

The Use of Audio Visual Media to Improve Creativity and Engagement of Elementary School Students: A Literature Review

Muhammad Akbar Azizi¹, Candra Utama²

¹state university of malang

²Department of Elementary Scholl Teacher Education, State University of Malang, Indonesia

*Corresponding author, email:

¹muhammad.akbar.2301516@students.um.ac.id

²candra.utama.pasca@um.ac.id

Keywords

audio visual media
student involvement
creativity, elementary school
PAIKEM

Abstract

The development of information technology drives the transformation of learning media towards a more interactive and engaging approach. This study analyzes 7 articles (2019–2024) that discuss the impact of audio-visual media on creativity and engagement of elementary school students using the Systematic Literature Review (SLR) method. Article searches were conducted through Google Scholar with specific keywords and strict inclusion criteria. The results of the analysis show that audio-visual media can stimulate students' cognitive and emotional engagement through multisensory stimulation. This media has been proven effective in fostering creativity through active, innovative, and enjoyable learning according to the PAIKEM principles. The role of teachers in selecting and implementing the right media is the key to the success of improving students' conceptual understanding. Audio-visual media is an effective means of improving the quality of elementary school learning, especially in fostering active involvement and creativity of students..

1. Introduction

The development of information and communication technology has brought significant changes in the world of education, especially in learning methods and media. Audio-visual learning media, which combines elements of sound and images, has become an effective alternative in delivering learning materials to elementary school students. The use of this media not only increases students' interest in learning but also has the potential to develop their creativity. Yuliana and Putri (2021) stated that the use of audio-visual media can improve students' understanding of concepts and make learning more enjoyable. Wahyuni and Pramudibyanto (2020) also showed that audio-visual media is effective in significantly improving elementary school students' listening skills.

Creativity is the ability to generate new and original ideas that are relevant to a particular situation or problem. In the context of elementary education, student creativity can be enhanced through learning methods that stimulate imagination and critical thinking. Hakim (2022) stated that audio-visual-based learning media can develop students' critical and creative thinking skills by presenting information visually and in an interesting way. Although many studies have shown the benefits of using audio-visual media in learning, more comprehensive studies are still needed to understand how this media can increase overall student engagement in the learning process in elementary schools. This study aims to evaluate the impact of audio-visual media on the creativity and engagement of elementary school students based on the results of a systematic literature review.

2. Method

This study uses a Systematic Literature Review (SLR) approach to examine the use of audio-visual media in improving elementary school students' creativity. SLR is a systematic, explicit, and reproducible method used to identify, evaluate, and synthesize various relevant research results.

Research questions: "How effective is the use of audio-visual media to enhance creativity and engagement of elementary school students?"

Search strategy: Article searches were conducted through the Google Scholar database using the Publish or Perish application with the keywords: "audio-visual learning media", "elementary school student creativity", "elementary school learning innovation", "use of audio-visual media in education", and "audio-visual learning media".

Inclusion criteria:

- Articles published in 2019-2024
- Discuss audio-visual media in elementary school learning
- Focus on developing student creativity and engagement
- Available in Indonesian or English

Selection process: From the initial 100 articles, 20 articles were selected based on the relevance of the title and abstract, then filtered into 7 articles that met the inclusion criteria after full-text evaluation.

3. Results and Discussion

3.1. Results

Here is a summary of 7 articles that met the research criteria:

Table 1.

No	Author-Year	Title	Method	Key Results
1	Handayani & Rustini (2023)	Analysis of the Influence of the Use of Audio Visual Learning Media on Elementary School Students' Understanding of History Material	Qualitative descriptive	Audio visual media allows teachers to analyze student engagement through observation of responses and participation in discussions.
2	Intaniasari et al. (2022)	Cultivating Enthusiasm for Learning through Audio Visual Media in Elementary School Students	Kajian literatur	Audio visual media supports PAIKEM learning and increases students' enthusiasm for learning.
3	Nurchayanti & Tirtoni (2023)	Audiovisual Learning Media to Improve Elementary School Students' Learning Outcomes	Pre-experimental	There is a significant difference in social studies learning outcomes before and after using audio-visual media.
4	Ichsan et al. (2021)	Audio visual media in learning in elementary schools	Kajian literatur	Visual media provides effective multisensory stimulation for learning.
5	Pratiwi et al. (2022)	The influence of audio visual media in learning Arabic on fifth grade students at Mis AL-Hidayah Cikarang	Deskriptif	Learning is not monotonous and increases students' enthusiasm for learning
6	Ananda (2017)	The use of audio-visual media to improve the learning outcomes of civic education for grade IV students at SD NEGERI 016 Bangkinang City	Classroom action research	Audio visual media makes learning more meaningful and improves understanding of civics material.
7	Angreiny et al. (2020)	The Influence of Using Audio Visual Media on the Motivation and Science Learning Outcomes of Grade V Students of Bontoramba State Elementary School	Eksperimen	There is a significant influence of audio-visual media on science learning motivation and outcomes.

The results of the study showed that all articles analyzed reported the positive impacts of audio-visual media on various aspects of learning, including creativity, engagement, motivation, and student learning outcome.

3.2. Results

3.2.1. The Impact of Audio Visual Media on Student Engagement

Most studies show that audio-visual media can significantly increase student engagement. Handayani and Rustini (2023) explain that this media functions not only as a means of conveying information, but also as a means of reading student engagement in depth through observation of responses and participation. Teachers can observe facial expressions, body language, and students' attention levels during the learning process.

Cognitive engagement is seen from students' ability to focus, process information, and connect material with previous knowledge. Students who seriously listen to the show, take notes on important things, or ask questions after the video ends show that they are actively involved in the thinking process. Ananda (2017) emphasized that students become more motivated when the material is presented through applicable and realistic media, in accordance with the development of cognitive maturity of elementary school age.

Emotional involvement is reflected in students' enthusiasm and interest in learning. Pratiwi et al. (2022) reported that learning with audio-visual media makes students feel more enthusiastic and less bored because the material is delivered through illustrated videos equipped with sound. This shows that multisensory stimulation can create a more interesting and memorable learning experience for students.

The impact of this involvement can also be seen from the increase in student participation in discussions and class activities. The results of the study showed that students were more active in asking questions, providing responses, and sharing experiences after watching audio-visual displays. This behavioral involvement is an important indicator that audio-visual media has succeeded in creating an interactive and dialogic learning atmosphere.

3.2.2. The Impact of Audio Visual Media on Student Engagement

Intaniasari et al. (2022) emphasized that audio-visual media is in line with the principles of PAIKEM (Active, Innovative, Creative, Effective, and Enjoyable Learning). This media presents information in various visual and sound forms such as animation, music, illustrations, and simulations that stimulate students' creativity. The combination of these elements provides space for students to develop their imagination and explore various possibilities in understanding learning materials.

Unlike conventional learning which tends to be one-way and teacher-centered, audio-visual media allows students to explore, think critically, and generate original ideas. Ichsan et al. (2021) explain that visual media provides stimulation that can stimulate students' thoughts, feelings, and interests so that the learning process becomes more meaningful. Students not only receive information passively but are also encouraged to interpret, analyze, and create new understandings.

Student creativity is also seen from their ability to produce work or learning products after being exposed to audio-visual media. Nurcahyanti and Tirtoni (2023) found that students showed improvement in expressing their ideas through various forms of presentations, images, or stories. Audio-visual media provides rich visual inspiration and references, so that students have a variety of ideas to explore and develop according to their respective learning styles.

The development of creativity through audio-visual media is also in line with the characteristics of elementary school students who are at the stage of concrete cognitive development. At this stage, students need direct experience and visual representation to understand abstract concepts. Audio-

visual media provides a bridge between abstract concepts and concrete experiences, so that students can develop creativity in understanding and applying the knowledge gained.

3.2.3. Increasing Creativity through the PAIKEM Approach

The results of studies on various studies show that the effectiveness of audio-visual media is not limited to one subject, but can be applied widely. Handayani and Rustini (2023) proved the effectiveness of this media in history learning, where students can witness the reconstruction of past events through interesting visual displays. Audio-visual media helps students understand the historical context better because they can "see" and "hear" how the events occurred.

In science learning, Angreiny et al. (2020) found a significant influence of audio-visual media on students' motivation and learning outcomes. Abstract science concepts such as the process of photosynthesis, the water cycle, or the solar system can be clearly visualized through animation and simulation. This allows students to understand natural phenomena that cannot be observed directly in everyday life.

Language learning also benefits greatly from the use of audio-visual media. Pratiwi et al. (2022) showed that Arabic language learning becomes more effective when supported by media that combines audio and visuals. Students can hear the correct pronunciation while also seeing the writing and context of language use, so that their understanding becomes more comprehensive.

The success of audio-visual media in various subjects shows the flexibility and adaptability of the media. Teachers can modify and adjust audio-visual content according to the characteristics of the material, learning objectives, and student needs. This makes audio-visual media a versatile learning solution that can be integrated into the elementary school curriculum as a whole

3.2.4. Challenges and Strategies for Implementing Audio Visual Media

Although research shows significant positive impacts, the implementation of audio-visual media in learning is not free from various challenges. One of the main challenges is the availability of technological infrastructure in schools. Not all elementary schools have adequate facilities such as projectors, sound systems, or stable internet access to support the optimal use of audio-visual media.

Teacher competence in operating and integrating audio-visual media is also a crucial factor. The results of the study show that the role of teachers is not only as a facilitator, but also as a decision maker in choosing the right media. Teachers need to have technical skills to operate the device, pedagogical skills to integrate media with learning strategies, and evaluative skills to assess the effectiveness of the media used.

Strategies that can be implemented to overcome these challenges include ongoing training for teachers, development of audio-visual content that is in accordance with the local curriculum, and collaboration with various parties to provide technological facilities. Schools also need to develop policies that support learning innovation and adequate budget allocation for the development of learning media.

In addition, it is important to consider the balance between the use of audio-visual media and other learning methods. Audio-visual media should be used as a complement and reinforcement of learning, not as a substitute for direct interaction between teachers and students. The right combination of technology media and a humanist approach will produce holistic and meaningful learning for elementary school students

3.3. Conclusion

Based on the study of 7 research articles, it can be concluded that audio-visual learning media has a significant influence in increasing creativity and engagement of elementary school students. This media provides effective multisensory stimulation, supports the principles of PAIKEM, and is in accordance with the developmental characteristics of elementary school students. Audiovisual media has proven to be able to :

1. Increase students' cognitive and emotional involvement
2. Foster creativity through active and innovative learning
3. Increase motivation and learning outcomes in various subjects
4. Create an interactive and enjoyable learning atmosphere

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

References

- Ananda, R. (2017). Penggunaan media audio visual untuk meningkatkan hasil belajar pendidikan kewarganegaraan siswa kelas IV SD Negeri 016 Bangkinang Kota. *Jurnal Basicedu*, 1(1), 21-30.
- Angreiny, D., Muhiddin, M., & Nurlina, N. (2020). Pengaruh penggunaan media audio visual terhadap motivasi dan hasil belajar IPA siswa kelas V SD Negeri Bontoramba. *Edumaspul: Jurnal Pendidikan*, 4(1), 42-49.
- Hakim, A. (2022). Pengembangan kreativitas siswa melalui media audio visual dalam pembelajaran. *Jurnal Pendidikan Dasar*, 13(2), 85-94.
- Handayani, V., & Rustini, T. (2023). Analisis pengaruh penggunaan media pembelajaran audio visual terhadap pemahaman materi sejarah siswa sekolah dasar. *Universitas Pendidikan Indonesia*.
- Ichsan, J. R., Suraji, M. A. P., Muslim, F. A. R., Miftadiro, W. A., & Agustin, N. A. F. (2021). Media audio visual dalam pembelajaran di sekolah dasar. *Seminar Nasional Hasil Riset dan Pengabdian*, 3, 183-188.
- Intaniasari, Y., Utami, R. D., Purnomo, E., & Aswadi, A. (2022). Menumbuhkan antusiasme belajar melalui media audio visual pada siswa sekolah dasar. *Universitas Muhammadiyah Surakarta dan Universitas Muhammadiyah Sidenreng Rappang*.
- Nurchayanti, R. M., & Tirtoni, F. (2023). Media pembelajaran audiovisual untuk meningkatkan hasil belajar siswa sekolah dasar. *Jurnal Pendidikan Dasar*.
- Pratiwi, R., Ningsih, E. D. K., & Arfahmi, K. (2022). Pengaruh media audio-visual dalam pembelajaran bahasa Arab terhadap siswa kelas V di MIS Al-Hidayah CK. *SIWAYANG Journal: Publikasi Ilmiah Bidang Pariwisata, Kebudayaan, dan Antropologi*, 1(2), 85-92. <https://doi.org/10.54443/siwayang.v1i2.190>
- Wahyuni, D., & Pramudibyanto, H. (2020). Efektivitas media audio visual dalam meningkatkan kemampuan menyimak siswa. *Jurnal Ilmiah Pendidikan*, 8(1), 55-62.
- Yuliana, S., & Putri, D. A. (2021). Pemanfaatan media audio visual untuk meningkatkan pemahaman konsep siswa sekolah dasar. *Jurnal Pendidikan dan Teknologi*, 5(3), 220-230.