

## THE APPLICATION OF AUDIO-VISUAL MEDIA IN OPTIMIZING THE LEARNING OUTCOMES OF GRADE III STUDENTS IN THEMATIC LEARNING AT MUHAMMADIYAH PK KOTTABARAT ELEMENTARY SCHOOL IN SURAKARTA

**Hesti Risqiyanti**

University of Muhammadiyah Surakarta

[A510200098@student.ums.ac.id](mailto:A510200098@student.ums.ac.id)

**Achmad Fathoni**

University of Muhammadiyah Surakarta

[Af267@ums.ac.id](mailto:Af267@ums.ac.id)

### Abstract

This research discusses the implementation of audio-visual media in thematic learning at Elementary School Muhammadiyah Kota Barat Special Program Surakarta. The descriptive qualitative method was used to describe the audio-visual media and its impact on the learning outcomes of grade 3 students. Data were obtained through in-depth interviews, direct interaction with informants and observant, and six items of questions and documentation. The results showed that thematic learning tended to be less conducive and less motivating for students before audio-visual media. After the application of audio-visual media, there were positive changes in students' enthusiasm, focus, and understanding. The utilization of this media allows teachers to explain the material in detail and attract students' interest. Analysis of pretest and post-test scores showed a very significant improvement, with the presentation of students who exceeded the Minimum Completion Criteria (KKM) increasing. This study concludes that using audio-visual media in thematic learning can improve students' effectiveness and learning outcomes.

**Keywords:** audio-visual, learning outcomes, thematic

### INTRODUCTION

Education cannot be separated from human life; Law Number 20 of 2003 states that education allows an individual to develop knowledge and knowledge, have emotional and spiritual intelligence, have self-control, a good personality, commendable behavior, and be equipped with skills that can be useful for themselves and the surrounding community. Education itself consists of several types, namely informal education (family scope), formal education (school institutions), and non-formal education (community environment). This means every individual has the right to get an education at every level and period of life <sup>1</sup>. Implementing education in the formal sphere is a means of realizing a learning condition that becomes a forum for interaction between fellow students and educators, thus fostering self-potential <sup>2</sup>. The role of education is then considered to be a strength and supporter of individuals to find a more precise and more organized direction and outlook on life.

Conceptual factors and systematic preparation of comprehensive and targeted learning support the success of an educational process. For this reason, a curriculum is needed as a basis and outline of guidelines in the teaching and learning process. Law Number 20 of 2003 Article 1 Paragraph 19 states that the curriculum is a set of strategies and plans that include goals, content,

---

<sup>1</sup> Yayan Alpian et al., "Pentingnya Pendidikan Bagi Manusia," *Jurnal Buana Pengabdian* 1, no. 1 (2019): 35–43.

<sup>2</sup> Cirvy Jani Saputri Rangkuti and Sukmawarti Sukmawarti, "Problematika Pemberian Tugas Matematika Dalam Pembelajaran Daring," *Indonesian Research Journal On Education* 2, no. 2 (March 2022): 593–600.

and teaching tools and materials to achieve goals through implementation. The components that make up the curriculum form a unified design to facilitate learning, including the components of goals, materials, organization, and evaluation<sup>3</sup>. The goal component relates to national, international, and instructional education goals. The material component relates to all knowledge, skills, values, and attitudes in the field of study. The organizational component facilitates the structure and flow of the implementation process. The evaluation component becomes a review for curriculum improvement because the curriculum changes from time to time to adjust to the current conditions and needs that go hand in hand with the times.

One of the concepts and products of the results regulated in the curriculum is thematic learning. This learning pattern integrates various topics and subjects into one theme so learners and educators can understand an issue through various disciplines<sup>4</sup>. Generally, thematic is used in integrated learning where students, in groups or individually, can dig deeper into principles and concepts holistically, meaningfully, and authentically. This type of learning has advantages but also disadvantages in its application. The advantages are present in how students have a pleasant learning experience through the combination of disciplinary bodies contained in one theme and the growth of scientific thinking and working for students. However, educators usually have difficulties with classroom management, starting from planning, implementation, assessment, and evaluation<sup>5</sup>.

Explaining thematic learning is learning by integrating learning into a theme that connects several subjects to provide meaningful learning experiences to students<sup>6</sup>. This learning enters into developing students' knowledge, attitudes, and skills. It involves applying clear and relevant topics to students' lives, making learning more meaningful by encouraging them to independently identify and pursue what they need to learn. This is in contrast to traditional learning, which only focuses on practice. Thematic learning is based on philosophy, psychology, and law. It also reduces duplication of content, is easier to understand, and makes the curriculum more flexible<sup>7</sup>.

Implementing learning, especially in the thematic context, requires using tools and materials to transfer knowledge from educators to students, intending to minimize possible difficulties. Optimizing the stimulation of students while they are undergoing the learning process can be achieved through the use of learning media<sup>8</sup>. The functions of using learning media include creating practical learning situations, integrating media as an internal part of the learning system, achieving learning objectives, accelerating the learning process, and assisting in understanding the material presented<sup>9</sup>. One of the commonly used media alternatives is audio-visual media. One commonly used media alternative is audio-visual media, which helps learning through a combination of images and sounds related to a theme<sup>10</sup>. Audio-visual media creates a pleasant learning experience by combining stimuli from the senses of sight and hearing during the learning

<sup>3</sup> Baderiah, *Buku Ajar Pengembangan Kurikulum* (Palopo : Lembaga Penerbit Kampus IAIN Palopo, 2018).

<sup>4</sup> Maulana Arafat Lubis and Nashran Azizan, *Pembelajaran Tematik SD/MI Implementasi Kurikulum 2013 Berbasis HOTS (Higher Order Thinking Skills)* (Yogyakarta : Samudera Biru, 2019).

<sup>5</sup> Kristina E. Noya Nahak, I Nyoman Sudana Degeng, and Utami Widiati, "Pembelajaran Tematik Di Sekolah Dasar," *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 4, no. 6 (2019): 785–94.

<sup>6</sup> M. Zulfiati, H. P. Cahyandaru, and W. Agustina, T, "Pengembangan Media Audio Visual Berbasis Aplikasi Canva Pada Pembelajaran Tematik Di Sekolah Dasar," *Trihayu: Jurnal Pendidikan Ke-SD-An* 9, no. 3 (2023): 251–63.

<sup>7</sup> E. Fatmawati, A. Yalida, and Jonata, *No Title*, ed. S. Nanda (Provinsi Aceh: Muhammas Zaini, 2022).

<sup>8</sup> I Kadek Surya Adywinata and I Komang Ngurah Wiyasa, "Komik Digital Berbasis Pendidikan Karakter Muatan PPKn Sebagai Media Variatif Untuk Siswa Kelas V SD," *Research & Learning in Primary Education* 4, no. 2 (2022): 480–89.

<sup>9</sup> Novika Dian Pancasari Gabriela, "Pengaruh Media Pembelajaran Berbasis Audio Visual Terhadap Peningkatan Hasil Belajar Sekolah Dasar," *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 1 (2021): 104–13.

<sup>10</sup> Maretna Wulansari and Murdiono, "Pengaruh Penggunaan Media Audio Visual Terhadap Pemahaman Materi Kelas VII Di SMP N 2 Srandakan," *E-Civics* 11, no. 2 (2022): 236–45.

process. Thus, this media can increase students' understanding and motivation to learn. The stimulation received through both senses of learners helps to improve understanding of learning topics and themes, creating more optimal learning conditions. The utilization of audiovisual media serves as a means to facilitate the acquisition of knowledge, skills, and attitudes by creating an environment that involves sight and hearing.

The understanding is that learners have played a crucial role in improving cognitive, affective, and psychomotor learning outcomes, reaching a more optimal level. These learning outcomes can be evaluated by paying attention to changes in learners' views. These internal transformations occur within learners connected to the knowledge received and the improvement and development of learners' diverse abilities. After learning, learners are expected to have intellectual skills, cognitive strategies, mastery of verbal information, motor skills, and changed attitudes. These five aspects indicate the success of a learning process because this variation reflects that students have successfully conveyed and appropriately received knowledge<sup>11</sup>.

Their cognitive style influences students' success in the learning process. This is because students are responsible for their learning outcomes. Teachers need to understand the cognitive styles of students in order to adjust strategies, learning methods, and teaching to follow the characteristics of each student. Therefore, teachers need to implement various innovative and creative learning strategies to accommodate variations in students' cognitive styles<sup>12</sup>.

The phenomenon at SD Muhammadiyah Special Program Kottabarat Surakarta is the lack of student curiosity and exploration of one learning topic in the context of thematic learning, which impacts the low level of understanding after the teaching and learning process. Understanding is a learning outcome that measures the success of the teaching and learning process<sup>13</sup>. Given this, the problem at SD Muhammadiyah Special Program Kottabarat Surakarta should be solved by applying audio-visual learning with consideration of the advantages provided. On the other hand, the use of learning media needs to pay attention to infrastructure, school facilities, as well as the interest and willingness of educators and students to use the media so that the application of the use of audio-visual media in learning at SD Muhammadiyah Kottabarat Special Program needs to be observed and analyzed so that it can be a solution that increases the interactive attitude and motivation of students in learning, as well as a variety for teachers in providing knowledge.

## RESEARCH METHODS

This research adopts a descriptive qualitative method to describe the application of audio-visual media in the context of thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta. This approach is in line with the concept expressed by<sup>14</sup>, which states that qualitative research aims to comprehensively understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and other actions expressed through words and language. This research is located at SD Muhammadiyah Special Program Kottabarat Surakarta, at Jl. Doktor Moewardi No.<sup>24</sup>, Purwosari, Laweyan Kec, Surakarta City, Central Java 57142. The research was conducted from August to November 2023. The data used in this study are primary and secondary, obtained through data collection techniques such as interviews, observation, and documentation.

---

<sup>11</sup> Dirgantara Wicaksono and Iswan, "Upaya Meningkatkan Hasil Belajar Peserta Didik Melalui Penerapan Model Pembelajaran Berbasis Masalah Di Kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang, Banten," *HOLISTIKA : Jurnal Ilmiah PGSD* 3, no. 2 (2019): 111–26.

<sup>12</sup> Yusnidah and Taruna, "Pengaruh Media Pembelajaran Visual Dan Audiovisual Serta Gaya Kognitif Terhadap Hasil Belajar Siswa," *Jurnal Kajian Teknologi Pendidikan* 4, no. 4 (2021): 417–26.

<sup>13</sup> Rusman, *Model-Model Pembelajaran* (Jakarta : Rajawali Press, 2016).

<sup>14</sup> Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung : Remaja Rosdakarya, 2016).

Data reliability is tested using source triangulation, which means self-testing data from the sources from which the data will be taken. Through source triangulation, data can be sharper and more reliable by examining data obtained from various sources and informants. The data was then analyzed using data analysis techniques based on <sup>15</sup>, namely through data reduction by summarizing, focusing on the main and relevant things, as well as finding themes and patterns before being presented according to categories so that it is easy to determine the pattern, and drawing conclusions that are able to answer the formulation of problems to achieve research objectives.

## RESULT AND DISCUSSION

In this analysis, researchers describe the findings data derived from interviews, observations, and documentation with informants. The presentation of the research results aims to provide an overview of the implementation of audio-visual media in improving the learning outcomes of grade 3 students in thematic learning at SD Muhammadiyah PK Kottabarat Surakarta. The method used is a qualitative approach with descriptive analysis, which aims to provide answers to the questions formulated in the research problem. The questions in this study include: 1) how is thematic learning before using audio-visual media, 2) how is thematic learning after using audio-visual media, and 3) how much is the improvement of student learning outcomes in thematic learning when using audiovisual media. During the learning process, researchers made observations to understand the learning process, especially the application of audio-visual media in the classroom. The observations show that using audio-visual media makes students more enthusiastic and interactive during learning, with the hope that this can positively impact student learning outcomes.

### 1. Overview of thematic learning before applying audio-visual media

Thematic learning is an approach that integrates thematic content with students' real-world experiences, aiming to help students acquire knowledge holistically, both individually and in groups. The characteristics of this learning involve various aspects, including focusing on students, using direct experience, no separation of subjects, presentation of concepts from various subjects, flexibility, and adjustment of learning outcomes to students' interests and needs. The benefits include increased conceptual understanding, improved information seeking, improved interpersonal relationships, improved teacher professionalism, a comfortable learning environment, more sustainable learning outcomes, development of thinking skills, tolerance, communication, and others. Thematic learning integrates subjects such as Indonesian Language, Science, PKN, PJOK, and Mathematics with related materials, allowing students to connect concepts from various subjects with the same theme, thus creating a consistent and meaningful learning experience <sup>16</sup>.

Media selection criteria come from the concept that media is integral to the learning system. In choosing media for the learning process, educators must consider the extent to which the media is following the needs of students and the material to be taught <sup>17</sup>. Audio-visual media is one of the tools used in the teaching and learning process. Essentially, audio-

---

<sup>15</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung : Alfabeta, 2019).

<sup>16</sup> Rizky Nur Hakimah, Ellyn Normelani, and Rendya Adi Kurniawan, "Analisis Respon Mahasiswa Terhadap Media Animasi Matakuliah Geografi Pariwisata," *JPG (Jurnal Pendidikan Geografi)* 10, no. 1 (2023): 93–102.

<sup>17</sup> Dwi Rupawati, Leny Noviani, and Jonet Ariyanto Nugroho, "Penerapan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ekonomi," *Jurnal Pendidikan Ekonomi Manajemen Dan Keuangan* 1, no. 1 (2017): 21–30.

visual media combines audio media involving sound and visual media involving images. Examples of audio media include radio, music, teacher explanations, and the like, while visual media includes photos, drawings, books, journals, and so on. As an example of the combination of the two, there are audio-visual media such as television, videos, movies, and the like. Audio-visual media facilitates students' understanding of learning materials and prevents boredom in the learning process. In the context of learning thematic subjects, using audio-visual media helps students understand the material more efficiently, given that this method can overcome boredom that may arise if only printed media, such as books and explanations from teachers<sup>18</sup>.

Based on observations of thematic learning without audio-visual media support, the learning process appears not to be running optimally. It can be seen from students' lack of enthusiasm to participate in learning when the teacher does not use audio-visual media. The condition of teaching and learning activities before utilizing audio-visual media tends to be less conducive. When learning takes place, students appear passive and tend to feel bored. Most students were involved in other activities and paid less attention to the subject. Especially when the teacher explained or invited students to read the material, some students were involved in games or other activities and did not focus on the learning process.

Before utilizing audio-visual media, learners generally lacked enthusiasm for participating in teaching and learning activities. They tended to be passive and inactive during learning. Many of them felt bored if learning only relied on printed media, such as books, or only involved explanations from the teacher. Learners also find it challenging to focus on following the learning, so understanding the material is hampered. In addition, learning without the support of audio-visual media causes students to have difficulty overcoming misconceptions about the material being taught. This is due to the inability of students to get a visual picture of the material concepts explained by the teacher. Especially at the elementary school level, students tend to face difficulties absorbing material if it is only presented as text from books or through teacher lectures.

Based on the results of interviews with teachers, teaching and learning activities are not conducive. This is due to the character of students who find it difficult to focus on teaching and learning activities and lack motivation to learn. In addition, learning tends to be monotonous and boring, so it does not attract the attention of students to focus on participating in teaching and learning activities that are being carried out. Learning activities that tend to be teacher-centered and without the help of other media make students prefer to do other things, such as playing or chatting with friends rather than paying attention to the teacher. Learning that only uses printed media also results in many students not understanding the material being studied because not all students want to read the material in the printed book provided.

So, from the observations and interviews, it can be concluded that learning before using audio-visual learning media tends to be ineffective and unconducive. Learning will seem boring and make students not focus on learning and choose to do other activities. The material presented cannot be maximally captured because students are not focused and bored with the teaching and learning activities.

## **2. Thematic learning after using audio-visual media**

---

<sup>18</sup> Hakimah, Normelani, and Kurniawan, "Analisis Respon Mahasiswa Terhadap Media Animasi Matakuliah Geografi Pariwisata."

According to research <sup>19</sup>, audio-visual learning media provides added value in the context of the teaching and learning process. First, through these media, students can be more actively involved in learning because visualization and auditive aspects help improve concept understanding. The second effectiveness of audio-visual media lies in its ability to convey information quickly and efficiently, optimizing learning time. In addition, they also serve as aids for learners who have difficulty understanding the material, emphasizing the flexibility of the media in supporting various individual needs. Furthermore, the learning environment created by audio-visual media is able to stimulate learners' interest and attention, creating a pleasant and interactive learning atmosphere. Thus, audio-visual learning media is not only an information provider but also forms a dynamic learning experience and supports various learning styles of learners.

The application of audio-visual media in thematic learning provides several positive impacts for teachers and learners. The existence of audio-visual media allows teachers to explain the material in more detail. With audio-visual elements, learners can more easily visualize concepts that are difficult to understand just by reading or listening to explanations from the teacher. Using audio-visuals significantly helps learners understand the material due to the visual representation of the concepts taught. The teacher can illustrate Complex materials excitingly, so implementing teaching and learning activities in the classroom becomes more effective and helpful.

Using audio-visual learning media also helps attract students' interest during the learning process. Learners tend to be more focused when using audio-visual media because, according to them, using audio-visual elements attracts them more and avoids boredom. Audio-visual media is more fun and easier to understand because of the interesting pictures and illustrations supporting the subject matter. With audio-visual learning media, students will be more attentive to teaching and learning activities. They are also more active when the teacher gives explanations with the support of audio-visual media.

The use of audio-visual in teaching and learning activities is constructive. However, some learning materials consider audio-visual learning media less suitable than the material of *Hasta Karya* in SBDB subjects. The use of audio-visuals makes it less effective because it is too troublesome. Teachers prefer to practice directly when making works rather than using audio-visual media. However, audio-visual use is still effective in maximizing learning in other SBDB subject materials, such as dance. This is because dance material needs visualization in music, motion, and display to clarify the explanation from the teacher.

Based on the interview results, audio-visuals will be more effective in improving students' learning outcomes if they collaborate with other learning media, such as quizzes or tests, to train students' memory and to train students' understanding of questions. If used without collaboration, audio-visual media is less than optimal because if you only watch material without being equipped with practice questions and quizzes, students will not be maximized in their learning outcomes.

The use of audio-visual is instrumental in increasing the motivation of students to learn and the focus of students in learning. The use of audio-visuals is undoubtedly more interesting and fun. Audio-visual learning media also acts as a bridge for teachers to explain difficult concepts for students to learn. Learners will easily grasp the material if it is equipped with illustrations and explanations from the teacher. You can use practice questions, quizzes, and material reviews to improve students' memory and mastery of the material to improve learning outcomes. Through quizzes and material reviews, students can

---

<sup>19</sup> Septy Nurfadhillah et al., "Peranan Media Pembelajaran Dalam Meningkatkan Minat Siswa Serta Memotivasi Belajar Siswa Kelas 3 SDN Kohod III," *BINTANG : Jurnal Pendidikan Dan Sains* 3, no. 2 (2021): 260–71.

master understanding questions. By collaborating, the use of learning media in the form of audio-visual will maximize the learning outcomes of students. Students will focus on participating in learning activities and will maximize their understanding of questions and material.

Research<sup>20</sup> explains that audio-visual-based learning can be interactive if students act as spectators and respond to the material. The responses given by learners can be a reference for determining the speed and order of presentation of the material. In addition, audio-visual media is the right choice to use in the learning process because it includes auditive (hearing) and visual (vision) aspects. Audio-visual media is a tool for presenting learning materials that can be understood through visual and auditory perception so that students can gain specific knowledge, skills, or attitudes.

Besides having a high interest in learning, students at primary school age can also develop their logical thinking. They tend to be active and interested in interesting and colorful pictures. Therefore, teachers need to show creativity in creating a fun, active learning atmosphere and be able to use various media that can motivate students. This aims to ensure that students can follow the learning process optimally<sup>21</sup>. In addition,<sup>22</sup> audio-visual media in the learning process relates to the senses of sight and hearing, creates learning effectiveness, and provides attractiveness so that students do not experience boredom in the classroom. Teachers must have an understanding of technology so that the use of audio-visual media can be done well. This allows students to learn actively and effectively by being involved in hearing, seeing, analyzing, note-taking, individual work, question-and-answer interaction, and participation in discussions. As a result, students can achieve better learning, reflected in the increase in average scores and the achievement of completeness.

Therefore, audio-visual-based learning media can be an alternative in developing students' learning independence, especially in the school environment. In addition, the utilization of audio-visual media in the learning process can also contribute to the achievement of learning outcomes that are in line with expectations. Using audio-visual media also creates a more meaningful learning experience for students.

### **3. Improvement of student learning outcomes in thematic learning when using audio-visual media**

Research conducted at SD Muhammadiyah Special Program Kottabarat Surakarta from August to November 2023, using interviews, observation, and documentation, obtained the pretest and post-test scores. The pretest results are the scores obtained by students before they get an intervention in thematic learning using audio-visual media. Meanwhile, the post-test results are the scores obtained by students after receiving thematic learning interventions with audio-visual media. The scores are taken from three categories of scores on Standard Competency: 3.1, 3.2, and 3.3.

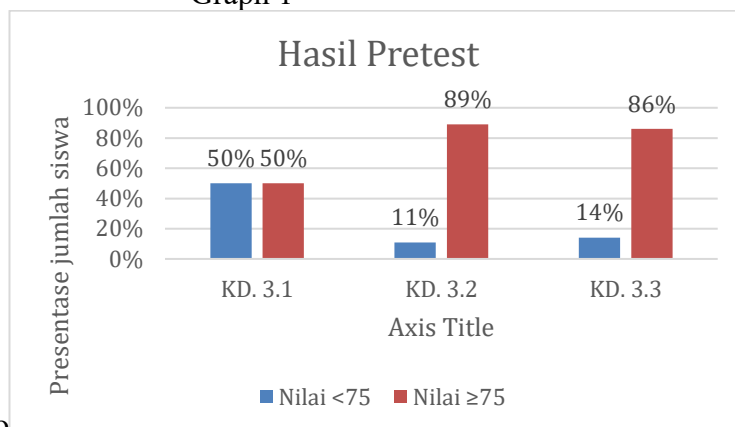
---

<sup>20</sup> Maria Dolorosa Kigo, Yohanes Vianey Sayangan, and Maria Desidaria Noge, "Pengembangan Media Pembelajaran Berbasis Audio Visual Pada Tema Lingkungan Sahabat Kita Pembelajaran Tematik Kelas V Sekolah Dasar.," *Jurnal Citra Pendidikan* 3, no. 1 (2023): 676–88.

<sup>21</sup> Hery Setiyawan, "Pemanfaatan Media Audio Visual Dan Media Gambar Pada Siswa Kelas V," *Jurnal Prakarsa Paedagogia* 3, no. 2 (2020): 198–203.

<sup>22</sup> Tri Ayu Lestari, Jamaluddin Jamaluddin, and Saepul Pahmi, "Identifikasi Penggunaan Media Pembelajaran Dalam Proses Belajar-Mengajar Di SMA Kota Mataram," *Jurnal Ilmiah Profesi Pendidikan* 8, no. 4 (2023): 2071–77.

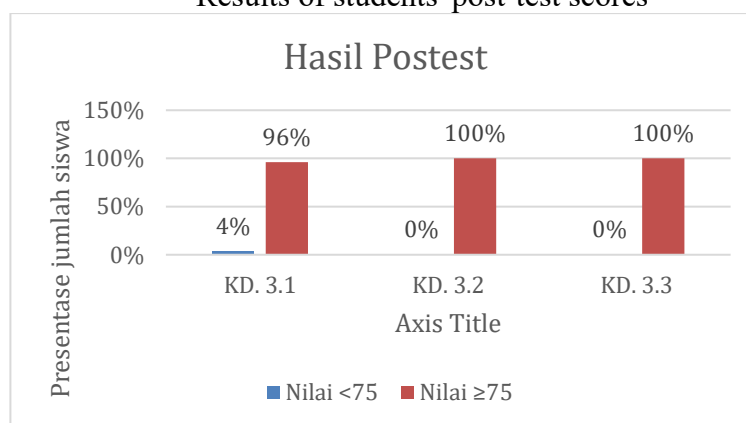
Graph 1



Results of students' pretest scores

Graph 2.

Results of students' post-test scores



Based on the graph data, the results of student pretest scores exceeded the Minimum Completion Criteria (KKM) value, namely  $\geq 75$ , on KD. 3.1 is 50%, KD. 3.2 reached 89%, and KD. 3.3 reached 86%. After the intervention with thematic learning using audio-visual media, the post-test scores, namely KD, were reassessed. 3.1 amounted to 96%, while on KD. 3.2 and KD. 3.3 reached 100%. This means that on KD. 3.2 and 3.3, no students scored below the KKM score. These results showed a significant increase in the percentage of students who exceeded the KKM score after the intervention. Thematic learning with audio-visual media is considered an innovative and effective learning method for improving the learning process, especially in achieving better learning outcomes. This finding is in line with the results of previous research. Technological developments consider Audio-visual media instructional and interactive because it can simultaneously provide experiences involving the senses of sight and hearing <sup>23</sup>.

This is in line with the results of the research <sup>24</sup>. The use of audiovisual media in the learning process in the classroom has a positive impact by increasing student motivation in achieving learning outcomes involving aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor). Audiovisual media not only plays a role in creating

<sup>23</sup> Desti Patmawati, Rustono Rustono, and Momoh Halimah, "Pengaruh Media Audio Visual Terhadap Hasil Belajar Siswa Pada Materi Jenis-Jenis Pekerjaan Di Sekolah Dasar," *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 5, no. 2 (2018): 308–16.

<sup>24</sup> Jatmiko Sidi and Mukminan Mukminan, "Penggunaan Media Audiovisual Untuk Meningkatkan Hasil Belajar IPS Di SMP," *SOCIA: Jurnal Ilmu-Ilmu Sosial* 13, no. 1 (2016): 52–72.



student motivation during learning activities in the classroom but can also provide motivational support outside the classroom environment. Students can have direct experience through observation of the audiovisual media content presented.

The increase in student scores was influenced by the audiovisual media provided. This is because, according to <sup>25</sup> that the audio-visual media provided will provide varied stimuli to the student's brain so that the brain will work optimally. In addition, some of the effects of audio-visual media provided can be useful as follows:

1. The student learning process becomes more interesting and clear  
With its various potentials, the media can present information through sound, images, movement, and color, both naturally and by manipulation. Learning materials presented through audio-visual media programs will be more detailed, complete, and able to attract student interest. Delivering material using audio-visual media can stimulate students' curiosity and encourage them to react physically and emotionally. Therefore, this learning media can help teachers create a more dynamic learning atmosphere that is not monotonous and avoids boredom.
2. Improving the quality of student learning outcomes  
Using audio-visual media can increase students' understanding of learning materials more deeply and thoroughly. If the learning process only relies on the delivery of verbal information from the teacher, students may not understand the material optimally. However, by modifying and enriching learning through seeing, hearing, and feeling activities through learning media, student understanding can be significantly improved, and there is an increase in student knowledge acceptance.
3. Fostering students' positive attitudes towards the material and the learning process.  
By using audio-visual media, the learning and teaching process becomes more attractive, encouraging students to develop a love of science and get used to finding sources of knowledge independently. Students' skills in acquiring knowledge from various sources, such as through platforms like YouTube, will form a proactive attitude in students to continue to take the initiative in finding various learning resources needed.
4. Provides time and energy efficiency  
With the presence of audio-visual media, learning objectives can be more efficient, achieving maximum results with minimal use of time and energy. The teacher does not need to repeat the explanation of the subject matter because students can more easily understand the learning material with just one use of the media.
5. Student involvement  
The utilization of audio-visual media encourages active student involvement in the learning process. Students participate more often in class discussions, group tasks, and projects that use media involving the utilization of technology.
6. Better retention of information  
Students are more likely to remember information delivered through audio-visual media. Presenting visualizations of concepts and repeating information through various forms of media can help improve students' ability to remember and retain knowledge.

---

<sup>25</sup> Abdul Wahid, "Jurnal Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar," *Istiqra: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2018): 1–11.

#### 7. Development of critical thinking skills

Using audio-visual media encourages students to think critically, where students can be expected to analyze, evaluate, and synthesize information presented in various formats.

Thus, using audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta has a positive impact and has proven to be very effective to be applied in the future. Through this media, the delivery of messages and materials becomes easier for students to remember and absorb, thus helping to improve their understanding when the material is delivered. It also has a positive correlation with the increase in student scores. However, it is essential to remember to use audio-visual media wisely. It is important to design learning materials that align with the curriculum and integrate media in a purposeful way to support the achievement of learning objectives. In addition, the teacher's role in providing guidance, facilitating discussions, and assessing student understanding remains crucial in thematic learning with audio-visual media. This is in line with what was stated by (Fujianto, 2016) in his journal entitled "The Use of Audio Visual to Improve Student Learning Outcomes on the Material of Relationships Between Living Things." The application of audiovisual media affects student learning outcomes, which increase significantly.

In formal education, especially in the thematic approach, the success of the teaching and learning process requires a curriculum as a foundation that includes goals, materials, and teaching tools and materials. Although thematic learning has advantages in improving students' learning experience, it also faces challenges in classroom management for educators. Optimization can be achieved by using learning media, especially audio-visual media, which can create a compelling and enjoyable learning environment to improve the implementation of learning, especially with a thematic approach. Learning outcomes can be evaluated by paying attention to changes in outlook, internal transformation, and the progress of students' skills. The success of the learning process is also highly dependent on student understanding, which can be influenced by each individual's cognitive style. In overcoming students' lack of interest in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta, the application of audio-visual learning is an alternative that needs to be explored to improve student interaction and learning motivation.

Using audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta illustrates a positive transformation in the educational process. The advantage of thematic learning is its integration between thematic content and students' real-world experiences, allowing students to acquire knowledge holistically. This learning characteristic offers a student-focused approach, eliminates the separation of subjects, and allows customization of learning outcomes to students' interests and needs. In this context, the application of audio-visual media becomes crucial. Media selection in learning is an important aspect that requires careful consideration. In this case, audio-visual media, by combining sound and image elements, provides an advantage in presenting information attractively and effectively. This media is proven to help students understand complex concepts, especially in thematic learning that involves various subjects. Its advantages lie in its ability to present information quickly, provide an interactive learning experience, and stimulate students' interest and attention.

Observations of thematic learning without audio-visual media support reveal the challenges faced. The lack of optimization of the learning process, low student enthusiasm, and boredom characterize learning without using such media. Learners lack focus, engage in other activities, and have difficulty understanding the material without visual support. However, after the implementation of audio-visual media, significant changes were seen.

Learners are more actively involved, learning motivation increases, and understanding of the material improves. Teachers could explain concepts in more detail, while students were more focused and actively participated. Although there are some exceptions, such as in certain art learning materials, overall, the use of audio-visual media contributes positively to the effectiveness of thematic learning.

The importance of using audio-visual media was also highlighted through interviews with teachers, where the success of learning is closely related to creativity in implementing the media. Combining audio-visual media, quizzes, tests, and material reviews proved more effective in improving students' learning outcomes. Positive student responses and increased participation are indicators of the success of this media utilization in creating a fun and dynamic learning environment. Research conducted at SD Muhammadiyah Special Program Kottabarat Surakarta from August to November 2023 highlighted using audio-visual media in thematic learning. By using data collection techniques in the form of interviews, observations, and documentation, this study shows that the results of students' pretest scores before getting thematic learning interventions using audio-visual media have reached scores that exceed the Minimum Completion Criteria (KKM) in KD 3.1 (50%), KD 3.2 (89%), and KD 3.3 (86%). After the intervention, the post-test results showed a significant increase, with the value of KD 3.1 reaching 96%, while KD 3.2 and KD 3.3 reached 100%. The graph reflects that no students scored below the KKM in KD 3.2 and 3.3.

This study found that using audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta had a significant positive impact. Thematic learning with audio-visual media is considered an innovative and effective method for improving the learning process, especially in achieving better learning outcomes. This finding aligns with previous research results, identifying audio-visual media as instructional and interactive media following technological developments. The utilization of this media provides varied stimuli to students' brains, allowing them to work optimally.

Several factors of the influence of audio-visual media drove the increase in student scores. First, the learning process becomes more interesting and clear because the media can present information through sound, images, movement, and color. Students' involvement in the learning process also increased through class discussions, group assignments, or projects using audio-visual media. This media improves students' understanding of learning materials but also helps shape students' positive attitudes toward learning and the learning process.

However, it should be emphasized that using audio-visual media must be judicious. It is essential to design learning materials that align with the curriculum and integrate media in a purposeful way to support the achievement of learning objectives. The role of the teacher remains a crucial factor in the context of thematic learning with audio-visual media through guidance, facilitation of discussions, and assessment of students' understanding. Thus, the use of audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta has a positive impact and proves to be very effective to be applied in the future.

In thematic learning, audio-visual media is advantageous because it can present information through various elements such as sound, image, movement, and color. This media's ability to visualize concepts and repetition of information through various forms can help students understand and retain knowledge better. In addition, using audio-visual media in thematic learning can also increase students' active involvement through class discussions, group assignments, and projects involving technology.

Thus, the application of audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta has a positive impact on student learning outcomes and strengthens the essence of thematic learning itself. This media

integration opens up opportunities to explore learning themes or topics in a more attractive, relevant, and comprehensive way.

In addition to the findings of this study, several suggestions can be made to further optimize the use of audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta. First, teachers should engage in in-depth training related to audio-visual media-based learning design. This will help them develop their ability to design more interesting materials that align with the curriculum. Secondly, it is crucial to continuously update and develop the audio-visual media content used to keep it relevant and interesting for students. Adapting the materials to technological developments and student needs can maintain the effectiveness of the media in improving learning outcomes.

In addition, collaboration between teachers and audio-visual content developers can be a further step. They can create more creative learning materials that suit students' needs by working together. This collaboration can also create opportunities to integrate broader aspects of the curriculum in each media content. Furthermore, special attention needs to be given to the continuous monitoring and evaluation of the use of audio-visual media. This evaluation can include student response to the media, changes in student participation, and long-term learning outcomes. Thus, adjustments can be made periodically to maximize the positive impact of audio-visual media.

It is also essential to prioritize the teacher's role in assisting and guiding students during the learning process. Although audio-visual media provides significant support, the teacher's presence as a facilitator and leader remains irreplaceable. Therefore, developing teachers' skills in effectively utilizing this media must also be considered. Finally, further research can be directed to measure the long-term impact of using audio-visual media, including its effect on students' learning motivation and developing critical thinking skills. Thus, the study's results can significantly contribute to the educational literature and provide practical guidance for educational institutions in the future.

## CONCLUSION

After the analysis, three conclusions can be drawn. Firstly, before using audio-visual learning media, learning tends to be ineffective and less conducive because students feel bored and lose focus, choosing to do other activities. The material presented also cannot be adequately understood. Using audio-visual learning media has a significant role in creating a pleasant learning atmosphere for students. However, combining it with other learning media, such as quizzes and practice questions, is recommended to maximize students' learning outcomes. The use of audio-visual media in thematic learning at SD Muhammadiyah Special Program Kottabarat Surakarta has a positive impact. It proves to be very effective to be applied in the future. Through this media, the delivery of messages and materials becomes easier for students to remember and absorb, helps them understand the material better, and is positively related to the increase in students' grades. Of course, this also needs to be supported by appropriate teaching strategies from the teacher. The role of the teacher in providing guidance, facilitating discussions, and assessing students' understanding remains a crucial factor in the context of thematic learning with audio-visual media.

## REFERENCES

Adywinata, I Kadek Surya, and I Komang Ngurah Wiyasa. "Komik Digital Berbasis Pendidikan Karakter Muatan PPKn Sebagai Media Variatif Untuk Siswa Kelas V SD." *Research & Learning in Primary Education* 4, no. 2 (2022): 480–89.

- Alpian, Yayan, Sri Wulan Anggraeni, Unika Wiharti, and N. M Soleha. "Pentingnya Pendidikan Bagi Manusia." *Jurnal Buana Pengabdian* 1, no. 1 (2019): 35–43.
- Baderiah. *Buku Ajar Pengembangan Kurikulum*. Palopo : Lembaga Penerbit Kampus IAIN Palopo, 2018.
- Fatmawai, E., A. Yalida, and Jonata. *No Title*. Edited by S. Nanda. Provinsi Aceh: Muhammas Zaini, 2022.
- Gabriela, Novika Dian Pancasari. "Pengaruh Media Pembelajaran Berbasis Audio Visual Terhadap Peningkatan Hasil Belajar Sekolah Dasar." *Mahaguru: Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 1 (2021): 104–13.
- Hakimah, Rizky Nur, Ellyn Normelani, and Rendya Adi Kurniawan. "Analisis Respon Mahasiswa Terhadap Media Animasi Matakuliah Geografi Pariwisata." *JPG (Jurnal Pendidikan Geografi)* 10, no. 1 (2023): 93–102.
- Kigo, Maria Dolorosa, Yohanes Vianey Sayangan, and Maria Desidaria Noge. "Pengembangan Media Pembelajaran Berbasis Audio Visual Pada Tema Lingkungan Sahabat Kita Pembelajaran Tematik Kelas V Sekolah Dasar." *Jurnal Citra Pendidikan* 3, no. 1 (2023): 676–88.
- Lestari, Tri Ayu, Jamaluddin Jamaluddin, and Saepul Pahmi. "Identifikasi Penggunaan Media Pembelajaran Dalam Proses Belajar-Mengajar Di SMA Kota Mataram." *Jurnal Ilmiah Profesi Pendidikan* 8, no. 4 (2023): 2071–77.
- Lubis, Maulana Arafat, and Nashran Azizan. *Pembelajaran Tematik SD/MI Implementasi Kurikulum 2013 Berbasis HOTS (Higher Order Thinking Skills)*. Yogyakarta : Samudera Biru, 2019.
- Moleong, Lexy J. *Metode Penelitian Kualitatif*. Bandung : Remaja Rosdakarya, 2016.
- Nahak, Kristina E. Noya, I Nyoman Sudana Degeng, and Utami Widiati. "Pembelajaran Tematik Di Sekolah Dasar." *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan* 4, no. 6 (2019): 785–94.
- Nurfadhillah, Septy, Marifatul Ulfah, Siti Zaedatun Nikmah, and Dewi Fitriyani. "Peranan Media Pembelajaran Dalam Meningkatkan Minat Siswa Serta Memotivasi Belajar Siswa Kelas 3 SDN Kohod III." *BINTANG : Jurnal Pendidikan Dan Sains* 3, no. 2 (2021): 260–71.
- Patmawati, Desti, Rustono Rustono, and Momoh Halimah. "Pengaruh Media Audio Visual Terhadap Hasil Belajar Siswa Pada Materi Jenis-Jenis Pekerjaan Di Sekolah Dasar." *PEDADIDAKTIKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 5, no. 2 (2018): 308–16.
- Rangkuti, Cirvy Jani Saputri, and Sukmawarti Sukmawarti. "Problematika Pemberian Tugas Matematika Dalam Pembelajaran Daring." *Indonesian Research Journal On Education* 2, no. 2 (March 2022): 593–600.
- Rupawati, Dwi, Leny Noviani, and Jonet Ariyanto Nugroho. "Penerapan Media Pembelajaran Audio Visual Untuk Meningkatkan Hasil Belajar Ekonomi." *Jurnal Pendidikan Ekonomi Manajemen Dan Keuangan* 1, no. 1 (2017): 21–30.
- Rusman. *Model-Model Pembelajaran*. Jakarta : Rajawali Press, 2016.
- Setiyawan, Hery. "Pemanfaatan Media Audio Visual Dan Media Gambar Pada Siswa Kelas V." *Jurnal Prakarsa Paedagogia* 3, no. 2 (2020): 198–203.

- Sidi, Jatmiko, and Mukminan Mukminan. "Penggunaan Media Audiovisual Untuk Meningkatkan Hasil Belajar IPS Di SMP." *SOCIA: Jurnal Ilmu-Ilmu Sosial* 13, no. 1 (2016): 52–72.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung : Alfabeta, 2019.
- Wahid, Abdul. "Jurnal Pentingnya Media Pembelajaran Dalam Meningkatkan Prestasi Belajar." *Istiqlah: Jurnal Pendidikan Dan Pemikiran Islam* 5, no. 2 (2018): 1–11.
- Wicaksono, Dirgantara, and Iswan. "Upaya Meningkatkan Hasil Belajar Peserta Didik Melalui Penerapan Model Pembelajaran Berbasis Masalah Di Kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang, Banten." *HOLISTIKA: Jurnal Ilmiah PGSD* 3, no. 2 (2019): 111–26.
- Wulansari, Maretna, and Murdiono. "Pengaruh Penggunaan Media Audio Visual Terhadap Pemahaman Materi Kelas VII Di SMP N 2 Srandakan." *E-Civics* 11, no. 2 (2022): 236–45.
- Yusnidah, and Taruna. "Pengaruh Media Pembelajaran Visual Dan Audiovisual Serta Gaya Kognitif Terhadap Hasil Belajar Siswa." *Jurnal Kajian Teknologi Pendidikan* 4, no. 4 (2021): 417–26.
- Zulfiati, H, M., P. Cahyandaru, and W. Agustina, T. "Pengembangan Media Audio Visual Berbasis Aplikasi Canva Pada Pembelajaran Tematik Di Sekolah Dasar." *Trihayu: Jurnal Pendidikan Ke-SD-An* 9, no. 3 (2023): 251–63.