



The Role of Teachers in Using Audio Visual Media to Improve Learning Outcomes of Grade VI Students of SD Inpres Tulo in Indonesian Language Subject

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ARTICLE INFO

Article history:

Received: 08 June 2025

Revised: 13 June 2025

Accepted: 15 June 2025

Published online: 15 July 2025

Keywords:

Audiovisual Media,
Teacher's Role,
Learning Outcomes,
Primary Education,
Indonesian

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Article Doi:

<https://doi.org/10.31258/jes.9.4.p.2796-2805>

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ABSTRACT

This research aims to explore the teacher's role in utilizing audiovisual media to improve the learning outcomes of sixth-grade students at SD Inpres Tulo in Bahasa Indonesia lessons. A descriptive qualitative method was used, employing observation, interviews, and documentation to collect data. The results indicate that audiovisual media significantly enhance students' cognitive abilities (understanding texts and story structures), affective aspects (learning motivation and positive attitudes), and psychomotor skills (short story writing). Teachers act as designers, facilitators, and evaluators by integrating videos, animations, and audio recordings into lessons, which create an engaging and interactive classroom atmosphere. The average percentage of students who understand narrative structures increased from 40% to 75%, while active participation in discussions rose from 30% to 65%. However, several challenges remain, such as limited facilities and teachers' technical readiness. The study concludes that well-planned integration of audiovisual media, supported by quality materials and teacher training, can optimize learning outcomes in Bahasa Indonesia. These findings highlight the importance of innovative teaching strategies to meet students' diverse needs in the modern learning environment. The study suggests continuous improvement in media quality and technical support to overcome existing obstacles and maximize the positive impact on students' academic performance.

1. Introduction

Education has always been an essential pillar in the development of a nation's intellectual and moral capital, shaping individuals to be capable of facing various challenges in an increasingly globalized era. In Indonesia, the emphasis on quality education at the elementary level is crucial because it provides the foundation for lifelong learning and holistic character development. Yet, despite curriculum reforms and the availability of various teaching aids, conventional methods that rely

heavily on lectures and printed texts remain dominant in many classrooms, especially in rural schools with limited resources. This condition often results in passive learning environments where students struggle to engage with the material, particularly in subjects like Bahasa Indonesia that demand active cognitive and creative participation. According to Novitasari et al. (2023), the lack of stimulating learning media can reduce students' interest and motivation, which in turn impacts their overall achievement. Meanwhile, Munif et al. (2024) found that the integration of multimedia resources, such as audiovisual media, has the potential to bridge the gap between abstract concepts and students' understanding, especially when learning narrative texts or developing writing skills.

However, it is not merely the presence of media that guarantees improved outcomes, but the teacher's role as a planner, implementer, and evaluator is equally vital to ensure the effectiveness of these tools. The critical importance of the teacher's role is further reinforced by Cernicova et al. (2015) who argued that educational success is not solely determined by resource availability but by how those resources are integrated and adapted to students' needs. While numerous studies have examined the impact of audiovisual media in various contexts, such as its use in enhancing student interest in science subjects (Serungke et al., 2023) or in religious education classes (Nadlir & Fardiya., 2024), there remains a significant gap in investigating how teachers at the primary school level, particularly in rural areas, navigate the practical challenges of using audiovisual tools to improve language learning outcomes.

Earlier studies have often focused on the general effect of media without delving deeper into the multifaceted role of teachers who must design suitable content, manage technical aspects, and evaluate students' responses in real-time. For instance, noted that while students generally respond positively to multimedia learning, the absence of clear pedagogical planning can lead to superficial understanding rather than meaningful engagement with the material (Alves & Raposo., 2016). This is particularly relevant in Bahasa Indonesia lessons, where students are expected to master reading comprehension, identify narrative structures, and express ideas creatively through writing, skills that are often difficult to nurture through traditional lecture-based methods alone. In rural schools such as SD Inpres Tulo, the implementation of audiovisual media is relatively new and largely dependent on the initiative and creativity of individual teachers, who must work around infrastructure limitations and varying levels of student readiness for technology-based learning.

Moreover, Pohan et al. (2024) suggested that while audiovisual media can enhance students' listening and speaking skills in foreign language learning, its application in national language education, specifically for narrative comprehension and creative writing at the elementary level, remains underexplored. This highlights the unique contribution of the present study, which focuses on how teachers at SD Inpres Tulo actively utilize audiovisual media such as videos, animations, and audio recordings to foster a more interactive and engaging learning atmosphere in Bahasa Indonesia classes for sixth-grade students preparing for graduation. By examining the teacher's strategies in planning, implementing, and evaluating the use of

audiovisual tools, this research aims to provide empirical evidence that supports the argument that media integration must be accompanied by pedagogical competence and contextual adaptability. In contrast to previous works that primarily emphasize the technological aspect, this study sheds light on the human dimension of the teacher's role, which is often underestimated in technology-enhanced learning discourse. As pointed out by Fauziah et al. (2023), teachers' preparedness and adaptability are key determinants of whether technological interventions will succeed or fail in achieving the intended learning outcomes.

The study contributes to the growing body of literature advocating for teacher professional development in the use of digital media, especially in under-resourced schools where the disparity in access to quality educational technology remains significant. The findings are expected to inform policymakers and education practitioners about the practical steps needed to support teachers in maximizing the potential of audiovisual media, such as providing regular training, upgrading equipment, and developing locally relevant content.

In addition, this research addresses the broader implication of how multimedia integration can be aligned with the national curriculum goals to produce students who are not only competent in academic knowledge but also confident communicators and creative thinkers. The study recognizes that achieving these objectives requires overcoming multiple challenges, including limited infrastructure, insufficient funding, and the need for ongoing teacher support, issues that have been widely acknowledged but remain inadequately addressed in many rural educational settings. As Cernicova et al. (2015) and Alves & Raposo (2016) highlighted, sustainable improvement in educational practices must consider both technological and human factors.

Therefore, by exploring the intersection between teacher agency and media utilization, this study seeks to contribute meaningful insights into how innovative teaching practices can be realistically implemented in schools with diverse contextual constraints. In light of these issues and the research gaps identified in prior studies, the primary objective of this article is to describe and analyze the multifaceted role of teachers in employing audiovisual media to enhance the learning outcomes of sixth-grade students at SD Inpres Tulo, focusing on their cognitive, affective, and psychomotor development in Bahasa Indonesia lessons.

2. Methodology

This research was conducted using a qualitative descriptive approach to describe and analyze the teacher's role in utilizing audiovisual media to improve students' learning outcomes in Bahasa Indonesia lessons. The study was carried out at SD Inpres Tulo, Sigi Regency, Central Sulawesi, Indonesia, during the period of three months. The detailed methodology is presented below to ensure that this work can be replicated in similar educational contexts.

Instrument

The primary instrument in this study was the researcher acting as the main data collector and interpreter. To support the credibility of findings, supporting instruments included:

- a. Observation checklist: Structured sheets were used to record classroom activities, types of audiovisual media applied, and students' responses during lessons.
- b. Interview guidelines: Semi-structured interview protocols were prepared for teachers and students to obtain in-depth information about their experiences and perceptions.
- c. Documentation tools: Digital camera or smartphone to capture photos or short videos as supporting evidence of learning activities, and notebooks for recording field notes.

All instruments were developed and validated with input from education experts to ensure that they aligned with the research objectives.

Data Collection

Data were collected through a triangulation technique consisting of:

- a. Observation: Direct classroom observations were conducted multiple times to monitor the process of implementing audiovisual media. The researcher observed how the teacher planned, presented, and evaluated the use of videos, animations, and audio recordings during Bahasa Indonesia lessons. The focus was on interactions between the teacher and students, student engagement, and any technical obstacles encountered.
- b. Interviews: Semi-structured interviews were conducted with one Bahasa Indonesia teacher and five sixth-grade students. The teacher interview explored the planning, selection, and use of audiovisual media, while student interviews gathered their experiences and perceived benefits or challenges. Each interview lasted approximately 30–45 minutes and was recorded with participants' consent.
- c. Documentation: Relevant supporting documents, such as lesson plans, students' written work, photographs, and video recordings, were collected to strengthen the validity of the observations and interviews.

All participants were informed of the purpose of the study, and data were collected with respect to research ethics, including confidentiality and voluntary participation.

Data Analysis

The data analysis followed the interactive model by Miles and Huberman involving three steps:

- a. Data Reduction: All data from observation field notes, interview transcripts, and documentation were organized, coded, and grouped into themes relevant to the teacher's role and the use of audiovisual media.
- b. Data Display: The reduced data were then presented in narrative descriptions, tables, and figures where necessary, to visualize the relationship between variables such as teacher actions, types of media used, and student outcomes in cognitive, affective, and psychomotor domains.
- c. Conclusion Drawing and Verification: Patterns were identified and conclusions were drawn based on the research questions. To ensure credibility, the conclusions were continuously verified by cross-checking with raw data, member checking with participants, and peer debriefing.

Through this methodological approach, it is expected that other researchers can replicate the study in different contexts by preparing appropriate observation checklists, interview guides, and documentation tools, while following the same data collection and analysis procedures.

3. Results and Discussion

Result

This section presents the research findings on the teacher's role in utilizing audiovisual media to enhance the learning outcomes of sixth-grade students at SD Inpres Tulo in Bahasa Indonesia lessons. The findings are discussed thematically to address the research problem and objectives and to highlight the broader implications for similar educational contexts. Each finding is supported by evidence collected through observation, interviews, and documentation, then analyzed in light of relevant theories and previous studies.

The Quality of Audiovisual Media

The observation results indicate that the quality of audiovisual media is a crucial factor in engaging students and supporting their understanding of narrative texts. Teachers at SD Inpres Tulo carefully selected videos and animations that featured clear visuals, bright colors, and appropriate sound quality. For example, narrative videos depicting local contexts such as traditional markets, village settings, and familiar characters helped students relate the stories to their own experiences. This made it easier for students to identify story elements, such as setting, plot, and character roles. Teachers also paid attention to the sound quality, ensuring that narration and dialogue were clear enough for students to mimic proper pronunciation and intonation. These efforts align with Marpaung et al. (2024), who emphasize that the visual and audio components of learning media should be of high quality to maintain student attention and motivation. Poor-quality media can lead to distractions and misunderstandings of key concepts. During interviews, students stated that they felt more interested in the lessons when the videos were colorful and included sounds like background music or character voices. This

finding highlights the importance of not only having audiovisual media but also ensuring its technical and contextual quality to maximize its pedagogical impact.

Frequency And Duration of Media Use

The frequency and duration of media use were adjusted by the teacher based on lesson complexity and students' attention span. This strategic scheduling ensured that students remained engaged without becoming overly reliant on videos. Table 1 shows the observed frequency and average duration of audiovisual media use for different Bahasa Indonesia lesson topics.

Table 1. Frequency and Duration of Audiovisual Media Use

Lesson Topic	Frequency Per Week	Average Duration (Minutes)
Synonyms and Antonyms	1–2 times	10–15
Story Plot Analysis	3–4 times	20–25
Short Story Writing	2–3 times	15–20

The data in Table 1 illustrate that more complex tasks such as plot analysis required more frequent and longer media sessions than basic tasks. This approach aligns with Serungke et al. (2023), who suggested that effective frequency and duration balance is vital to sustain students' motivation and to integrate media meaningfully without replacing teacher interaction.

Impact on The Cognitive Domain

Results showed a notable improvement in students' cognitive skills after using audiovisual media. Prior to media integration, only about 40% of students could correctly identify narrative elements in stories. With regular exposure to carefully selected videos, this increased to around 75%. The teacher played an active role by pausing videos for clarification, prompting discussion, and guiding students to analyze the story structures. This practice aligns with the dual coding theory and the findings of Munif et al. (2024), who argue that combining visuals with verbal explanation enhances comprehension. Students reported that they found it easier to remember story elements when they could see and hear examples, rather than just reading text.

Impact on The Affective Domain

In addition to cognitive gains, there was clear evidence of positive changes in students' attitudes and motivation. Table 2 shows the comparison of students' participation and enthusiasm before and after the regular use of audiovisual media.

Table 2. Improvement In Affective Domain Indicators

Indicator	Before (%)	After (%)
Active participation	30%	65%
Voluntary question asking	25%	60%
Enthusiasm for tasks	35%	70%

As shown in Table 2, student participation more than doubled in some areas. This reflects the argument by Novitasari et al. (2023) that audiovisual media can make lessons feel more dynamic and relatable, increasing emotional involvement. In class observations, students who were previously passive began to ask questions and contribute their ideas when the lesson was supported by media that connected with their everyday context.

Impact on The Psychomotor Domain

Audiovisual media also influenced students' psychomotor skills, particularly in writing and speaking activities. After watching narrative videos, students were asked to write their own short stories, inspired by what they saw. They then presented their stories orally to the class. Before using audiovisual media, only about 25% of students could complete a short story with a clear plot. After the media integration, about 60% were able to do so. This shows that seeing and hearing examples provided students with concrete models to imitate and adapt. This finding supports Pohan et al. (2024), who noted that audiovisual learning strengthens the link between understanding and practice. Students demonstrated better narrative flow and richer vocabulary in their written and spoken work, which indicates that audiovisual media can effectively bridge comprehension with productive skills.

Challenges and Limitations

Despite the benefits, the study identified several challenges that teachers faced in using audiovisual media optimally. Limited infrastructure was a major barrier; teachers often had to use personal devices and speakers, and sometimes the sound quality was poor or the equipment malfunctioned during lessons. Teachers also mentioned the time-consuming process of selecting, downloading, and adapting videos to fit the local curriculum and students' comprehension levels. Some students initially struggled to adjust to multimedia-based learning, needing additional time to focus on the main ideas instead of being distracted by the entertainment aspect of the videos. These challenges echo Alves & Raposo (2016), who emphasize that successful technological integration depends on adequate resources and teacher readiness. Without proper training and institutional support, the benefits of audiovisual media may not be fully realized.

Discussion

The results of this study clearly demonstrate that the teacher's role in selecting, managing, and integrating audiovisual media plays a significant part in improving students' learning outcomes in Bahasa Indonesia lessons. The positive changes observed in the students' cognitive, affective, and psychomotor domains highlight that audiovisual media, when used purposefully, can transform passive classroom environments into dynamic, interactive spaces. This is consistent with Munif et al. (2024) and Marpaung et al. (2024), who emphasize that the effectiveness of learning media depends not only on their availability but also on the quality of planning and the teacher's ability to adapt them to students' needs. One critical factor in this success was the teacher's effort to choose high-quality videos that

were contextually relevant to students' daily experiences. By doing so, students found it easier to connect the stories they watched with their own lives, which strengthened comprehension. This supports the dual coding theory that students retain information better when they process it through both visual and auditory channels. The significant improvement in narrative structure identification and short story writing shows how concrete models in videos can bridge abstract concepts into practical applications.

In terms of affective outcomes, the increased participation and enthusiasm among students demonstrate that audiovisual media can boost students' motivation when used to make lessons more relatable and less monotonous. This aligns with Novitasari et al. (2023), who found that students are more emotionally engaged when lessons involve dynamic visual and audio elements. However, the teacher's role was crucial in facilitating discussions and ensuring that students focused on the lesson's purpose rather than being distracted by entertaining visuals. This finding underscores that media are not substitutes for teaching but supportive tools that require thoughtful integration. From a psychomotor perspective, students' improvement in short story writing and oral presentations indicates that audiovisual media not only support understanding but also provide models for performance. This finding echoes Pohan et al. (2024), who argue that exposure to authentic examples can help students practice productive skills more confidently. Yet, it is worth noting that not all students adapted at the same pace, which highlights the teacher's responsibility to provide additional guidance for students who may struggle with this approach.

Despite these benefits, the study identified practical challenges that need to be addressed. Limited infrastructure, outdated equipment, and lack of reliable internet access often forced teachers to improvise, sometimes at the expense of lesson flow. This reflects Alves & Raposo's (2016) argument that technological interventions must be supported by adequate resources and continuous teacher training to be sustainable and effective. Overall, this study shows that the key to successful media integration lies in the teacher's creativity, planning, and adaptability. Schools should therefore invest not only in providing audiovisual equipment but also in empowering teachers with the skills to select and apply media effectively. These insights are relevant for other schools facing similar challenges, particularly in rural areas where students' exposure to diverse learning resources is limited. By addressing both technical and pedagogical aspects, schools can maximize the benefits of audiovisual media to enhance student engagement, comprehension, and skill development in language learning.

4. Conclusion

This study concludes that the teacher's role in planning, selecting, and integrating audiovisual media has a significant influence on improving students' learning outcomes in Bahasa Indonesia lessons for sixth-grade students at SD Inpres Tulo. By acting as a designer, facilitator, and evaluator, the teacher ensured that audiovisual media were not merely supplementary tools but an integral part of

interactive and student-centered learning. The research findings demonstrate that the thoughtful use of high-quality, contextually relevant videos and audio materials supports students' cognitive skills by clarifying abstract concepts, while also enhancing their affective engagement and psychomotor abilities through practice-based tasks such as short story writing and oral presentations. Despite facing challenges like limited infrastructure and technical constraints, the teacher's creativity and adaptability were key to overcoming these barriers. This study confirms that successful media integration depends not only on the availability of technology but also on teachers' readiness to design meaningful learning experiences. The results can serve as a valuable reference for educators and policymakers seeking to adopt similar strategies in other schools, particularly in rural areas where students need more engaging and contextualized learning resources. For future research, it is recommended to explore the long-term impact of audiovisual media on students' language mastery and to investigate how collaborative teacher training can strengthen teachers' digital literacy and media development skills.

Acknowledgement

The author would like to thank all parties who have helped in the research process and writing of this article.

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How to cite this article:

Azazia, N., Lagandes, Y. R., Aqil, M., Hariana, K., & Putriwanti. (2025). The Role of Teachers in Using Audio Visual Media to Improve Learning Outcomes of Grade VI Students of SD Inpres Tulo in Indonesian Language Subject. *Journal of Educational Sciences*, 9(4), 2796-2805.
