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IMPROVING ELEMENTARY SCHOOL STUDENTS' INTEREST IN LEARNING THROUGH THE USE OF AUDIO-VISUAL MEDIA IN SCIENCE LESSONS

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ABSTRACT

This study aims to examine the extent to which the use of audio-visual media can increase elementary school students' interest in learning Natural and Social Sciences (IPAS). The background of the study began with low student engagement during the learning process, which still focused on conventional methods. This study used a descriptive qualitative approach , with research subjects including teachers and fifth-grade students of SDN Tunggak Cerme. Data were collected through observations of learning activities, in-depth interviews, and review of learning documents, then analyzed using the Miles and Huberman model which includes the stages of data reduction, data presentation, and drawing conclusions. The results showed that the use of audio-visual media was able to foster focus, increase activeness, and build positive attitudes in students towards IPAS learning. Students appeared more enthusiastic, participated in discussions, and more easily understood the material through interesting videos and animations. Teachers considered this media effective in creating a fun and interactive learning atmosphere. However, obstacles were also found such as limited technological facilities, lack of training for teachers, and minimal support from school policies. Thus, the success of implementing audio-visual media is greatly influenced by the creativity of educators, the readiness of facilities, and support from educational institutions. Overall, this study concludes that the use of audio-visual media has great potential in increasing students' interest in learning and is a strategic step towards more innovative and meaningful science learning in elementary schools.

Keywords: audio visual media, science, elementary school, learning innovation.

INTRODUCTION

Education is a key pillar in human resource development, and student learning interest is a key factor in achieving effective educational goals. However, educators often face various challenges in increasing student learning interest. These challenges can stem from internal factors, such as student motivation and engagement, as well as external factors, such as parental support and the use of appropriate learning media. Research shows that social support and self-efficacy significantly influence student engagement in the learning process. Therefore, (Putra et al., 2024) it is important for educators to understand these dynamics in order to design effective strategies to increase student learning interest. One approach that can be used is the use of innovative learning media. Recent research shows that the use of gamification-based e-learning media can increase student learning interest in an engaging and interactive manner (Isma et al., 2023) . Furthermore, the application of multimedia in learning has also proven effective in increasing student learning interest, especially in subjects considered difficult such as mathematics (MAHYUNIS, 2022) . Thus, educators need to consider the use of appropriate technology and media to attract students' attention and increase their engagement in the learning process. However, the challenges do not only come from these factors.

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Parental involvement also plays a crucial role in enhancing student motivation. Research shows that active parental involvement can positively impact children's academic achievement (Zulparis et al., 2021) . In this context, educators must collaborate with parents to create a supportive and motivating learning environment for students. For example, at Tunggak Cerme Elementary School, parents' active participation in the teaching and learning process has been shown to significantly boost student motivation. Teachers at this school regularly hold monthly meetings with parents to discuss their children's academic progress and psychological well-being. These meetings demonstrate that students who receive intensive support from their parents, such as study guidance and encouragement at home, tend to show improvements in learning participation and academic achievement. One interesting experience at Tunggak Cerme Elementary School involved a fifth-grade student who initially lacked enthusiasm for mathematics. At the beginning of the semester, the teacher realized that the student was having difficulty understanding the material and was also experiencing low motivation. To address this, the teacher then engaged the student's parents in communication to provide learning support at home. Parents of students also started to set aside special time every day to accompany and help their children study and do practice questions. Meanwhile, in the classroom, the teacher implemented a cooperative learning method that encouraged students to study in small groups so they could support each other. Thanks to this approach, the students began to show positive changes, becoming more active in asking questions and participating in discussions, and their test scores improved significantly. By considering the various factors that influence students' learning interests, educators are expected to develop comprehensive and effective strategies. Further research is needed to explore the relationships between these factors and to identify best practices for enhancing students' learning interests across various educational contexts.

Interest in learning is one of the main factors influencing students' academic success. Various studies have shown that students with a high level of interest in learning tend to achieve better learning outcomes than those with less interest (Erna et al., 2022) . Interest in learning not only acts as motivation in the learning process but also contributes to a more optimal understanding and application of learning materials (Ramadhani et al., 2023) . In the world of education, interest in learning can be influenced by various aspects, such as teaching strategies, the learning environment, and parental support (Habibah et al., 2023) . One crucial factor in building interest in learning is the teaching method applied. Research conducted by Nesi and Akobiarek shows a significant relationship between learning methods and student interest, where students who feel interested in the method used tend to achieve better learning outcomes (Nesi & Akobiarek, 2018) . In addition, Amalia highlighted the role of reading interest and the use of library facilities in improving academic achievement, which indicates that learning interest can be developed through the use of available educational resources (Amalia, 2023) .

Furthermore, external factors such as parental involvement also play a significant role in shaping students' learning interests. Studies show that parental attention and support positively contribute to increasing students' learning interests, which ultimately impact their academic achievement (Sholikhah & Bahrodin, 2021) . This underscores the importance of collaboration between students, parents, and educators in creating a conducive learning environment and encouraging student motivation. Therefore, it is undeniable that learning interests play a significant

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role in determining students' academic success. Various studies have shown that high learning interests are closely related to better academic achievement and are influenced by both internal and external factors. Therefore, efforts to increase students' learning interests should be a priority in developing effective educational strategies.

Furthermore, Tunggak Cerme Elementary School also implements a problem-based learning approach. In science lessons, for example, students are asked to observe real-life problems around the school, such as waste management, and then work together to find solutions. This approach makes the material feel more relatable and engaging for students, thus increasing their interest in the lessons. The school also encourages parents to support this learning process by helping their children discuss or conduct simple experiments at home.

From this experience, it can be concluded that collaboration between teachers and parents is crucial in creating a fun and motivating learning environment for students. Furthermore, the use of varied learning methods, such as cooperative and problem-based learning, has proven effective in increasing student engagement and interest in learning. Furthermore, in science lessons, the use of audio-visual media can be a very helpful strategy. With this media, difficult concepts can be explained in a more engaging and understandable way, thereby further nurturing students' curiosity and enthusiasm for learning.

Technological advancements and innovation in education are increasingly becoming a major concern in today's digital era. These changes not only encompass the use of various new tools and media in learning but also involve fundamental transformations in teaching methods and interactions between educators and students. In this regard, educational innovation plays a crucial role in improving the quality of learning and preparing students to face increasingly complex future challenges. The use of interactive video media at Tunggak Cerme Elementary School (SdN Tunggak Cerme) can deliver material more effectively and easily understood by students. One crucial aspect of this development is the integration of information and communication technology (ICT) into the education system. Various studies have shown that the application of ICT can increase learning effectiveness, expand access to learning resources, and support a more interactive learning process (Aisyah et al., 2024) . For example, the use of mobile learning applications in elementary schools has been shown to make the learning process more engaging and efficient (Yustian, 2021) . Furthermore, technologies such as augmented reality (AR) also have a positive impact in helping students understand complex material (Susena et al., 2024) . In addition to technological developments, educational innovation is also reflected in the implementation of project-based learning methods and other creative approaches. These methods not only encourage students to be more active in the learning process but also help develop critical and creative thinking skills, which are highly needed in today's workplace (Dini, 2022) . Research shows that this approach can increase student motivation and engagement, thus creating a more meaningful learning experience (Ardiawati, 2024) .

Nevertheless, challenges remain, one of which is the increasing addiction to gadgets among students, especially after the COVID-19 pandemic. This emphasizes the need for supervision and guidance from parents and educators so that technology can be optimally utilized without disrupting the learning process (Bintari, 2020) . Furthermore, character education is increasingly emphasized so that students not only excel academically but also possess strong moral values

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(Anggraeni et al., 2023) . Overall, technological advances and innovations in education offer significant opportunities to improve the quality of learning. However, the successful implementation of this technology depends heavily on the readiness of educators and students to use it effectively. Therefore, collaboration between various parties in the education sector is needed to create an innovative and sustainable learning environment.

The use of audiovisual media in learning has proven to be an effective strategy in increasing student understanding and engagement. In education, this media not only functions as a learning aid but also as a means to increase student motivation and interest in learning. Various studies have shown that the use of audiovisual media can strengthen the learning process by activating students' senses of sight and hearing, making the information provided easier to understand and remember (Nu'im Haiya & Ardian, 2023) . One example of the application of audiovisual media can be found in health education, where the use of videos and animations plays a role in helping children understand the importance of hygiene, such as handwashing, especially in efforts to prevent diseases such as COVID-19 (Mansa et al., 2022) . A study conducted by Bahrah and Wigunarti showed that audiovisual media is very effective in improving children's understanding of hygiene (Bahrah & Wigunarti, 2022) . Furthermore, research by Mustamu confirmed that the use of this media can increase student compliance with health protocols, proving its relevance in health emergency situations (Mansa et al., 2022) .

In addition to supporting academic understanding, audiovisual media also plays a role in shaping students' character. Research by Timur et al. revealed that audiovisual-based learning media contributes to strengthening students' character at the elementary school level (Timur et al., 2024) . This finding aligns with other studies showing that this media not only improves learning outcomes but also encourages creativity and innovation in the learning process (Gabriela, 2021) . Therefore, integrating audiovisual media into the curriculum can be an effective strategy in creating a more interactive and engaging learning environment for students. In today's digital era, with the rapid development of information technology, the use of audiovisual media in learning is becoming increasingly relevant. A study conducted by Lestari et al. revealed that during the pandemic, audiovisual media became a highly effective alternative in delivering material online (Lestari et al., 2021) . By utilizing this technology, educators can create a more dynamic and responsive learning experience to students' needs, which ultimately can improve overall learning outcomes (Gabriela, 2021) .

Overall, the use of audiovisual media as a learning strategy not only increases the effectiveness of the teaching process but also plays a role in building character and motivating students to learn. Further research is needed to explore the full potential of this media in various educational contexts. This study aims to investigate the extent to which the application of audiovisual media can strengthen student engagement and improve their learning outcomes. This study aims to explore and evaluate the extent to which the use of audiovisual media can play a role in increasing student learning interest at Tunggak Cerme Elementary School. More specifically, this study focuses on mapping student learning interests before the use of audiovisual media, observing the implementation of these media in the learning process, and assessing changes in student learning interests after the media is implemented. In addition, this study also aims to determine the effectiveness of audiovisual media in fostering active participation and enthusiasm in students

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during learning activities, as well as formulating recommendations for appropriate media use in the context of elementary education.

METHOD

This study used a descriptive qualitative approach to in-depth examine the effect of audio-visual media use on increasing student learning interest. The research was conducted in a fifth-grade classroom at an elementary school in Tunggak Cerme village, with students as the primary participants. Data were collected through observations during the learning process, interviews with teachers and students, and document analysis related to the material and lesson plans. Observations were conducted to capture students' behavior and reactions when audio-visual media was used, while interviews helped explore their perspectives and experiences with the method. The data analysis technique refers to the model by Miles and Huberman, which involves data reduction, data presentation, and conclusion drawing (Spradley & Huberman, 2024) . This approach allows researchers to understand the classroom context and dynamics more fully. Several previous studies, such as by Nurcahyati (202), have shown that audio-visual media can increase learning engagement and make students more active. Akbar & Hadi (2023) also found that the use of this media contributes to increasing student learning interest in thematic subjects. These findings serve as an important basis for designing and implementing this research.

RESULTS AND DISSCUSION

This research was conducted in a fifth-grade class at Tunggak Cerme Elementary School, comprising 25 students from diverse socioeconomic backgrounds. The majority of students come from farming families, with varying levels of parental involvement. The science teacher has over a decade of teaching experience and has relied on lectures and small group discussions. Initial observations by the researchers indicated that students' interest in science was relatively low, reflected in their lack of active participation and focus during the learning process. This situation prompted the researchers and teachers to implement audiovisual media as a learning strategy that is expected to increase student enthusiasm and activeness.

After implementing audiovisual media for three sessions, a marked change in the classroom atmosphere was observed. In the initial lesson before the use of this media, only a few students actively asked questions or provided responses to the material. However, after the implementation of audiovisual media, active participation increased significantly. Students took notes more frequently, watched the video with interest, and displayed more enthusiastic expressions. The teacher also observed that students who were usually passive began to ask questions and participate in discussions, resulting in a more lively classroom atmosphere. This improvement was not only seen in verbal participation, but also in students' focus and interest in the science material, which was previously considered difficult to understand.

An interview with the teacher in charge corroborated these findings. The teacher stated that audiovisual media facilitated the delivery of abstract concepts in science. She explained that through videos, animations, and moving images, students grasped the material more quickly and appeared more enthusiastic. The teacher also emphasized that the variety of learning methods using audiovisuals helped reduce student boredom and enriched their learning experience. From

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this teacher's testimony, it can be concluded that audiovisual media not only supports conceptual understanding but also creates a more interactive and enjoyable learning environment for students.

Table 1. Results of interviews with science teachers

No.	Interview Questions	Respondents' Answers
1.	What methods are usually used in science learning?	The teacher explained that so far he had relied on lectures combined with simple discussions, but this method was not always able to attract the attention of some students.
2.	What is the condition of students' interest and focus before using audiovisual media?	According to teachers, students' attention spans are still low. Only a few are active, while others are easily distracted and less engaged in the learning process.
3.	What changes are visible after three encounters with audiovisual media?	Teachers saw a significant increase in students' focus and enthusiasm. They watched the broadcasts more intently, took notes diligently, and responded more positively.
4.	Does audiovisual media help convey material?	Teachers said they were very helpful, especially when explaining abstract concepts that were previously difficult to explain with verbal explanations alone.
5.	How does the classroom atmosphere compare before and after using audiovisuals?	The classroom atmosphere is much more lively. Students ask more questions, discuss more, and don't get bored easily, increasing interaction in the learning process.

Similar findings were obtained from interviews with ten purposively selected students. Nearly all respondents stated they were more interested in learning science when teachers used audiovisual media compared to conventional methods. They felt the material was clearer, easier to remember, and felt like watching entertainment while learning. Several students also stated that the videos or animations made them curious about the topics discussed. These student testimonies indicate a shift in positive attitudes toward science after the implementation of audiovisual media.

Table 2. Results of interviews with students

No.	Interview Questions	Respondents' Answers
1.	Do you prefer learning by video or the normal way?	The majority of students choose learning with videos because it feels more fun and easier to understand.
2.	What makes a video or animation more interesting?	Students felt the show was like watching an educational film. The visuals and animation made it easier for them to visualize the material.

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3.	Does audiovisual help understand science material?	Almost all students stated that the material was easier to understand and remembered more quickly because the visuals were clearer.
4.	Are you more willing to ask questions during audiovisual learning?	Many students said they were encouraged to ask questions because their curiosity was heightened while watching the show.
5.	How do you feel when learning with audiovisuals?	Students feel more enthusiastic, don't get bored easily, and the classroom atmosphere feels more enjoyable.

Table 3. Synthesis of interview findings (Teachers & Students)

Main Theme	Description of Findings
Increased Focus and Attention	Audiovisual media makes students more focused in their lessons; they pay close attention to videos and understand the flow of the material.
Increasing Active Participation	Students are more confident in asking questions, responding to teacher questions, and discussing with both teachers and their classmates.
Positive Attitude towards IPAS	Students feel that learning is more enjoyable, not monotonous, and it is easier to understand concepts that were previously considered difficult.

The overall analysis of observation and interview data points to three main themes. First, there is an increase in student focus and attention during learning. Second, there is an increase in active participation in asking questions, answering teacher questions, and discussing with classmates. Third, there is a positive change in attitudes toward science lessons, especially on topics previously considered difficult. Based on these three findings, it can be concluded that the use of audiovisual media has strong potential to foster elementary school students' interest in science learning while supporting the achievement of more effective learning objectives.

DISCUSSION

This study shows that for elementary school students, learning interest is a psychological condition characterized by a sense of interest, active involvement, and motivation to explore science and natural sciences material in depth. Audio-visual media is a significant trigger because it presents abstract concepts in a more concrete, interesting, and interactive form. Visualizations of natural phenomena, experiments, and thematic animations help students understand concepts that are difficult to explain through conventional lecture methods. Previous studies have also confirmed the effectiveness of audio-visual media in increasing student motivation and engagement at the elementary school level (Pradana, 2025) . Thus, audio-visual media has a dual role as a means of transmitting information as well as triggering students' cognitive and emotional involvement in science and natural science learning.

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Teachers play a central role as creative and contextual learning designers. Strategies identified in this study include selecting media appropriate to students' developmental stages, integrating media as a core component of learning, and follow-up activities in the form of interactive discussions or quizzes. This approach aligns with the student-centered learning model, which emphasizes students' active role in constructing knowledge (Pertiwi et al., 2022) . Furthermore, teachers employ a contextual approach to make the science material relatable to students' daily lives, further enhancing the motivational effects of audiovisual media.

The research findings revealed significant structural challenges, such as limited technological resources (projectors, screens, audio), weak internet connectivity, and a lack of classrooms that support optimal visualization. These limitations make it difficult for teachers to consistently utilize audiovisual media, despite its clear benefits. This condition aligns with the findings of Pertiwi et al., (2022) , who stated that the readiness of technological infrastructure in elementary schools remains uneven across regions. Therefore, providing adequate facilities is an absolute requirement (Nisak & Rahmah, 2024) . The successful use of audiovisual media in elementary schools.

In addition to structural constraints, pedagogical challenges also arise. Some teachers are not yet trained to integrate audiovisual media into lesson plans or operate technology devices effectively. Yet, international literature confirms that teacher competence in designing and using media is a determining factor in the success of technology-based learning. Therefore, ongoing training programs for teachers are essential to enable them to utilize audiovisual media creatively and effectively.

This research contributes to the educational literature by addressing a previously understudied gap in practice: how students and teachers actually interpret the use of audiovisual media. While most previous research has focused on quantitative learning outcomes, this study provides a qualitative overview of attitudes, strategies, and challenges in the field. This approach aligns with current trends in educational research, which emphasize the importance of evidence-based practice and local context (Vitania et al., 2024) .

Field findings indicate that the use of audiovisual media has a gradual impact on changing student learning behavior. Students become more active in asking questions, dare to express their opinions, and focus more on difficult material after audiovisual media intervention. This is in line with experimental research at SDN Sekernan Muaro Jambi which reported a 24% increase in student learning interest after the use of audiovisual media in two learning cycles (Afrianti, 2025) . In other words, audiovisual media has transformational potential for classroom learning culture.

Audiovisual media encourages multisensorial learning by simultaneously engaging students' five senses. The combination of audio and visuals helps children connect science concepts to real-world phenomena, resulting in deeper and more meaningful learning. Tapilouw & Setiawan (2008), in their multimedia theory, stated that multisensorial-based learning improves knowledge retention and transfer. This research confirms this finding in the local context of elementary schools in Indonesia.

Teachers who successfully use audiovisual media don't just show videos or animations, but also provide follow-up in the form of discussions, reflections, and mini-project assignments. This strategy reinforces the effects of audiovisual media and ensures students aren't just passive observers. A quasi-experimental study in Tuban showed higher learning outcomes in classes that

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used follow-up strategies compared to classes that only watched audiovisual media without discussion. (Hasibuan, 2024) . Thus, audiovisual media needs to be treated as an integral part of learning, not just a distraction.

The success of audiovisual media use is also greatly influenced by institutional support, including school policies, funding, and principal leadership. Schools with strong support tend to have better facilities, more frequent teacher training, and a stronger culture of learning innovation (NOR & SURIANSYAH, 2024) . Conversely, schools with minimal support tend to use audiovisual media sporadically. These findings emphasize the need for synergy between teachers, school management, and local government to ensure the sustainability of learning innovation.

Based on the discussion above, this study recommends several steps: (1) improving teacher training in audiovisual media development, (2) expanding access to technological infrastructure in elementary schools, (3) developing national policies that support the integration of audiovisual media into the curriculum, and (4) conducting further research on the long-term impact on student learning outcomes and character. These steps are in line with international trends that emphasize the importance of digital literacy for teachers and students in the 21st century learning era (Ekowati, n.d.) . With the right support, audiovisual media has the potential to become a catalyst for the transformation of elementary education in Indonesia.

CONCLUSION

The results of this study demonstrate that the use of audiovisual media has a significant impact on increasing student interest in learning science at the elementary school level. Field findings indicate a significant change in the learning atmosphere: previously passive learning activities have become more active, dynamic, and enjoyable following the introduction of audiovisual media. Video displays, animations, and moving illustrations help teachers explain abstract material, making it easier for students to understand. This also encourages increased student attention, curiosity, and courage to engage in learning dialogue. They take notes, ask questions, and provide feedback more frequently, resulting in more lively classroom interactions. This is in line with other research findings that confirm that audiovisual media can increase student motivation and understanding. Thus, audiovisual media is not merely a tool but also plays a role as a strategy that can strengthen cognitive and emotional learning engagement.

On the other hand, this study reveals that the implementation of audiovisual media also presents its own challenges. Some of the obstacles that arise include limited technological devices, the readiness of school facilities, and teachers' ability to systematically design and integrate these media into learning. These factors indicate the need for stronger support from schools so that the use of audiovisual media is not just a temporary measure but can become part of ongoing learning practices. Furthermore, parental involvement and the school environment play a role in creating a more supportive learning atmosphere. Going forward, further research is needed to explore a more comprehensive model of audiovisual implementation, including long-term effectiveness, variety of media types, and teacher readiness to adopt them. Overall, this study confirms that audiovisual media has significant potential to improve the quality of science learning and strengthen students' active participation in the learning process.

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