

Research Article

Implementation of AudioVisual Media in Enhancing Catholic Religious Education Learning Motivation among Elementary School Students

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Abstract: This study aims to analyze the implementation of audio-visual media in Catholic Religious Education learning to enhance learning motivation among third-grade students at Inpres Jongwolor Elementary School. The research employed a qualitative approach with descriptive design. Research subjects consisted of one Catholic Religious Education teacher and five third-grade students selected purposively. Data were collected through unstructured interviews, participatory observation, and documentation, then analyzed using the Miles and Huberman interactive model. The results indicate that audio-visual media usage in Catholic Religious Education learning remains suboptimal due to limited internet access, high data costs, and insufficient teacher technology competence. However, when implemented, audio-visual media significantly increases learning motivation, reflected in enhanced enthusiasm, interest, attention, and active student participation during learning activities. Audio-visual media proved effective in visualizing abstract concepts of spiritual and moral values, making them more concrete and comprehensible. This research provides empirical evidence that optimizing audio-visual media usage can serve as an effective strategy to improve Catholic Religious Education learning quality at the elementary school level.

Keywords: audio visual media, catholic religious education, elementary school, learning, learning motivation.

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1. Introduction

Education in the current digital era is experiencing fundamental transformation in learning paradigms. The development of information and communication technology has revolutionized how educators deliver materials and how students acquire knowledge. In the global context, modern educational systems demand technology integration as learning media that is no longer optional but has become an absolute necessity for creating effective and meaningful learning. This ideal condition requires educational institutions to adopt learning approaches capable of optimizing student potential through the utilization of various innovative learning media.

Audio-visual media has proven to be one of the strategic solutions in addressing modern learning challenges. Theoretically, audio-visual media possesses advantages in presenting information through combinations of visual and auditory elements that can activate students' multiple intelligences. The strength of this media lies in its ability to simplify abstract concepts into more concrete forms, enhance learning attractiveness, and facilitate deeper understanding through multisensory approaches. In ideal learning contexts, audio-

visual media usage should create interactive, engaging learning environments capable of maintaining student concentration for extended periods.

Learning motivation, as one of the key factors in educational success, has strong correlation with appropriate learning media usage. Learning motivation theory states that students will demonstrate optimal performance when they possess the desire to learn, internal drive to achieve, and conducive learning situations. In Catholic Religious Education (CRE) learning, motivation becomes crucial because this subject aims not only to transfer cognitive knowledge but also to form students' character, spirituality, and moral values. Therefore, learning strategies capable of generating and maintaining learning motivation become fundamental prerequisites for achieving holistic CRE learning objectives.

However, the reality of audio-visual media implementation in learning, particularly in Indonesia, still shows significant disparities. The majority of schools in Indonesia, especially in remote areas, still face obstacles in optimally integrating learning technology. This problem is exacerbated by infrastructure limitations, teacher competence in technology utilization, and inadequate budget allocation for modern learning media procurement. Consequently, many teachers still rely on conventional methods such as lectures and blackboard usage as primary media in the learning process.

In the context of CRE learning at elementary school level, audio-visual media usage problems become increasingly complex. The characteristics of CRE materials containing many abstract concepts about spiritual, moral, and religious values require pedagogical approaches capable of concretizing these ideas so they can be understood by students at the concrete operational cognitive development stage. When CRE learning is conducted using conventional methods, students tend to experience difficulties in understanding and internalizing the values taught, ultimately impacting low learning motivation and suboptimal learning achievement.

This phenomenon specifically occurs at Inpres Jongwolor Elementary School, located in Boru Podor Village, Wulangitang District, East Flores Regency, East Nusa Tenggara. Based on preliminary observations conducted by researchers, CRE learning at this school is still dominated by lecture methods, question-and-answer sessions, assignment giving, and simple discussions. The CRE teacher at this school rarely utilizes audio-visual media in the learning process, despite the school having basic facilities such as laptops and projectors. This condition results in most third-grade students showing signs of boredom, lack of enthusiasm, and low active participation during CRE learning activities.

Student learning motivation problems at SD Inpres Jongwolor are reflected in several concerning indicators. First, many students display passive attitudes and low responsiveness when teachers deliver CRE materials. Second, student concentration levels tend to decrease rapidly, especially when learning takes place over relatively long periods. Third, learning evaluation results show that student understanding of CRE concepts remains below expected standards. Fourth, student interest in asking questions or participating in class discussions is very low, indicating weak intrinsic motivation to learn.

The CRE teacher at SD Inpres Jongwolor acknowledges that limitations in audio-visual media utilization are caused by several factors. The main factor is limited internet access and data usage requiring considerable costs, so teachers prefer using conventional methods considered more practical and economical. Additionally, teachers face challenges regarding technology competence and creativity in designing learning that effectively integrates audio-visual media. This condition is further exacerbated by lack of training and mentoring from schools or educational offices regarding learning technology usage.

Several previous studies have examined audio-visual media effectiveness in learning contexts. Research consistently shows positive impacts of audio-visual media on student learning motivation across various subjects. However, research gaps exist in studies specifically focusing on CRE learning at elementary school level, particularly in remote areas with infrastructure limitations. This study aims to fill these gaps by analyzing audio-visual media implementation in CRE learning to enhance student learning motivation.

The significance of this research lies in its multidimensional contribution to knowledge development and educational practice. Theoretically, this research will enrich literature on audio-visual media implementation in CRE learning and provide new perspectives on learning motivation enhancement strategies through educational technology approaches. Practically,

research results are expected to serve as references for CRE teachers in optimizing audio-visual media usage and provide strategic input for educational institutions in developing technology-based learning infrastructure.

2. Literature Review

Audio-visual learning media represents a fundamental concept in educational technology that combines visual and auditory elements in one unit. Audio-visual media can be defined as media types containing image and sound elements that can be heard, such as sound slides, films, and video recordings. This learning media is considered to have better attractiveness and capability for enhancing learning motivation and regenerating student interest in the learning process.

The advantages of audio-visual media in learning include ease of understanding teaching material meanings, ability to influence student behavior, reusable nature, capability to present objects in detail, and usability for both classical and individual learning. However, audio-visual media also has weaknesses, including relatively high costs, requirement for special skills, difficulty in revision, and need for electrical current. According to experts, audio-visual media is divided into two types: static audio-visual displaying sound and static images, and motion audio-visual capable of displaying sound and moving image elements such as films and videos.

The role of audio-visual media in learning is highly strategic as a means of conveying messages or information from teachers to students. Teachers can enhance learning objective achievement by optimally using media because such media functions to reduce interpretation errors regarding delivered teaching materials. Audio-visual media usage indicators include teacher skills in using media, media utilization for communication and interaction during learning, and media usage to attract student attention to teaching materials.

Learning motivation constitutes a key factor influencing student success in learning. Motivation is defined as energy changes within individuals characterized by emerging feelings and reactions to achieve goals. Student learning motivation represents drives that help students actively engage in learning processes and develop their possessed potential. In learning contexts, two factors influence motivation: intrinsic motivation originating from within students, and extrinsic motivation originating from outside students.

Learning motivation indicators encompass five main aspects: presence of desire and will to succeed, presence of encouragement and learning needs, presence of future hopes and aspirations, presence of appreciation in learning, and presence of conducive learning situations. Strategies for fostering learning motivation can be implemented through learning objective explanations, providing rewards, encouraging healthy collaboration and competition, and presenting relevant and interesting materials.

Catholic Religious Education (CRE) represents planned and continuous efforts to develop students' abilities to strengthen faith and devotion to God Almighty according to Catholic Church teachings while maintaining respect for other religions. CRE learning not only transfers faith knowledge but constitutes a student faith maturation process requiring special approaches for conveying spiritual and moral values. Catholic religious education plays important roles in guiding children through faith maturation processes and forming their character and spiritual values.

Previous research demonstrates audio-visual media effectiveness in enhancing learning motivation. Studies consistently show that audio-visual media implementation can increase student learning motivation across various subjects. In religious learning contexts, research identifies benefits of audio-visual media usage on student learning motivation in Catholic Religious Education learning, although such research has not yet explored specific implementation at elementary school levels.

3. Methods

This research employed a qualitative approach with descriptive design to analyze audio-visual media usage in Catholic Religious Education learning for enhancing student learning motivation. The qualitative approach was chosen because this research aims to explore deep understanding of audio-visual media usage phenomena in CRE learning contexts and to comprehensively explore research subject perspectives and experiences. The descriptive design enables researchers to provide detailed and accurate descriptions of actual audio-visual media usage conditions and their impacts on student learning motivation at the research location.

This research was conducted at Inpres Jongwolor Elementary School, Boru Podor Village, Wulangitang District, East Flores Regency, East Nusa Tenggara. Location selection was based on considerations that similar topic research had never been conducted at the school, thus providing new contributions to CRE learning development in the region. Research time was conducted during April to May 2024, with adequate duration for in-depth data collection through continuous observation and intensive interviews.

Research subjects consisted of six individuals selected purposively, including one Catholic Religious Education teacher and five third-grade students. CRE teacher selection as research subject aimed to obtain data about audio-visual media usage success levels in learning and educator perspectives regarding learning technology implementation. Meanwhile, third-grade students were selected as subjects to obtain data related to learning motivation and their responses to audio-visual media usage in CRE learning.

Data collection was conducted through three main techniques: unstructured interviews, participatory observation, and documentation. Unstructured interviews were chosen to provide freedom for informants to express their thoughts, experiences, and opinions without being bound by rigid guidelines. Observation techniques were used to directly observe CRE learning processes and audio-visual media implementation, and to obtain data about student learning motivation reflected in their behavior and participation during learning. Documentation was conducted to strengthen data obtained through written field notes and other supporting documents.

Research instruments in this study were the researcher as the key instrument (human instrument), equipped with supporting instruments in the form of interview guidelines and observation sheets. Research instruments were designed based on audio-visual media variable indicators including teacher skills in using media, media utilization for learning communication, and media ability to attract student attention. Meanwhile, learning motivation indicators encompassed desire and will to succeed, encouragement and learning needs, future hopes and aspirations, appreciation in learning, and conducive learning situations.

Data analysis used the Miles and Huberman interactive model consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction was conducted by sorting, summarizing, and focusing data obtained from the field according to research objectives. Data display was conducted in systematic narrative form to facilitate understanding of studied phenomena. Conclusion drawing was conducted gradually starting from preliminary conclusions continuously verified until credible and accountable final conclusions were obtained.

Research stages consisted of three main phases: preparation stage, implementation stage, and writing stage. The preparation stage included research theme determination, problem identification, research question formulation, method selection, data collection technique determination, and research plan design. The implementation stage encompassed data collection through interviews, observation, and documentation, as well as data analysis simultaneously with data collection processes. The writing stage included conclusion formulation based on collected data, research process evaluation and reflection, and academically accountable written research reporting.

4. Results

4.1 Current Conditions of Audio-Visual Media Usage in CRE Learning at SD Inpres Jongwolor

Research results indicate that audio-visual media usage in Catholic Religious Education learning at SD Inpres Jongwolor remains suboptimal. This finding emerged through observation and in-depth interviews with the CRE teacher who stated that "audio-visual media constitutes one of the learning media that greatly assists teachers in delivering materials or learning content, however, in daily practice, I rarely use this learning media." This condition aligns with statements that audio-visual media and image media utilization among students still requires enhancement to optimize learning.

Observation of learning processes shows that CRE teachers still predominantly use conventional methods such as lectures, question-and-answer sessions, assignment giving, and simple discussions. Although the school has basic facilities such as laptops and projectors,

technology utilization in CRE learning remains very limited. This indicates gaps between technology infrastructure availability and its implementation in daily learning practices.

Factors influencing low audio-visual media usage at SD Inpres Jongwolor include limited internet access and considerable data costs, leading teachers to prefer conventional methods considered more practical and economical. Additionally, limitations in teacher technology competence and lack of training related to technology-based learning media usage also constitute significant obstacles. These findings align with research stating that teachers need to enhance learning objective achievement by optimally using media to reduce interpretation errors in teaching materials.

4.2 Audio-Visual Media Impact on Student Learning Motivation

When audio-visual media was implemented in CRE learning, significant increases in student learning motivation occurred. Interview results with students revealed that "in Catholic religious learning, I feel more interested when learning using audio-visual media because it is more attractive and easier to understand." This finding confirms theory stating that motivation represents energy changes within individuals characterized by emerging feelings and reactions to achieve goals.

Learning motivation increases were reflected in several indicators consistent with concepts in research literature. First, the presence of desire and will to succeed appeared from student enthusiasm when teachers used audio-visual media, where they showed high interest and motivation to understand taught materials. Second, the presence of encouragement and learning needs was visible from strong attraction to learning and satisfaction when successfully understanding new materials through attractive visualization.

Third, student attention and focus aspects experienced substantial improvement. Interview results with students showed that "during Catholic religious education learning using audio-visual media, we became more focused and attentive to taught materials." This aligns with research stating that audio-visual media implementation can enhance Islamic religious education learning motivation in children, where this media can influence student behavior and make learning more attractive.

The CRE teacher also confirmed these positive impacts by stating that "after using audio-visual media in learning, students became much more active and enthusiastic in learning. Their interest and involvement in learning increased significantly compared to when I taught using conventional methods." This statement supports findings from previous research consistently showing audio-visual media effectiveness in enhancing student learning motivation across various subjects.

4.3 Audio-Visual Media Integration in CRE Learning: Theoretical Analysis

Catholic Religious Education learning has special characteristics requiring pedagogical approaches capable of concretizing abstract concepts about spiritual and moral values. As stated by experts, CRE represents planned and continuous efforts to develop students' abilities to strengthen faith and devotion to God Almighty according to Catholic Church teachings. In this context, audio-visual media has strategic roles for visualizing abstract religious concepts to become more concrete and easily understood by elementary school level students.

Audio-visual media advantages, including the ability to present objects in detail, reusable nature, and no requirement for dark rooms, are highly relevant to CRE learning needs. This media enables teachers to present Biblical stories, moral values, and spiritual concepts in more attractive and easily understood ways. This aligns with CRE objectives that not only transfer cognitive knowledge but also form student character and spirituality.

However, audio-visual media implementation in CRE learning also faces challenges, particularly related to weaknesses including relatively high costs and special skill requirements. This condition becomes a real obstacle at SD Inpres Jongwolor located in remote areas with limited internet access and budget. Therefore, special strategies are needed to optimize audio-visual media usage while considering existing limitations.

4.4 Implications and Strategic Recommendations

Based on research findings, several important implications exist for CRE learning development at elementary schools. First, the importance of enhancing teacher competence in learning technology utilization through continuous training programs. Second, the need for adequate infrastructure support from schools and regional governments to facilitate optimal audio-visual media implementation.

This research confirms previous research findings consistently showing that audio-visual media constitutes effective solutions for enhancing student learning motivation. In CRE learning contexts, this media not only enhances cognitive aspects but also contributes to student character and spirituality formation as main objectives of Catholic religious education.

This research provides significant contributions to literature on learning technology implementation in religious education, particularly in remote areas. Findings that audio-visual media usage can enhance CRE learning motivation among third-grade students provide empirical foundations for developing more effective and contextual learning strategies. Thus, optimizing audio-visual media usage in CRE learning not only enhances education quality but also supports national education objective achievement in forming faithful, devout, and characterized generations.

5. Discussion

The implementation of audio-visual media in Catholic Religious Education represents a paradigm shift from traditional teaching methods toward technology-enhanced learning approaches. This research demonstrates that despite infrastructure limitations in remote areas, the strategic integration of audio-visual media can significantly transform student engagement and learning outcomes. The effectiveness observed at SD Inpres Jongwolor suggests that even minimal technological interventions can yield substantial educational benefits when appropriately implemented.

The enhanced student motivation observed through audio-visual media implementation aligns with contemporary educational theories emphasizing multimodal learning approaches. The visual and auditory stimulation provided by these media formats addresses diverse learning styles and cognitive preferences among elementary school students. This is particularly crucial in religious education contexts where abstract spiritual concepts require concrete visualization for effective comprehension and internalization.

Furthermore, the challenges identified in this study reflect broader systemic issues in Indonesian education, particularly regarding technology integration in rural schools. The limited internet connectivity, high data costs, and insufficient teacher training represent common barriers that extend beyond individual institutional contexts. These findings suggest the need for comprehensive policy interventions addressing infrastructure development, teacher professional development, and sustainable funding mechanisms for educational technology.

The positive correlation between audio-visual media usage and student participation indicates that technology-enhanced learning environments can foster more inclusive and engaging educational experiences. This is especially significant for religious education, where student engagement directly impacts moral and spiritual development outcomes. The research demonstrates that when students are actively engaged through multimedia presentations, they demonstrate increased retention of religious values and principles.

6. Conclusion

Based on research conducted at Inpres Jongwolor Elementary School, it can be concluded that audio-visual media usage in Catholic Religious Education learning has not been implemented optimally. Current conditions show that CRE teachers still predominantly use conventional methods such as lectures, question-and-answer sessions, and simple discussions, despite available basic technology facilities at the school. Limited audio-visual media usage is caused by several main factors: limited internet access and high data costs, insufficient teacher technology competence, and minimal training and mentoring related to learning technology usage.

Audio-visual media implementation in CRE learning proved to provide positive impacts on third-grade student learning motivation. Motivation increases were reflected in enhanced enthusiasm, interest, and active student participation during learning processes. Students demonstrated better attention and focus when CRE materials were delivered through audio-visual media compared to conventional methods. This indicates that audio-visual media has great potential for optimizing CRE learning objective achievement focusing not only on cognitive aspects but also on student character and spirituality formation.

Research findings provide empirical contributions to learning theory stating that appropriate learning media usage can enhance student learning motivation. In elementary school CRE learning contexts, audio-visual media proved effective for visualizing abstract concepts about spiritual and moral values to become more concrete and easily understood by students. Thus, optimizing audio-visual media usage can serve as an effective strategy for enhancing CRE learning quality at elementary school levels.

Based on these conclusions, several recommendations can be proposed for enhancing audio-visual media implementation in CRE learning. First, educational institutions need to provide adequate infrastructure support, including stable internet access and special budgets for technology-based learning media development. Second, CRE teachers need continuous training related to audio-visual media usage in learning to enhance their technology competence. Third, schools can develop mentoring and coaching programs for teachers in learning technology implementation. Fourth, developing audio-visual media content specific to elementary school CRE learning needs to become a priority for supporting optimal learning objective achievement.

Limitation

This research has several limitations that must be honestly acknowledged. First, the research was conducted only at one school with specific geographical and socioeconomic contexts, so generalization of research results to broader contexts must be done carefully. Second, the relatively short research duration limited the ability to observe long-term impacts of audio-visual media implementation on student learning motivation. Third, this research focused on only one subject, namely CRE, so audio-visual media effectiveness in other subjects cannot yet be confirmed.

For future research, several recommendations can be proposed to enrich knowledge in learning technology fields. First, comparative research comparing audio-visual media effectiveness across different schools with varying characteristics can provide more comprehensive descriptions of factors influencing learning technology implementation success. Second, longitudinal research observing long-term impacts of audio-visual media usage on academic achievement and student character formation will provide significant contributions to learning theory development. Third, research exploring CRE learning model development integrating audio-visual media with other pedagogical approaches can produce more effective learning innovations. Fourth, studies examining cost-effectiveness of audio-visual media implementation in learning, particularly in remote areas with budget limitations, will provide valuable input for education policymakers in formulating sustainable and contextual learning technology development strategies.

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