

Audiovisual Media in Civics Education: Enhancing Student Learning Motivation at a Rural Junior High School in North Sulawesi

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ABSTRACT

This study investigates the role of audiovisual media in Civics Education (Pendidikan Pancasila dan Kewarganegaraan/PPKn) in stimulating student learning motivation, conceptual comprehension, and classroom engagement at SMP Negeri 8 Satap Tondano, a rural junior high school in North Sulawesi, Indonesia. Employing a qualitative descriptive methodology, data were gathered through open-ended questionnaires, brief structured interviews, classroom observation, and document review. The findings reveal that audiovisual presentations significantly increase students' attentiveness, facilitate the comprehension of abstract civic concepts, and encourage active participation in classroom discourse. Key strengths of the approach reside in its capacity to address both visual and auditory learning preferences simultaneously, while principal constraints include technological dependency and the risk of diminished teacher-student interaction when the medium is used without adequate pedagogical framing. The integration of audiovisual content with conventional print materials is shown to align with constructivist principles and to support active-learning frameworks. Under conditions of limited technological infrastructure, audiovisual media implemented with teacher creativity can constitute a practical and impactful solution for improving the quality of civic education in underserved school settings.

Keywords: audiovisual media, civics education, learning motivation, student participation.

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INTRODUCTION

The quality of instructional practice in Civics Education (PPKn) at the junior secondary level in Indonesia continues to draw scholarly attention, particularly in schools located in geographically isolated communities where access to educational resources remains uneven. PPKn occupies a central position in the national curriculum: it is designed to cultivate democratic values, national consciousness, and civic responsibility among adolescents (Komalasari, 2018). Despite this curricular importance, classroom realities in many rural schools are characterized by teacher-dominated instruction, minimal use of supplementary media, and consequently low student motivation.

SMP Negeri 8 Satap Tondano exemplifies these challenges. Preliminary observation at this school in October 2025 indicated that Grade IX students demonstrated markedly low engagement in PPKn lessons, manifested in limited voluntary participation, diminished attentiveness during lecture delivery, and unsatisfactory formative assessment results. The proximate cause appeared to be an over-reliance on didactic, text-bound methods that fail to stimulate the kinds of active cognitive processing associated with meaningful learning (Mayer, 2021).

A body of literature attests to the capacity of audiovisual media to address precisely these shortcomings. Maheswari and Pramudiani (2021) established that the animated audiovisual platform Animaker improved science learning motivation among Indonesian primary students, while Hayati and Harianto (2017) documented a significant positive relationship between audiovisual media use and student interest in religious education at a senior secondary school in Bangkinang. More recently, Erilitaviana and Tyas (2025) confirmed a strong correlation between audiovisual media deployment and both motivation levels and learning outcomes among elementary students, and Aprianto et al. (2022) demonstrated that audio-visual practice fostered measurable motivational growth in an Islamic primary school context.

Within the domain of civic education specifically, the use of technology-mediated resources carries additional significance. PPKn content frequently involves abstract normative constructs such as democracy, human rights, and national sovereignty that are difficult for adolescents to internalize through verbal description alone. Video-based illustrations of civic processes, historical events, or community practices can render these abstractions concrete and emotionally resonant, thereby deepening comprehension and sustaining student interest (Charline et al., 2023).

The theoretical foundation of this study rests on three complementary frameworks. First, Mayer's Cognitive Theory of Multimedia Learning (CTML) posits that learners acquire information more effectively when verbal and pictorial channels are activated concurrently, because both visual sensory memory and auditory sensory memory contribute to the construction of coherent mental models in working memory (Mayer, 2021; Cavanagh & Kiersch, 2022). Second, Vygotsky's constructivist perspective holds that knowledge is not passively received but is actively constructed through social interaction and experiential engagement with contextually meaningful content (de la Fuente et al., 2023). Third, Bandura's Social Cognitive Theory emphasizes that observational learning, in which students attend to modelled behaviour, retain it cognitively, and subsequently reproduce it, is a primary mechanism through which civic values and prosocial behaviours are internalized (Bandura, 1977, as cited in de la Fuente et al., 2023).

Given this theoretical and empirical backdrop, the present study aims to evaluate the effectiveness of audiovisual media as a pedagogical tool in PPKn instruction at SMP Negeri 8 Satap Tondano and to examine both its advantages and constraints within the specific socio-material conditions of the school. The central research question is: in what ways does the use of audiovisual media influence the learning motivation of Grade IX students in Civics Education at this rural junior secondary school?

METHOD

This study adopts a qualitative approach with a descriptive design, a methodological choice appropriate for research that seeks to understand phenomena in depth from the perspective of the participants situated within their natural context (Creswell et al., 2007). Rather than testing hypotheses through statistical inference, the study aims to generate a rich and contextually grounded account of how audiovisual media operates within the specific learning environment of SMP Negeri 8 Satap Tondano.

Data collection was conducted on 22 October 2025 and involved four complementary instruments. First, open-ended questionnaires were administered to all Grade IX students ($n = 27$) to elicit their perceptions of audiovisual-mediated lessons relative to conventional instruction. Second, brief semi-structured interviews were conducted with the PPKn subject teacher, Mr. Julius Tampi, S.Pd., to obtain an educator's perspective on media utility, implementation challenges, and observed student responses. Third, non-participant classroom observation was carried out during two PPKn lessons to document actual patterns of student attention, participation, and interaction. Fourth, documentary evidence in the form of lesson plans and student assessment records was reviewed to triangulate observational data.

Data analysis followed thematic analysis procedures: the full corpus of questionnaire responses, interview transcripts, and field notes was subjected to open coding, followed by the clustering of codes into broader categories, and finally the distillation of overarching themes pertaining to motivational effects, pedagogical advantages, and operational constraints. This three-phase process of data reduction, data display, and conclusion drawing is consistent with established conventions of qualitative data analysis (Creswell et al., 2007). Trustworthiness was enhanced through source triangulation across the four data types and through member-checking, whereby the key themes were reviewed with the teacher-informant prior to finalisation.

RESULTS AND DISCUSSION

The introduction of audiovisual materials into PPKn lessons at SMP Negeri 8 Satap Tondano produced a perceptible shift in the character of student participation, as attested by interview data with the subject teacher, Mr. Julius Tampi, S.Pd. Video content depicting practices such as community cooperation (gotong royong) and the electoral process generated immediate and spontaneous questions from students who had previously remained passive during text-dependent sessions. This observation is theoretically coherent with Mayer's Cognitive Theory of Multimedia Learning (CTML), which holds that pictorial representations delivered concurrently with spoken explanation reduce extraneous cognitive load and redirect cognitive resources toward the generative processing of content (Mayer, 2021). The teacher further noted that audiovisual stimuli were particularly effective in bridging comprehension gaps for students with limited academic literacy, a finding consistent with the dual-channel processing model, in which

video narration and animation provide access to conceptual content that standard textbook prose alone cannot adequately convey (Mayer, 2021; Cavanagh & Kiersch, 2022).

Analysis of open-ended questionnaire responses yielded four recurring themes that corroborate and extend the teacher's account. Students reported enhanced attentiveness during lessons incorporating video clips or animated infographics compared with lessons relying exclusively on oral explanation or chalkboard writing. They consistently indicated that abstract civic norms, including the foundational principles of Pancasila and the mechanics of democratic representation, became more comprehensible when illustrated through visual narrative. A third theme concerned increased willingness to participate: viewing video content collectively created a shared reference point that reduced the social risk of verbal contribution, rendering classroom discussion more accessible. Finally, the emotional dimension of audiovisual content, particularly imagery associated with national heroes and historical events, was identified as a motivating factor that deepened students' sense of identification with civic values. These patterns align with a growing body of Indonesian educational research. Maheswari and Pramudiani (2021) documented comparable motivational gains from audiovisual media use in primary science instruction, and Erlitaviana and Tyas (2025) confirmed analogous effects on both motivation and learning outcomes at the elementary level. The present findings extend this evidence base to civic education at the junior secondary level in a rural context.

Direct classroom observation confirmed and enriched these questionnaire-derived themes. During the lesson segment in which a six-minute video on community welfare practices was screened, all 27 students maintained visible attentiveness throughout the clip, in marked contrast to the scattered inattention documented during the preceding text-reading segment. The post-video discussion phase produced the highest frequency of unsolicited student contributions observed across both lessons, with approximately two-thirds of students making at least one verbal input. This pattern reflects the mechanism by which shared audiovisual experience creates common intersubjective ground for collaborative knowledge construction, a process central to Vygotskian constructivism (de la Fuente et al., 2023). When students encounter video content collectively, it lowers the threshold for peer-to-peer and student-teacher dialogue in ways that text-only instruction rarely achieves, a dynamic that Charline et al. (2023) describe as the social scaffolding function of shared media in junior secondary classrooms.

Bandura's Social Cognitive Theory supplies a third explanatory lens, one that is particularly apposite for PPKn, a subject whose primary aim is the internalization of civic values and prosocial behaviour rather than the mere transmission of declarative knowledge. When students observe video-mediated models of democratic participation, cooperative conduct, or civic responsibility, they engage the attentional and retentional processes that Bandura identifies as prerequisites for observational learning (de la Fuente et al., 2023). The teacher-informant's observation that previously disengaged students became actively curious following video presentations is interpretable as evidence that modelled civic behaviour exerted motivational influence consistent with Bandura's framework, a finding that also resonates with Nurrita's (2018) argument that media innovation can reorient students toward intrinsic motivation in civic learning contexts.

The study concurrently surfaces constraints that materially qualify these positive findings. Technological dependency is the most significant structural barrier: the absence of a stable electrical supply and the limited availability of projection hardware at SMP Negeri 8 Satap Tondano create conditions under which audiovisual pedagogy cannot be

assumed to be consistently deliverable. During one scheduled screening, a power fluctuation necessitated improvised substitution with printed still images, underscoring the infrastructural fragility inherent in media-dependent pedagogy in resource-constrained settings. This finding corroborates Aprianto et al. (2022) and Hayati and Harianto (2017), who identify infrastructural adequacy as a necessary precondition for the pedagogical benefits of audiovisual media to materialise.

A second limitation concerns the risk of passive reception. Classroom observation revealed that student attentiveness during video screening was not consistently sustained into the subsequent teacher-led segment when that segment lacked structured reflection activities. Research indicates that audiovisual presentations without deliberate follow-up tasks can inadvertently reinforce the very student passivity they are designed to overcome (Ghory & Ghafory, 2021). This finding points to the indispensability of complementary active-learning strategies, including guided discussion, reflective journalling, and collaborative problem-solving, as necessary accompaniments to media use rather than optional additions. A third consideration is content selectivity: topics requiring intensive textual engagement, such as legal analysis or argumentative writing, are more effectively addressed through conventional print-based methods. The most sustained and substantive engagement observed in this study occurred when audiovisual and print media were deliberately orchestrated in sequence, with teacher-guided video discussion followed by structured reading of the corresponding textbook passages. This integrated approach aligns with constructivist principles and with the active-learning framework advocated in the Indonesian Merdeka Curriculum (Wekerle et al., 2022).

Taken together, these findings suggest that the capacity of individual teachers to select, sequence, and contextualise audiovisual content is a more decisive determinant of instructional effectiveness than hardware availability alone. In settings where infrastructural reliability cannot be assured, investment in teacher training programmes that build media literacy and pedagogical design competencies is therefore likely to yield greater returns than equivalent investment in equipment procurement.

CONCLUSION

This study has examined the role of audiovisual media in shaping the learning motivation of Grade IX students in Civics Education at SMP Negeri 8 Satap Tondano, a rural junior secondary school in North Sulawesi. The qualitative descriptive findings demonstrate that audiovisual media, when implemented with pedagogical intentionality, produces meaningful improvements in student attentiveness, conceptual comprehension, and willingness to participate in classroom discourse. These gains are theoretically coherent with Mayer's CTML, Vygotskian constructivism, and Bandura's Social Cognitive Theory, each of which illuminates a distinct mechanism through which the visual-auditory channel combination enhances learning engagement.

Notwithstanding these benefits, the study identifies infrastructural dependency, the risk of passive reception, and topic-specific constraints as factors that must be managed through deliberate pedagogical design and institutional support. The most effective instructional model observed was one in which audiovisual presentations were embedded within a broader sequence that included teacher-mediated discussion and engagement with print materials, producing a blended approach aligned with constructivist and active-learning principles.

Future research should examine the differential effects of specific audiovisual formats, namely documentary video, animated infographic, and live-capture

presentation, on PPKn motivation and achievement outcomes across a broader sample of rural junior secondary schools in eastern Indonesia. Quasi-experimental designs incorporating pre- and post-intervention motivation measurement instruments would permit more precise causal claims than the descriptive methodology employed here. In addition, longitudinal studies are needed to determine whether motivational gains produced by audiovisual media translate into sustained improvements in civic disposition and civic knowledge over the course of a full academic year.

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