develop deeper conceptual understanding, and engage more actively in the learning process. Consequently, learning became not only theoretical but also contextual and applicable to everyday life.

These findings support the argument that digital and visual instructional media increase student engagement and enhance the relevance of learning in contemporary educational contexts (Sumardi & Herianto, 2024). Therefore, instructional media should be regarded as an essential component of effective Civic Education instruction, particularly in facilitating the understanding of complex civic concepts and promoting active student participation.

In summary, the study demonstrates that instructional media play a crucial role in improving the quality of Civic Education learning at SMA Negeri 2 Tondano. Their use enhances student motivation, participation, conceptual understanding, and teacher–student interaction, all of which are important indicators of effective learning outcomes.

CONCLUSION

This study examined the use of instructional media in Civic Education (PPKn) learning at SMA Negeri 2 Tondano, focusing on the types of media utilized, implementation challenges, supporting factors, and their impact on the learning process.

The findings indicate that Civic Education teachers primarily employ audio-visual media, particularly educational videos, and visual print-based media such as images and illustrations. These media are selected because they effectively support the presentation of abstract civic concepts, including democracy, human rights, constitutional principles, and Pancasila values.

The study further reveals that the implementation of instructional media faces several challenges, notably unstable internet connectivity and the limited availability of digital devices among some students. Despite these constraints, the availability of technological facilities, including projectors, speakers, and Interactive Flat Panels (IFPs), together with institutional support from the school, significantly facilitates the integration of instructional media into classroom learning.

The findings also demonstrate that instructional media positively influence the quality of Civic Education learning. Their use enhances students' learning motivation, encourages active participation in classroom discussions, improves understanding of abstract concepts, and strengthens teacher–student interaction. By providing concrete visual representations and contextual learning experiences, instructional media help transform theoretical civic concepts into meaningful and applicable knowledge.

In conclusion, instructional media play a vital role in improving the effectiveness of Civic Education instruction at SMA Negeri 2 Tondano. The integration of audio-visual and visual media not only supports students' cognitive understanding but also promotes engagement and meaningful learning experiences. Therefore, schools should continue strengthening technological infrastructure and supporting teachers' digital competencies to maximize the educational benefits of instructional media in Civic Education and other subject areas.

This study is limited to a single school and one key informant; therefore, future research is recommended to involve multiple schools, teachers, and students to obtain a broader understanding of instructional media utilization in Civic Education learning across different educational contexts.

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