Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Effect of Implementing the Poster Session Learning Strategy Assisted by Audio-Visual Media on Fourth-Grade Students' Interest and Learning Outcomes in Listening to Descriptive Texts at SDN Fatufia, Morowali Regency

Novita Lotong*, Ida Nuraeni, Ulfah
Master of Indonesian Language Education, University of Tadulako, Palu City, 94111, Indonesia

ARTICLE INFO

Article history:

Received: 20 Dec 2025
Accepted: 28 April 2026
Available Online: 05 May 2026

Keywords:

Poster Session.
Audio-Visual Media.
Learning Interest,
MANOVA

* *Corresponding author:*

E-mail: lotongnovita@gmail.com

Article Doi:

https://doi.org/10.31258/jes.10.5.p.101-111

A B S T R A C T

This study aims to examine the effect of the poster session learning model assisted by audio-visual media on students' learning interest and learning outcomes. This research employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design. The sample consisted of an experimental class and a control class. Data were collected using a learning interest questionnaire and a learning outcomes test. Data were analyzed using Multivariate Analysis of Variance (MANOVA). The results revealed a significant effect of the poster session learning model assisted by audio-visual media on students' learning interest and learning outcomes simultaneously (Wilks' Lambda = 0.412; $F(2,37) = 26.873$; $p < 0.05$). Partially, the model also had a significant effect on both dependent variables. Therefore, this learning model can be considered an effective alternative to improve the quality of elementary education.

1. Introduction

The development of 21st-century education demands the implementation of learning strategies that not only focus on the transfer of knowledge but also encourage students' active engagement in the learning process. This approach is aligned with constructivist theory, which emphasizes that knowledge is actively constructed through interaction with the environment (Mugara et al., 2025). In this context, the application of active learning strategies becomes highly important, as it can enhance students' participation and deepen their understanding. This is supported by various studies indicating that active learning is significantly more

effective than conventional methods in improving learning outcomes (Wa hyudi et al., 2024).

In addition, the integration of learning media is an important factor in improving the quality of instruction. Multimedia learning theory explains that the combination of visual and audio elements can help students process information more effectively and enhance learning retention (Maharani et al., 2024). Previous studies have shown that the use of audio-visual media can significantly improve students' learning interest (Afnita et al., 2023). In line with this, various studies indicate that learning strategies involving active student engagement have a substantial impact on improving academic achievement (Nasution et al., 2025).

These findings are further supported by empirical research demonstrating that the use of innovative learning media can effectively increase student engagement and motivation (Natasya, A. L., & Maksum, M. N. R., 2025). The integration of visual media and active learning strategies can significantly enhance student interaction and conceptual understanding (Jala, 2024). Furthermore, the use of audio-visual media in elementary education has been proven effective in increasing learning interest and material retention, particularly among primary school students who tend to be more responsive to visual and auditory stimuli (Aziz, 2024).

Other studies also reveal that the combination of innovative learning strategies and interactive media can have a significant impact on overall student learning outcomes (Darmawati et al., 2025). Active learning approaches, such as poster sessions supported by audio-visual media, are aligned with constructivist learning theory, which emphasizes students' active involvement in constructing knowledge (Dewi, R. K., Harjito, H., & Nurkolis, N., 2025). Therefore, the integration of poster session learning strategies and audio-visual media has a strong theoretical foundation for enhancing students' learning interest and outcomes.

Based on preliminary observations at SDN Fatufia, it was found that students' learning outcomes in the Indonesian language subject had not optimally met the Minimum Mastery Criteria (KKTP). Students tended to be passive during the learning process because the methods used were still dominated by lectures and the use of learning media was less varied. This condition led to low student interest in learning and had an impact on suboptimal learning outcomes. Several previous studies have shown that the use of audio-visual media in learning can improve students' interest and learning outcomes (Kamalia, 2022).

In addition, active learning strategies such as poster sessions have also been proven to enhance student participation and understanding (Muzdalifa et al., 2023). However, most of these studies are still limited to analyzing the effects separately, and only a few have examined the simultaneous effect of these two variables. Based on these problems and the literature review, this study aims to examine the effect of the poster session learning strategy assisted by audio-visual media on students' learning interest and learning outcomes simultaneously. This study employs a quantitative approach with a quasi-experimental design to obtain empirical evidence regarding the effectiveness of the implemented learning strategy.

Unlike previous studies, which generally examined the effects of audio-visual media or active learning strategies separately, this study offers novelty through the integration of the poster session learning strategy assisted by audio-visual media, analyzed simultaneously on two dependent variables, namely students' learning interest and learning outcomes. In addition, this study uses a quantitative approach with Multivariate Analysis of Variance (MANOVA), enabling it to provide a more comprehensive understanding of the effect of the treatment on both variables simultaneously, rather than partially as in previous studies.

Another novelty lies in the research context, which focuses on elementary school students, particularly in learning to listen to descriptive texts'an area that remains relatively limited in previous empirical studies. Therefore, this study not only contributes to the development of innovative learning strategies but also enriches empirical studies related to the effectiveness of integrating active learning models and audio-visual media in improving the quality of learning in elementary schools. Despite numerous studies highlighting the effectiveness of active learning strategies and audio-visual media, most previous research has examined these variables separately and has not comprehensively investigated their combined impact on multiple learning outcomes.

In addition, empirical studies focusing on elementary school students, particularly in the context of listening to descriptive texts, remain limited. Therefore, this study aims to examine the effect of the poster session learning strategy assisted by audio-visual media on students' learning interest and learning outcomes simultaneously. This study offers novelty by integrating an active learning strategy with audio-visual media and analyzing its effect on two dependent variables using a multivariate approach (MANOVA), thereby providing more comprehensive empirical evidence to support the effectiveness of innovative instructional practices in elementary education.

2. Methodology

Research Design

This study employed a quantitative approach using a quasi-experimental design. The design applied in this research was a pretest–posttest non-equivalent control group design, which allows comparison between an experimental group and a control group without random assignment.

Population and Sample

The population of this study consisted of all fourth-grade students of SDN Fatufia, totaling 100 students across five classes. The sample was selected using existing classes, where one class was assigned as the experimental group and another as the control group.

Instrument

The instruments used in this study consisted of:

1. Learning Interest Questionnaire
   The questionnaire was used to measure students' learning interest. It was developed based on indicators of learning interest, including attention, enthusiasm, participation, and engagement during the learning process. The instrument employed a Likert scale format.
2. Learning Outcomes Test
   The test was used to measure students' cognitive learning outcomes in listening to descriptive texts. The test consisted of objective questions administered during the pretest and posttest.

Data Collection

Data were collected through several stages:

1. Pretest
   Both experimental and control groups were given a pretest to determine students' initial learning interest and learning outcomes before treatment.
2. Treatment
   The experimental group was taught using the poster session learning strategy assisted by audio-visual media, while the control group received conventional learning. The treatment was conducted over six meetings.
3. Posttest
   After the treatment, both groups were given a posttest to measure students' learning interest and learning outcomes after the intervention.

Data Analysis

Data analysis was conducted using both descriptive and inferential statistics. Descriptive statistics were used to describe the distribution of students' learning interest and learning outcomes, including mean, median, mode, standard deviation, and variance. Before conducting the main analysis, prerequisite tests were performed. The normality test was conducted using the Shapiro–Wilk test to determine whether the data were normally distributed. The homogeneity test was conducted using Levene's Test to examine the equality of variances between groups. The hypothesis testing was carried out using Multivariate Analysis of Variance (MANOVA) to examine the simultaneous effect of the independent variable on students' learning interest and learning outcomes. All statistical analyses were performed using JASP software with a significance level of 0.05.

3. Results and Discussion

This study was conducted over six meetings in both the control class and the experimental class. The two groups were treated differently: the control group used

a conventional learning model, while the experimental group applied the poster session learning strategy assisted by audio-visual media.

The first meeting was conducted by administering a pre-test to both the control and experimental classes to determine students' initial abilities before the treatment was given. The second to the fifth meetings involved different treatments for each group. The experimental class was taught using a problem-based learning model supported by poster sessions, while the control class was taught using a conventional learning model. The sixth meeting involved administering a post-test to both the control and experimental classes to assess students' learning interest and learning outcomes after the treatments were implemented.

Overview of Students' Learning Interest

The descriptive statistics of students' learning interest in both groups are presented in table 1 below:

Table 1. Descriptive Statistics of Students' Learning Interest

Group	Test	Mean	Median	SD	Min	Max
Experimental	Pretest	67.20	68.00	6.43	56	79
Experimental	Posttest	88.40	89.50	5.81	77	96
Control	Pretest	61.75	61.50	4.81	51	70
Control	Posttest	74.40	74.50	4.58	64	81

Based on the results of the analysis, there was an increase in both learning interest and learning outcomes in both groups. However, a higher improvement was observed in the experimental class. In addition, it was found that the initial scores (pre-test) of the experimental class were higher than those of the control class, indicating a difference in baseline conditions.

Overview of Students' Learning Outcomes

In the overview of students' learning outcomes, the research data are presented as shown in the table 2 below:

Table 2. Descriptive Statistics of Students' Learning Outcomes

Group	Test	Mean	Median	SD	Min	Max
Experimental	Pretest	62.20	60.00	6.26	56	78
Experimental	Posttest	84.00	82.00	6.18	78	100
Control	Pretest	55.30	56.00	6.63	43	69
Control	Posttest	63.10	62.50	7.89	47	78

Based on Table 4, the average (mean) pre-test score in the experimental class was 62.200, while in the control class it was 55.300. This indicates that the initial ability of students in the experimental class was higher than that of the control class. The median values in the experimental and control classes were 60.000 and 56.000, respectively, suggesting that the data distribution in both groups was relatively balanced around the central values. The mode values also support this finding, with

60.000 in the experimental class and 56.000 in the control class. In terms of data dispersion, the standard deviation in the experimental class was 6.263, while in the control class it was 6.634, indicating that the variation in both groups was relatively homogeneous. Overall, it can be concluded that there was a difference in initial ability between the two groups, with the experimental class having better initial scores than the control class.

After the treatment was administered, the average (mean) post-test score in the experimental class increased to 84.000, while the control class only reached 63.100. This indicates that the improvement in learning outcomes in the experimental class was higher than in the control class. The median score in the experimental class was 82.000, while in the control class it was 62.500, suggesting that most students in the experimental class achieved higher scores. The mode in the experimental class was 82.000, whereas in the control class it was 60.000, indicating that the most frequently occurring score in the experimental class was higher than in the control class. The standard deviation in the experimental class was 6.181, while in the control class it was 7.887, showing that the variation in scores was greater in the control class than in the experimental class.When comparing the pre-test and post-test scores:

1. The experimental class showed an increase from 62.200 to 84.000.
2. The control class showed an increase from 55.300 to 63.100.

This indicates that the improvement in learning outcomes in the experimental class was far more significant than in the control class. Based on the results of the analysis, it can be concluded that:

1. There was a difference in initial ability between the experimental class and the control class.
2. Both groups experienced an improvement in learning outcomes.
3. The improvement in the experimental class was descriptively higher.
4. The data variation in the experimental class was more stable compared to the control class.

However, since there was a difference in the initial scores (pre-test), these results need to be further analyzed using inferential statistics (MANOVA) to determine whether the differences are statistically significant.

Normality Test

The normality test aims to determine whether the research data are normally distributed, which is one of the assumptions required for parametric statistical analysis. In this study, the normality test was conducted using the JASP (Jeffrey's Amazing Statistics Program) application with the Shapiro–Wilk method. The hypotheses for the normality test are as follows:

1. H_0 (null hypothesis): The data are normally distributed.
2. H_1 (alternative hypothesis): The data are not normally distributed.

The decision criteria are as follows:

1. If the significance value (p) ≥ 0.05, then H_0 is accepted (the data are normally distributed).
2. If the significance value (p) < 0.05, then H_0 is rejected (the data are not normally distributed).

The results of the normality test for both pre-test and post-test data are presented more clearly in the following table 3 below:

Table 3. Test of Normality (Shapiro–Wilk)

Group	Variable	W	p-value	Interpretation
Experimental	Pretest Learning Interest	0.966	0.677	Normal
Experimental	Pretest Learning Outcomes	0.862	0.008	Not normal
Experimental	Posttest Learning Interest	0.936	0.202	Normal
Experimental	Posttest Learning Outcomes	0.852	0.006	Not normal
Control	Pretest Learning Interest	0.951	0.389	Normal

Based on table 3, the results of the normality test using the Shapiro–Wilk method show that in the experimental class, the pre-test data for learning interest had a significance value of 0.677 (p ≥ 0.05), indicating that the data were normally distributed. Meanwhile, the pre-test data for learning outcomes showed a significance value of 0.008 (p < 0.05), meaning that the data were not normally distributed. Furthermore, the post-test data for learning interest had a significance value of 0.202 (p ≥ 0.05), indicating a normal distribution. However, the post-test data for learning outcomes showed a significance value of 0.006 (p < 0.05), indicating that the data were not normally distributed.

In the control class, the pre-test data for learning interest had a significance value of 0.389 (p ≥ 0.05), indicating that the data were normally distributed. Overall, the results of the normality test show that not all data in this study were normally distributed, particularly the learning outcomes variable in the experimental class. Nevertheless, the analysis was continued using MANOVA, considering that this test is relatively robust to violations of the normality assumption, especially when the sample sizes are balanced. Therefore, the results of the normality test did not hinder further analysis but instead served as a consideration in interpreting the research findings.

Homogeneity Test

The homogeneity test is conducted to determine whether the variances among the research groups are equal (homogeneous). This test uses Levene's Test with the following decision criteria:

1. If the significance value (p) ≥ 0.05 → the variances are homogeneous.
2. If the significance value (p) < 0.05 → the variances are not homogeneous.

The results of the homogeneity test for students' learning interest and learning outcomes using Levene's Test are presented in the table 4 below:

Table 4. Results of the Homogeneity Test (Levene's Test)

Variable	F	p-value	Interpretation
Learning Interest	1.842	0.182	Homogeneous
Learning Outcomes	2.116	0.153	Homogeneous

Based on Table 4, the significance value for the learning interest variable was 0.182 and for learning outcomes was 0.153, both of which are greater than 0.05 ($p \geq 0.05$). Therefore, it can be concluded that the variances of the data in both groups are homogeneous, thus meeting one of the assumptions required for MANOVA analysis.

MANOVA Test

The MANOVA test is used to determine the effect of the poster session learning model assisted by audio-visual media on students' learning interest and learning outcomes simultaneously, as presented in the following table 5 below:

Table 5. MANOVA Results

Effect	Wilks' Lambda	F	df	p-value	Partial Eta Squared
Group	0.412	26.873	2,37	0.000	0.592

Based on table 5, the results of the MANOVA test show a Wilks' Lambda value of 0.412, with $F(2, 37) = 26.873$ and a significance value of $p = 0.000$ ($p < 0.05$). This indicates that there is a statistically significant simultaneous difference between the experimental class and the control class in terms of students' learning interest and learning outcomes. The Partial Eta Squared value of 0.592 indicates that the effect of the treatment falls into a large category, meaning that the learning model provides a strong contribution to changes in both dependent variables. Therefore, the research hypothesis stating that there is an effect of the learning model on students' learning interest and learning outcomes is accepted.

Although some variables were found to violate the normality assumption, the analysis was continued using Multivariate Analysis of Variance (MANOVA). This decision is supported by statistical literature stating that MANOVA is relatively robust to moderate violations of normality, particularly when sample sizes are approximately equal across groups. According to Tabachnick and Fidell (2019), MANOVA can still provide reliable results under such conditions, especially when the design is balanced. Similarly, Field (2013) argues that parametric tests, including MANOVA, are generally robust to deviations from normality when group sizes are equal and sufficiently large. Therefore, the use of MANOVA in this study remains appropriate and statistically justified.

Post Hoc Test (Tests of Between-Subjects Effects)

This test is conducted to determine the effect of each dependent variable, as presented in the table 6 below:

Table 6. Post Hoc Test Results (Tests of Between-Subjects Effects)

Variable	F	p-value	Interpretation
Learning Interest	32.145	0.000	Significant
Learning Outcomes	41.276	0.000	Significant

Based on the table above, the results of the post hoc test indicate that:

1. The learning interest variable has a significance value of $p = 0.000$ ($p < 0.05$), indicating that the learning model has a significant effect on students' learning interest.
2. The learning outcomes variable has a significance value of $p = 0.000$ ($p < 0.05$), indicating that the learning model has a significant effect on students' learning outcomes.

The results of this study indicate that the poster session learning strategy assisted by audio-visual media has a significant effect on students' learning interest and learning outcomes, both simultaneously and partially. These findings are consistent with previous studies showing that the use of audio-visual media can significantly enhance students' learning interest, as it provides both visual and auditory stimuli simultaneously, thereby facilitating students' understanding (Afnita et al., 2023). Furthermore, the increase in learning interest observed in the experimental class can be explained by students' active involvement in the learning process. The poster session strategy provides opportunities for students to engage in discussions, present their ideas, and interact directly with their peers. This is in line with the findings of (Nasution et al., 2025), which state that active learning strategies can improve student participation and engagement in the learning process.

In terms of learning outcomes, the higher improvement observed in the experimental class indicates that the integration of innovative learning strategies and audio-visual media has a positive impact on students' conceptual understanding. This is supported by (Maharani et al., 2024), who explain that the use of audio-visual media can significantly enhance information retention and students' learning outcomes. Furthermore, the results of this study also reinforce the findings (Darmawati et al., 2025), which emphasize the importance of innovation in the learning process to improve the quality of education. Although their study focuses on educational management, its relevance can be seen in how innovation in learning strategies can positively affect student engagement and learning outcomes.

In line with this, the role of structured learning strategies that actively involve students is also supported by (Dewi et al., 2025), who emphasize the importance of managerial roles in creating an effective learning environment. In the context of this study, the poster session strategy functions as an approach that is able to organize learning activities in a more systematic and interactive manner. The findings of this study are also consistent with the results (Muzdalifa et al., 2025), which show that the implementation of activity- and participation-based approaches can improve the effectiveness of learning in elementary schools. This indicates that active student involvement is a key factor in enhancing the quality of learning. In addition, innovation in learning is also an important factor in improving the overall

quality of education. This is supported by the study (Natasya and Maksum, 2025), which shows that innovation in the educational environment can promote improvements in the quality of learning and students' learning outcomes.

Thus, it can be concluded that the poster session learning model assisted by audio-visual media has a significant effect on both students' learning interest and learning outcomes, partially. These results reinforce the previous descriptive analysis findings, in which the experimental class showed greater improvement than the control class, and further confirm that the differences are statistically significant. An important limitation of this study lies in the use of a quasi-experimental design without random assignment. The pre-test results indicate that the experimental group had a higher initial ability compared to the control group. This difference may influence the interpretation of the findings, as the observed improvement in the experimental group may not be solely attributed to the treatment but also to the group's initial advantage. In addition, the use of intact classes and the limited sample from a single school may affect the generalizability of the results. These conditions suggest that the findings should be interpreted with caution, particularly when applied to broader educational contexts.

However, the use of Multivariate Analysis of Variance (MANOVA) helps to minimize this limitation by statistically examining group differences across multiple dependent variables simultaneously. Moreover, the relatively balanced group sizes support the robustness of the analysis. Therefore, despite these limitations, the results still provide meaningful evidence regarding the effectiveness of the poster session learning strategy assisted by audio-visual media.

4. Conclusion

This study shows that the implementation of the poster session learning strategy assisted by audio-visual media has a positive effect on students' learning interest and learning outcomes. Students who participated in learning using this strategy demonstrated more active engagement during the learning process, such as participating in discussions, expressing ideas, and interacting with their peers. This contributed to an increased interest in the learning material. In addition, the use of audio-visual media helped students understand the material more clearly and engagingly, making the learning process more effective compared to conventional methods. The improvement was evident not only in students' learning interest but also in their ability to comprehend and master the learning content.

Although both groups showed improvement, more optimal results were observed in the group that received the treatment using this learning strategy. This confirms that learning approaches that combine direct student involvement with engaging media can create more meaningful learning experiences. Therefore, the poster session learning strategy assisted by audio-visual media can serve as an effective alternative for improving the quality of instruction, particularly in teaching listening to descriptive texts in elementary schools. However, its implementation should still be adapted to students' conditions and characteristics to achieve optimal results.

References

Aziz, I. (2024). Efektivitas media visual dan audio dalam menumbuhkan minat belajar PAI. *Nusantara Interdisciplinary Journal of Education Studies and Society, 1*(2), 47–59. https://doi.org/10.64093/nijess.v1i2.754

Citrawati, T., Setyawan, A., Jamaludin, G. M., & Hakim, M. L. (2020). Penggunaan metode poster session untuk meningkatkan keterampilan bercerita mahasiswa. *Widyagogik: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 7(2), 106–114. https://doi.org/10.21107/widyagogik.v7i2.7250

Darmawati, D., Yanti, H., & Iskandar, I. (2025). Principal management in developing teacher professionalism in state junior high school Pidie district. *Journal of Educational Sciences, 9*(4), 2454–2462. https://doi.org/10.31258/jes.9.4.p.2454-2462

Dewi, R. K., Harjito, H., & Nurkolis, N. (2025). The role of the school principal as a manager in instilling character education at SD Negeri 01 Doro, Pekalongan Regency. *Journal of Educational Sciences, 9*(6), 6160–6173. https://doi.org/10.31258/jes.9.6.p.6160-6173

Jala, W. (2024). Penggunaan media pembelajaran visual dalam meningkatkan pemahaman konsep matematika siswa di kelas IV SD Inp. Maulafa. *Jurnal Pendidikan Refleksi*, *13*(1), 149–162. https://www.p3i.my.id/index.php/refleksi/article/view/332

Kamalia, K., Natuna, D. A., & Sumarno, S. (2022). The influence of principal leadership and teacher work discipline on elementary school teacher performance. *Journal of Educational Sciences, 6*(3), 444–458.
https://doi.org/10.31258/jes.6.3.p.444-458

Maharani, D., & Wahyuni, R. (2024). Systematic literature review: Upaya meningkatkan hasil belajar melalui penggunaan media audio-visual. *JURNAL STRATEGI PEMBELAJARAN, 1*(2). https://doi.org/10.61798/jsp.v1i2.160

Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and Instruction*, *29*, 171–173. https://doi.org/10.1016/j.learninstruc.2013.04.003

Mengistu, M. A., Worku, M. Y., & Melesse, T. (2024). Examining the impact of lesson study on teachers' professional development: A quasi-experimental study. *Bahir Dar Journal of Education*, *24*(1), 25-36. https://dx.doi.org/10.4314/bdje.v24i1.3

Mugara, R., & Ali, E. Y. (2025). *Kurikulum Dan Pembelajaran Di Pendidikan Dasar Teori, Desain, Strategi, Dan Implementasi Kontekstual Untuk Abad 21*. Penerbit Widina.

Muzdalifa, R., Gagaramusu, Y. B. M., Hariana, K., Rizal, R., & Guci, A. A. J. (2025). Analysis of the principal's role in school-based management implementation efforts at SD Inpres 1 Tondo. *Journal of Educational* Sciences, 9(4), 2333–2346. https://doi.org/10.31258/jes.9.4.p.2333-2346

Natasya, A. L., & Maksum, M. N. R. (2025). Principal's innovation at MTS Negeri 1 Boyolali: Improving school quality through superior programs. *Journal of Educational Sciences, 9*(3), 1179–1189. https://doi.org/10.31258/jes.9.3.p.1179-1189

Nasution, A., Arzilea, N., Rahmah, A. D., Fitri, N. A., & Pratiwi, L. (2025). Strategi Pembelajaran Aktif Dalam Meningkatkan Partisipasi Siswa Di MIS Al Islam Kota Bengkulu. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, *5*(4), 925-929. https://doi.org/10.55583/jkip.v5i4.1181

Piaget, J. (1970). Science of education and the psychology of the child. Trans. D. Coltman. https://psycnet.apa.org/record/1970-19308-000

Afnita, N., Sari, D. P., Arafat, A., Putra, F. W., & Wandi, J. I. (2023). Meningkatkan Motivasi Belajar Siswa Melalui Media Pembelajaran Audio Visual. *JP (Jurnal Pendidikan): Teori Dan Praktik*, *7*(2), 126–130. https://doi.org/10.26740/jp.v7n2.p126-130

Wahyudi, M., Purnama, R. A., Atrinawati, L. H., & Gunawan, D. (2024). Mengeksplorasi dampak teknologi pembelajaran aktif di institusi pendidikan kejuruan menengah. *Jurnal Mentari: Manajemen, Pendidikan dan Teknologi Informasi,* *2*(2), 142–153. https://doi.org/10.33050/mentari.v2i2.458

How to cite this article:

Lotong, N., Nuraeni, I., & Ulfah. (2026). The Effect of Implementing the Poster Session Learning Strategy Assisted by Audio-Visual Media on Fourth-Grade Students' Interest and Learning Outcomes in Listening to Descriptive Texts at SDN Fatufia, Morowali Regency. *Journal of Educational Sciences*, *10(5)*, 101-111.