



The Effect of Audio-Visual Media on the Learning Outcomes of Civic Education of Elementary School Students: A Literature Review

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Abstract

Attractive and effective learning media play an important role in improving the quality of learning and achieving more optimal educational goals. Among various types of learning media, audiovisual media has been proven effective in learning, as stated in previous research. This study aims to examine the effect of using audiovisual media on civic education learning outcomes of elementary school students. The methodology used is descriptive qualitative with literature review method. Of the 20 journals collected, 12 journals met the research criteria. Based on the literature review, it was found that 50% of the previous studies used experimental methods, and the remaining 50% used classroom action research methods. The research sample consisted of various grade levels, with the largest group in grade four. Observation sheets and questions related to the learning material were used as measurement tools to assess student learning outcomes. The research results from the review process show that audio-visual media is very effective in increasing students' participation and understanding in learning.

1. Introduction

Civic education plays a crucial role in shaping the character and identity of the nation, especially at the basic education level. In this context, the use of learning media has a significant role not only in facilitating knowledge transfer, but also in instilling good citizenship attitudes and values among students. Learning media, both print-based and digital, are designed to clarify the delivery of material so that abstract concepts such as democracy, citizens' rights and obligations, and diversity are more easily understood by students. This type of media includes text, images, graphics and interactive digital tools, all of which serve to simplify complex information and make it more accessible to students. The use of diverse media provides variety in teaching methods, which in turn not only increases students' learning motivation but also encourages their more active and participatory engagement in the learning process. This is important to ensure that civic education can shape a younger generation that has a good understanding of their role as active and responsible citizens.

Along with the dynamics of the times that continue to develop, the use of audio-visual media is the main focus in improving the effectiveness of learning, especially in the context of civic education. Research by Nindya Lestari et al. (2022) highlighted that the use of media in civic education learning has not yet reached the optimal level of creativity and attractiveness. This is due to the dependence of learners on the role of the teacher and material from learning books, which results in a lack of maximum results. In addition, findings from research by Safinatun Najat et al. (2023) showed that lecture and question and answer learning methods as one of the factors causing problems in learning, as well as the use of learning media that has not been maximized. Some of these studies emphasize the need for the existence of effective learning media in the learning process of civic education for elementary school students. The media not only increases students' active involvement in learning, but also ensures a comprehensive understanding of the material, thus having an impact on achieving optimal learning outcomes. One of the learning media that has proven effective in achieving this is by utilizing audio-visual media.

Wina Sanjaya (2014) defines audio visual media as a type of media that combines aspects of hearing and vision. This type of media includes educational films, learning videos, educational

animations, multimedia presentations such as PowerPoint, and many more. The positive effect of audio-visual media on learning achievement of primary school students has been supported by various previous studies. This is evidenced by research using experimental methods and classroom action research that has been used in several previous studies. Therefore, the utilization of audio-visual media by teachers can help in overcoming students' learning difficulties in understanding civic education materials, thus potentially improving students' academic achievement. By considering these data, analyzing the results of previous research provides a very interesting opportunity to be carried out in the form of a literature study.

Through an in-depth analysis of the relevant literature review, this research is expected to provide new insights and a more comprehensive understanding of the role of audio-visual media in improving the effectiveness of civic learning at the primary school level. The findings are also projected to pave the way for further research in this area.

2. Method

This study was conducted with the aim of examining the effect of audio-visual media on the achievement of civic education learning outcomes in elementary school students. The method used in this research is descriptive qualitative using literature review method. A total of 12 relevant national journals were selected based on predetermined literature study criteria. The journals were published in Google Scholar within the last 10 years and focused on the use of audiovisual media to optimize the achievement of civic education learning outcomes among primary school students. Data analysis was conducted using a synthesis matrix containing information from the journals analyzed. This matrix consists of several columns, namely the reference source, research sample, research methods used, research instruments used, and the findings obtained.

3. Results and Discussion

A total of 12 national and international journals have been evaluated overall by considering aspects of reference sources, samples, research methods, research instruments, and findings.

Reference Sources	Samples	Research Methods	Research instruments	Findings
Nasrullah, Tahmid Sabri, dan Rosnita (2018)	93 students in class IV	Quasi-experimental design with Nonequivalent Control Group Design	Objective tests are multiple choice questions	Learning video media attracts students' attention so that it has a positive impact on the effectiveness of the teaching and learning process and the achievement of student learning outcomes.
Rizki Ananda (2017)	40 students in class IV	Classroom Action Research (PTK) with qualitative	Written test	Movie and video media can improve learning outcomes in civics learning.
Khavisa Pranata, Arif Nur Fikri, dan Zulherman (2022)	60 students in class V	<i>True Eksperimental Design</i> dengan <i>post-tes only control design</i>	Written test	Online audio-visual media is able to encourage students to be more active so that it has implications for significantly improving civic education learning outcomes.
Riza Maulida, Fitria Dwi Prasetyaningtyas, dan Endang Setyawardhani (2023)	28 students in class IV	Classroom Action Research (PTK)	Observation sheet and written test	Audio-visual media is able to increase student activity, which results in improved learning outcomes in each civic education learning cycle.
Ananta Destian Murtiana, Zaenab Isnaini, dan Susilo Tri Widodo (2023)	7 students in class IV	Classroom Action Research (PTK)	Observation sheet and written test	Audio-visual media makes students more motivated so as to produce an increase in learning outcomes of civic education learning.
Stefanus Ando, Tahmid Sabri, dan Siti Halidjah (2020)	20 students in class III	<i>Pre-Experimental Design</i> with <i>one group pretest-posttest design</i>	Pretest and posttest questions	Utilization of audio-visual media in civic education learning shows higher learning outcomes compared to learning without audio-visual media.

Ngurah Putu Ardika, I Gusti Ayu Tri Agustiana, dan I Ketut Dibia (2019)	170 students in class V	Quasi-experiment with post-test only control group design	Questionnaire sheet and multiple choice objective test	The VCT model assisted by audio visual media creates an interesting and meaningful learning process that has a positive impact on improving civics learning outcomes.
Fatinatuz Zahro, Qoriati Mushafanah, dan Ngarisih (2023)	28 students in class IV	Classroom Action Research (PTK) with Kemmis and Mc Taggrat design	Observation sheet and written test	Audio-visual media in Problem Based Learning significantly improves civics learning outcomes.
Eka Putri Miftakhurrohmahm Syamsul Ghufron, Dwi Muslimawati, dan Lilik Sulistyowati (2023)	18 students in class IV	Classroom Action Research (PTK)	Observation sheet and written test	Audio-visual media facilitates the process of understanding material for students effectively, and students who are not fluent in reading can still receive material by seeing and hearing.
Nidya Lestari, M. Taheri Akhbar, dan Adrianus Dedy (2023)	55 students in class III	<i>Pre-Experimental Design with One-Group Pretest-Posttest Design</i>	Pretest and posttest tests, observation sheets, and documentation studies	Students focus and can understand the material by using VCD media online so that it has a positive impact on student civics learning outcomes.
Safinatun Najat, Sri Herawati, Siti Rohana Hariana Intiana, dan Rizki Lolina Shaumy (2023)	34 students in class I	Classroom Action Research (PTK) with qualitative	Multiple choice test and observation sheet	PowerPoint media in civics learning has the potential to accelerate the understanding of material concepts for students, so that it has positive implications for improving their learning outcomes.
Rahmat (2017)	167 students in class III	<i>Quasi Experimental Design with Nonequivalent Control Group Design</i>	Lesson Planning Design (RPP), Student Worksheets (LKS), pretest and posttest questions	Video media contributes a high impact on civic education learning, as evidenced by the learning outcomes of students who use audio visual media higher than students who do not.

Based on the table above, it was found that 50% of the previous studies used experimental methods, while the other 50% used classroom action research methods. This finding confirms that the use of audio-visual media can improve students' academic achievement in primary schools. The research sample consisted of 8% grade 1, 25% grade 3, 50% grade 4, and 17% grade 5. The implication is that the use of audio-visual media is most optimal in grade 4 learning in primary schools. Previous empirical studies have proven that the integration of audio-visual media in the civic education learning process is effective in significantly improving student learning achievement. Factors that contribute to this success include the media's ability to attract students' attention, encourage active involvement of learners, increase students' activity levels, motivate students, and make the learning process effective and fun. Students who are not proficient readers also benefit from the use of audio-visual media as they can maintain a good understanding of the material through audio-visual experiences, as well as accelerate the understanding of material concepts. The method for measuring 100% learning outcomes uses observation sheets and questions related to the subject matter. This approach ensures that students' level of understanding can be accurately measured through the knowledge they gain and their ability to answer questions related to the material.

This study highlights that audio-visual media plays an important role in overcoming the various challenges faced in learning civic education at the primary school level. Prior to the introduction of audio-visual media, students faced various barriers in their learning experience due to teacher-centered approaches and heavy reliance on textbooks (Lestari et al., 2023). This traditional method limits students' involvement, reducing their role to passive recipients of information. The learning process becomes monotonous and uninteresting, so students lose interest and find it difficult to remember or understand the material. Similar findings were reported by Nasrullah et al. (2018), who indicated that the learning process still relies too much on teacher instruction, while Safinatun Najat et al. (2023) noted that lessons are mostly limited to lectures and question-and-answer sessions, which fail to stimulate critical thinking or creativity among students. Rizki further emphasized that the learning process often focuses on memorizing concepts, which does little to enhance students'

understanding or ability to apply civic knowledge in real-life contexts. This naturally leads to boredom, low motivation and difficulty in understanding civic education concepts.

The introduction of audio-visual media into the classroom has been proven to alleviate these challenges by transforming the learning process into a more dynamic, interactive and student-centered one. Experimental research and classroom action research have been used to investigate the effectiveness of these media. Experimental methods covering the preparation, implementation, and final assessment stages were conducted, which have consistently shown that the integration of audio-visual media resulted in significant improvements in student learning outcomes. The classroom action research, which includes the stages of planning, action, observation, evaluation, and reflection, also showed positive results, especially after the implementation of the second cycle, where audio-visual media was applied. Compared to the first cycle that did not use this media, the second cycle showed a marked improvement in student understanding and engagement, highlighting the clear impact of audio-visual media in improving learning outcomes.

Furthermore, Djamarah (2010) categorizes audio-visual media into two types, namely static and dynamic audio-visual. Static media, such as sound slides, sound films, and sound prints, present information through a combination of audio and still images. They are effective in providing a structured and focused presentation of content. In contrast, dynamic audio-visual media, such as videos and sound movies, use sound and moving images, making the learning process more lively and engaging. This distinction between static and dynamic media is very important for educators, as it allows them to choose the appropriate type of media depending on their learning objectives and students' needs. Static media may be more suitable for subjects that require detailed explanations, while dynamic media can be used to bring real-life scenarios into the classroom, thus fostering deeper understanding and retention of civic education concepts.

The effectiveness of audio-visual media in addressing civic education learning challenges has been widely recognized. By combining audio, visuals and videography, these tools create a multi-sensory learning environment that engages students on multiple levels. Instead of relying solely on verbal explanations, the use of sound, images and movement allows for a more comprehensive presentation of information, which in turn increases students' understanding and retention of the material. This interactive approach not only improves comprehension, but also stimulates active participation, fostering a more engaging and collaborative learning environment. As a result, students are better equipped to understand complex civic concepts, apply them to real-world situations, and develop the critical thinking skills necessary to become informed and active citizens.

The use of audio-visual media is a significant improvement over traditional teacher-centered approaches in the context of civic education. It addresses key challenges by increasing student motivation, improving comprehension and creating a more interactive and enjoyable learning experience. The documented success of audio-visual media in experimental and classroom action research confirms its important role in modernizing civic education and equipping students with the knowledge and skills they need for the future.

4. Conclusion

Based on a comprehensive review of the various studies and concepts that have been described, it is clear that the implementation of audio-visual media has a significant role in optimizing primary school students' learning outcomes in civic education subjects. Previous research, based on an in-depth understanding of the characteristics of audio-visual media, consistently shows that its implementation in the learning process is able to encourage students' active participation and facilitate a thorough understanding of the material. Audio-visual media provides variety in teaching methods, making it more interesting and enriching students' learning experience. Various types of audio-visual media, both still and moving, provide the possibility to visualize abstract concepts in a way that is more concrete and easily understood by students. In addition, this media is also able to trigger imagination, increase creativity, and strengthen students' memory.

Thus, the challenges in learning civic education in primary schools can be effectively addressed by utilizing audio-visual media as a teaching aid. The integration of audio-visual media allows teachers to create a dynamic, interactive and motivating learning environment for students. This is in line with the purpose of civic education, which is to foster positive values and character in children.

Therefore, the development and application of audio-visual media in civic learning is a strategic step to improve student learning outcomes at the primary school level. Audio-visual media can help students understand abstract concepts more easily and concretely, as well as increase their participation and activeness in the teaching and learning process.

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