

MANAGEMENT OF AUDIOVISUAL LEARNING MEDIA AND IMPROVING STUDENT LEARNING OUTCOMES BY PPKn TEACHERS AT STATE SENIOR HIGH SCHOOL 2 TENGGARONG

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ABSTRACT

This study aims to describe: (1) the planning of audiovisual learning media management by Civics Education (PPKn) teachers, (2) the implementation of audiovisual learning media management, (3) the improvement of students' learning outcomes in the cognitive, affective, and psychomotor domains after the use of audiovisual media, and (4) the obstacles and solutions encountered by teachers in managing audiovisual media. This research employed a qualitative descriptive approach. The subjects were Civics Education teachers and grade XII students at SMA Negeri 2 Tenggarong. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data presentation, and conclusion drawing techniques. The findings indicate that the management of audiovisual media by Civics Education teachers was carried out in a planned and integrated manner with learning objectives. The media used included interactive powerpoint, instructional videos, current news broadcasts, and the quizizz application. The evaluation of learning outcomes showed improvements in the cognitive domain (indicated by differences between pre-test and post-test scores), the affective domain (indicated through attitude observation), and the psychomotor domain (indicated through discussions, group presentations, and students' products/creations). Obstacles encountered included technical and pedagogical limitations, which were overcome through collaborative strategies and the optimization of technology use. Overall, audiovisual media management has proven to contribute positively to improving students' learning outcomes in terms of knowledge, attitudes, and skills. This research is expected to serve as a reference for teachers in developing innovative, technology-based learning strategies.

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INTRODUCTIONS

Education is the main foundation for building civilization and the quality of a nation's human resources. Through education, it is expected that individuals will be formed who are not only intellectually intelligent but also possess strong character and are able to play an active role in community, national, and state life. According to (Cahyani et al, 2021), education plays an important role in shaping distinguished citizens with the competencies needed to face global challenges.

In the context of formal education in Indonesia, Civic and Pancasila Education (PPKn) holds a strategic role in instilling fundamental national values, shaping character, and enhancing citizens' active participation. However, the implementation of PPKn learning in schools still encounters various challenges. Many teachers continue to use traditional teaching methods that are one-way and less engaging for students (Sutrisno et al., 2021). This condition leads to low learning motivation, reduced classroom participation, and ultimately results in suboptimal learning outcomes (Hasanah, 2023).

Along with the development of information technology, the use of audiovisual-based learning media has become one of the innovative approaches considered effective in improving the quality of the teaching and learning process. Audiovisual media are able to present information in a concrete, interactive, and engaging manner, which positively impacts students' absorption capacity and interest in learning (Nur Cahyono et al., 2021). Research conducted by Lestari & Haryati (2022) shows that the use of audiovisual media in PPKn learning significantly improves student learning outcomes compared to conventional lecture methods.

SMA Negeri 2 Tenggarong is one of the schools that has implemented audiovisual-based learning approaches, particularly in the PPKn subject. Based on initial observations and interviews, PPKn teachers at the school have demonstrated concrete efforts in regularly managing audiovisual media. The processes of planning, implementation, and evaluation of media use are carried out in a structured manner and integrated with the intended learning objectives. This indicates that teachers already have awareness and professional capacity in implementing learning innovations aligned with technological developments and students' needs.

Nevertheless, several challenges are still encountered in practice. Technical issues such as power outages and reliance on unstable internet connections often occur. In addition, not all teachers consistently utilize this medium in every meeting, so the overall effectiveness of audiovisual media in enhancing learning outcomes cannot yet be fully ascertained. This phenomenon indicates a critical gap that needs to be studied, particularly in the context of teachers' management in designing, implementing, and evaluating the comprehensive use of media.

On the other hand, academic studies on the management of audiovisual learning media in the PPKn subject remain relatively limited, especially those employing qualitative approaches that examine teachers' classroom practices in depth. The lack of documentation of teachers' best practices in managing media provides a strong rationale for conducting this research. This study does not only emerge from existing problems but also from the need to comprehensively describe and analyze how PPKn teachers manage audiovisual media in learning, as well as how it impacts student learning outcomes.

Therefore, this research aims to explore in depth the processes of planning, implementation, and evaluation in the management of audiovisual media by PPKn teachers at SMA Negeri 2 Tenggarong, and its contribution to improving student learning outcomes in cognitive, affective, and psychomotor aspects.

METHOD

The type of research used in this study is a qualitative research method. Qualitative research is a method based on the philosophy of post-positivism. This study was conducted at SMA Negeri 2 Tenggarong, located at Jalan Pesut No. 112, Timbau Sub-district, Tenggarong District, Kutai Kartanegara Regency, East Kalimantan Province. This school was chosen as the research site because it has implemented audiovisual learning media in the PPKn learning process and has teachers who actively manage the media in teaching and learning activities. The research was carried out over approximately six months, from October 2024 to March 2025. The research activities included the pre-

research stage (initial observation and permission request), data collection (through interviews, observations, and documentation), as well as data analysis and verification stages. The data collection techniques used in this study were observation, interviews, and documentation. The data analysis techniques applied included data collection, data reduction, data presentation, and conclusion drawing.

RESULT AND DISCUSSION

Planning the Management of Audiovisual Learning Media by PPKn Teachers

The results of the observations confirmed this statement. In the first meeting, the teacher presented the material using an interactive PowerPoint. The second meeting showed the teacher playing an instructional video taken from YouTube, while in the third meeting students participated in an evaluation through the Quizizz application using their own mobile phones.

The results of data triangulation indicated that PPKn teachers at SMA Negeri 2 Tenggarong did not merely use software and hardware separately, but rather combined both in an integrated manner. The PowerPoint prepared by the teacher was displayed via a projector, the YouTube learning video was played with the support of speakers, and the Quizizz evaluation was conducted using the teacher's laptop connected to students' mobile phones. Classroom observations revealed that this integration created a more interactive learning atmosphere. Triangulation between interviews and observations demonstrated consistency of information, showing that the PPKn teacher had carried out audiovisual media planning effectively and systematically. The interview data were strongly supported by classroom observations, which illustrated the actual implementation of the planned strategy. Thus, it can be concluded that the planning of audiovisual-based learning was implemented in an integrated way, thus enhancing the effectiveness, interactivity, and learning motivation of students.

Based on the interviews, observations, and data triangulation conducted in this study, an overview was obtained regarding the percentage of audiovisual media use by PPKn teachers at SMA Negeri 2 Tenggarong. The aspects examined included the use of software, hardware, and the integration of both. Therefore, it can be concluded that although software and hardware each have their own role in supporting the learning process, their integration is more dominant, as it provides a more comprehensive learning experience for students. The data also showed the awareness of PPKn teachers regarding the importance of well-prepared and integrated planning in the use of audiovisual media, so that learning is not only informative but also inspiring and able to foster active student participation.

Implementation of Audiovisual Learning Media Management by PPKn Teachers Based on classroom observations in grades XII-6, XII-7, and XII-8 at SMA Negeri 2 Tenggarong, the use of PowerPoint assisted teachers in organizing the delivery of material while also facilitating students in taking notes of important points. In addition, the teacher inserted reflective questions throughout the explanation to encourage students to think critically and engage actively.

Mr ZA, the PPKn teacher at SMA Negeri 2 Tenggarong, stated that the use of interactive PowerPoint was part of his strategy to create meaningful and engaging learning. Based on the results of classroom observations, teacher interviews, and students' statements, it can be concluded that the use of interactive PowerPoint in PPKn learning contributed positively to students' engagement and understanding. Triangulation data demonstrated alignment between the teacher's practices, student responses, and field findings. The teacher designed the PowerPoint in a visual and dynamic way, incorporating illustrations, animations, and reflective questions to stimulate active student participation. Students confirmed that the attractive visual design and the inclusion of reflective questions in the material delivery helped them remain focused, reduced boredom, and encouraged critical thinking. This proves that PowerPoint functions not only as a presentation tool but also as an interactive learning medium capable of creating a communicative and meaningful learning atmosphere. Thus, the use of interactive PowerPoint at the beginning of the main learning activities is an effective strategy to build a foundation for understanding the material and enhancing student participation in the PPKn learning process.

Classroom observations in grades XII-6, XII-7, and XII-8 also revealed that students showed great enthusiasm when watching videos. After the videos were shown, the teacher facilitated class discussions to relate the content to the subject matter being studied. Based on data triangulation from classroom observations, teacher interviews, student interviews, and documentation, it can be concluded that the use of audiovisual media in PPKn learning was carried out in a planned and purposeful manner. The teacher used relevant, up-to-date, and engaging videos as initial stimuli to promote conceptual understanding and emotional engagement with the material. This strategy proved effective in fostering an active learning environment, increasing learning interest, and strengthening students' comprehension of the topic being taught. Furthermore, classroom observations in grades XII-6, XII-7, and XII-8 showed that the use of Quizizz created an enjoyable, competitive learning atmosphere and motivated students to recall the material that had been presented.

Based on observations, teacher interviews, student statements, and documentation, it can be concluded that the use of the Quizizz application as a formative evaluation tool during the closing stage of learning had a positive impact on students' engagement and understanding in the learning process. The teacher not only used Quizizz to assess cognitive aspects but also as a reflective tool that allowed students to evaluate their own understanding of the material taught.

Taken as a whole, the findings of this study—including classroom observations, teacher and student interviews, and supporting documentation—show that the use of audiovisual media in the implementation of PPKn learning made a significant contribution to improving the quality of the teaching and learning process. The three types of audiovisual media used in an integrated manner—interactive PowerPoint, instructional videos, and the Quizizz application—have strategic functions and roles at each stage of learning. Interactive PowerPoint was used at the beginning of the main activity as a visual medium that helped structure students' thinking through organized and attractive content, while also encouraging engagement through reflective questioning. Instructional videos were presented in the middle of the main activity as stimuli to spark students' curiosity and strengthen conceptual understanding through real and relevant contexts. Meanwhile, Quizizz was utilized at the closing stage as an effective and enjoyable formative evaluation tool, while also serving as a reflection medium for students to assess their level of understanding of the material studied.

The triangulation of data showed that these three media consistently enhanced students' attention, motivation, active participation, and comprehension in PPKn learning. Thus, the appropriate and contextual use of audiovisual media can serve as an effective and relevant learning strategy to support the holistic achievement of learning objectives in cognitive, affective, and psychomotor domains.

Improvement of Student Learning Outcomes

Based on direct classroom observations in grades XII-6, XII-7, and XII-8, a pre-test was conducted in written form before the teacher delivered the material. The pre-test questions were adjusted to the theme to be discussed in the meeting and were generally in the form of short-answer questions. The teacher provided 10 to 15 minutes for students to complete the test. The pre-test was administered regularly at the beginning of each meeting, and the results were used by the teacher to evaluate students' readiness and initial level of understanding. During the pre-test, some students were seen reading the questions carefully and attempting to construct answers based on their prior knowledge. However, there were also students who showed hesitation and provided short or less accurate responses. This indicates that the pre-test plays an important role in providing an initial overview of students' varying levels of understanding.

Furthermore, the use of digital platforms in conducting the post-test proved to support the achievement of students' cognitive learning outcomes optimally, while also demonstrating that innovative management of learning media and evaluation can enhance the effectiveness of PPKn learning in schools.

Based on observations of the learning process, the teacher conducts affective assessments continuously and contextually by paying attention to students' behavior throughout the learning activities: while watching instructional videos, working in group discussions, and presenting in front of the class. Students who demonstrated polite speech, respected others' opinions, listened actively, and were willing to participate in group activities received higher

affective evaluations. The teacher recorded these assessments informally during the process, referring to the affective indicators stated in the lesson plan (RPP), such as responsibility, cooperation, discipline, and honesty.

The triangulation of classroom observations, teacher interviews, and classroom interactions showed that the affective domain was assessed authentically and contextually. Teachers observed students' attitudes holistically, especially in their responses to audiovisual content, participation in group activities, and communication ethics when asking or answering questions. Students who maintained politeness, listened attentively to the teacher's explanations, and actively participated in group work were considered to demonstrate positive affective development. This shows that the use of audiovisual media not only impacts cognitive outcomes but also contributes to shaping students' affective learning outcomes.

Based on triangulation from classroom observations and interviews with various stakeholders, it was found that challenges in managing audiovisual media generally included technical obstacles (such as power outages and unstable internet connections) as well as the suboptimal use of content that suited students' characteristics. Student feedback indicated that content that was too formal or lengthy was less engaging and needed to be adjusted to the context of adolescent life.

Meanwhile, information from teachers was reinforced by explanations from the principal and vice principal, stating that the school had provided training on the use of educational technology to improve teachers' competence in selecting, designing, and managing audiovisual media that are more relevant, interactive, and adaptive to contemporary developments. This reflects a collaborative commitment between teachers and school management to overcome obstacles and improve the quality of innovative learning.

Discussion

Planning the Management of Audiovisual Learning Media by PPKn Teachers

Learning planning is the initial stage that determines the direction and success of the teaching and learning process. Based on observations and interviews with PPKn teachers at SMA Negeri 2 Tenggara, it was found that teachers had developed lesson plans in a fairly systematic manner. The planning was outlined in the form of teaching modules and lesson plans (RPP), which were designed in accordance with students' characteristics and learning outcomes. Audiovisual media became an integral part of the lesson plans, particularly for explaining abstract concepts that required concrete visualization, such as democracy, the rights and obligations of citizens, and the values of Pancasila in everyday life. Teachers actively selected audiovisual content from reliable sources, aligned it with the learning objectives, and determined appropriate learning achievement indicators.

The key findings of this study indicate that the planning of audiovisual media use was not merely technical or administrative in nature, but rather the result of careful pedagogical considerations. Teachers took into account the suitability of the media with students' characteristics, the context of the subject matter, and the availability of supporting facilities. In addition, planning also involved stages such as media selection, adjustment to the learning schedule, and the design of learning activities that allowed students to interact directly with the audiovisual content. This demonstrates that teachers have carried out their role as

Implementation of Audiovisual Learning Media Management by PPKn Teachers

The implementation of audiovisual-based learning by PPKn teachers at SMA Negeri 2 Tenggara reflects the integration between well-prepared planning and the application of innovative, contextual learning strategies. Although the stages and technical aspects of implementation have been described previously in the research findings section, this discussion focuses more on the meaning, relevance, and contribution of such implementation to the quality of learning and the improvement of students' learning outcomes.

The key findings of this study reveal that teachers consistently utilized audiovisual media such as interactive PowerPoint presentations, educational videos (including clips from current news), and online quiz applications (Quizizz) within the three main stages of the learning process: introduction, core, and closing. This strategy not only emphasizes the use of technology as a supporting tool but also as a stimulus for students' cognitive, affective, and

psychomotor engagement. The use of visually engaging PowerPoints during the introduction, the presentation of current and contextual educational videos in the core stage, and interactive quizzes in the closing stage together created an enjoyable and meaningful learning cycle.

These findings are consistent with the results of a study by Yuniar (2021), which also highlighted the importance of implementing audiovisual media aligned with basic competencies to enhance learning effectiveness at SMA Negeri 6 Palopo. However, the present study provides additional value by elaborating in detail the direct classroom implementation by teachers, rather than just addressing administrative aspects or organizational management of media. Thus, this research enriches the empirical perspective on how audiovisual media strategies can be effectively applied in PPKn subjects.

Overall, the implementation of audiovisual-based PPKn learning at SMA Negeri 2 Tenggara not only demonstrates the successful realization of previously prepared plans but also illustrates the teacher's ability to dynamically respond to students' needs. Active student involvement, contextual media selection, and adaptive management of the learning process despite technical challenges are indications of the teacher's professionalism in creating an interactive and meaningful learning environment. Therefore, the implementation of learning in this study can serve as a best practice worthy of replication in other schools, particularly in teaching PPKn, which has often been perceived as normative and less engaging. Instructional designers who are adaptive and responsive to the needs of 21st-century learners.

Improvement of Student Learning Outcomes

The research findings indicate an increase in students' achievement in the cognitive domain after participating in learning activities using audiovisual media. This can be seen from the comparison of scores before and after the implementation of the media, where the students' average scores showed a significant improvement. This change signifies that audiovisual media are able to help students understand abstract concepts in Civics (PPKn) and transform them into more concrete and comprehensible knowledge.

The findings also reveal that the use of audiovisual media not only improved students' knowledge but also influenced their attitudes and learning behavior. This was evident from observation results, which showed that students became more enthusiastic, disciplined, and demonstrated mutual respect during the learning process. The average affective observation scores of students increased after the teacher implemented interactive audiovisual media, such as educational videos and current news broadcasts.

Furthermore, the research results demonstrate that the implementation of audiovisual media had a significant impact on students' psychomotor skills. This was reflected in their active participation in group discussions, presentations, and the production of creative output such as digital posters and other media projects. The average psychomotor performance of students improved, as seen from their ability to organize information, confidently present group work, and produce outputs aligned with the learning themes.

Obstacles and Solutions in Managing Audiovisual Learning Media

The use of audiovisual media in Civics (PPKn) learning at SMA Negeri 2 Tenggara has generally had a positive impact on improving the quality of learning and student achievement. However, in practice, several obstacles were encountered by teachers. Based on interviews and observations, the most dominant challenges come from technical factors, such as unstable internet connectivity and sudden power outages. In addition, there were still difficulties related to teachers' ability to operate audiovisual devices or applications optimally, especially when technical problems occurred during the learning process. On the other hand, the variation in students' ability to absorb information through audiovisual presentations also posed a challenge that teachers had to anticipate throughout the learning process.

When compared with previous research, such obstacles were also identified in a study by Muhammad Surya Ardani (2023) at MAN 2 Bogor City. That research noted that not every classroom was equipped with a projector, and not all teachers had sufficient technological competence to manage audiovisual media. However, that study

emphasized institutional-level barriers, while this research identified challenges directly from teachers' classroom practices and their involvement in the Civics learning process. Thus, the contribution of this study lies in depicting obstacles at a more micro and pedagogical level, while also offering practical solutions that teachers have already implemented in the field.

The important findings of this research show that teachers not only recognize these obstacles but also have carried out various adaptive and collaborative solutions. To overcome network issues, teachers anticipated by downloading audiovisual materials in advance so that they could be played offline. Meanwhile, to enhance technological competence, teachers participate in training organized by the school and take advantage of learning communities that supported the use of technology in teaching. In addressing students' diverse levels of comprehension toward audiovisual content, teachers provided additional explanations, created guiding questions before and after watching videos, and directed students to take notes on key points from the presentation.

Efforts to overcome these obstacles align with the theory of Buchari Agustini (2018), which states that classroom management requires teachers not only to be skilled in planning but also to be responsive in facing challenges and capable of finding appropriate solutions. Furthermore, according to Kustandi and Sutjipto in Hidayah et al. (2022), the effectiveness of using audiovisual media depends on teachers' readiness, the availability of facilities, and managerial support from schools. In other words, the successful use of audiovisual media relies heavily on the synergy between teachers' individual competence, institutional support, and adaptive strategies toward dynamic learning conditions.

Therefore, obstacles in the use of audiovisual media should not be seen as absolute hindrances, but rather as part of the learning dynamics that demand teachers' creativity and continuous problem-solving. The ability of Civics teachers at SMA Negeri 2 Tenggarong to identify, manage, and overcome these barriers demonstrates their professionalism in carrying out their role as learning facilitators. This practice may serve as a reference for other teachers in implementing technology-based learning effectively and contextually, even under limited conditions.

Based on the research findings and discussions presented, it can be concluded that the management of audiovisual learning media by Civics teachers at SMA Negeri 2 Tenggarong was carried out through integrated stages of planning, implementation, and evaluation aligned with learning objectives. The use of audiovisual media has been proven to improve student learning outcomes in the cognitive, affective, and psychomotor domains. Furthermore, despite technical and pedagogical challenges, teachers were able to overcome them through collaborative strategies and the optimization of technological resources.

Thus, the overall findings of this study provide a concrete picture of the contribution of audiovisual media in Civics learning.

CONCLUSION

The conclusion is that Civics (PPKn) teachers prepare lesson plans regularly by aligning learning objectives, selecting relevant media, and developing learning tools such as lesson plans (RPP) and teaching modules. The audiovisual media chosen include instructional videos, current news broadcasts, interactive PowerPoint presentations, and digital-based applications such as Quizizz. The use of audiovisual media is implemented in every stage of learning, from the introduction, main activities, to the closing. Teachers act as facilitators who guide students to actively participate through discussions, presentations, and digital-based evaluations, making the learning process more interactive and engaging. The implementation of audiovisual media has a positive impact on the three domains of learning outcomes. In the cognitive domain, students experience improved understanding of the material, as shown by the difference between pre-test and post-test scores. In the affective domain, students demonstrate positive attitudes such as discipline, cooperation, and care in learning. Meanwhile, in the psychomotor domain, students' skills improve through discussion activities, presentations, and the creation of creative works. The obstacles encountered by teachers in managing audiovisual media include technical limitations such as power outages and unstable internet connections, as well as pedagogical challenges such as uneven teacher skills in operating digital media. The solutions carried out

include coordination and collaboration among teachers, optimizing the use of technological resources, and providing enrichment and guidance to students to maximize the use of audiovisual media.

Overall, this research proves that well-planned, well-implemented, and well-evaluated management of audiovisual learning media can improve the quality of Civics (PPKn) learning. Audiovisual media has been shown not only to strengthen students' knowledge and understanding but also to foster positive attitudes and develop practical skills relevant to the needs of the 21st century.

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