



Exploring Audio-Visual Learning Strategies for Effective Elementary Education

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Abstract: This research focuses on the development of an audio-visual learning media for material, specifically targeting formal speaking skills in fifth-grade students at SDN 13 Tanjung Sani. The purpose of this study was to create a practical, effective, and engaging learning tool to improve students' ability to present and communicate formally. The development process followed the ADDIE model, including needs analysis, design, media creation, validation by experts, and trials. The media was validated by experts in the fields of media, content, and language, with validity ratings of 95.83%, 89.17%, and 91.67%, respectively. The practical use of the media was tested with both students (90.15%) and teachers (95.71%), showing it to be highly practical. The effectiveness of the media was evaluated through pretest and posttest comparisons, showing a significant improvement in students' performance, with a t-value of 15.07, indicating a meaningful difference. The development of this audio-visual media successfully provided an engaging and effective tool for enhancing formal speaking skills, making it a valuable resource for both teachers and students.

Keywords: ADDIE; Audio-visual; Development; Educational technology; Fifth-grade students

Introduction

Education is the main element in national development, which aims to develop the potential of students optimally. In accordance with Article 3 of Law No. 20 of 2003 concerning the National Education System, national education functions to develop skills and form a dignified character and civilization of the nation. One of the skills that needs to be developed in primary education is formal speaking skills (Nafa, 2023). Formal speaking skills are not immediate skills, but skills that must be trained through intensive guidance and training. This skill is very important for students to master, especially in learning that focuses on developing formal communication skills. Good formal speaking skills are one of the competencies that students must have in elementary school, in accordance with the provisions of Permendikbud Number 37 of 2018 concerning Core Competencies and Basic Competencies. In this curriculum, students are expected to master four language skills, one of which is speaking skills which include the ability to convey

opinions, make presentations, give responses, and write simple speeches in good and correct language (Ad & Ummah, 2024; Sofianah & Sholihah, 2024). Chadijah (2023) and Utami (2016) explains that speaking is the skill of conveying ideas, thoughts, and feelings through words. In formal speaking, there are five important components that must be mastered, namely proper pronunciation, placement of pressure and tone, appropriate use of words, selection of relevant topics, and proper speaking attitude. However, the challenge faced by many students in formal speaking learning is the lack of skills to compose and convey ideas in a clear and structured manner. The results of observations at SDN 13 Tanjung Sani show that students still have difficulty in delivering presentations of discussion results with the right intonation and adequate confidence. Many students speak in a quiet voice, hesitate, and cannot compose sentences systematically. This reflects students' low speaking skills which affects the quality of their communication in public (Firna et al., 2024; Nada et al., 2025; Susanto & Afriadi, 2025).

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To improve formal speaking skills, effective use of learning media is essential. In this context, technology is one of the most relevant solutions. According to Maranta et al. (2023) and Sugiarto et al. (2024), technology can improve speaking skills through web-based learning platforms and mobile applications. The use of audio-visual media in learning can accelerate student understanding by presenting more interesting and dynamic information. With audio-visual media, students can learn through examples of good speaking models, which they can imitate and apply in their formal speaking activities. In addition, this media can also help students who are still struggling with abstract concepts, by providing a more real and visual picture.

Audio-visual media is very effective in supporting the learning of speaking skills, especially at the elementary school level. Lestari et al. (2023) stated that learning that provides hands-on experience to students is very beneficial. By utilizing videos, animations, and formal speaking simulations, students can gain real-world experiences that make it easier for them to understand formal speaking material. The use of media like this also strengthens students' understanding of the topic being studied, as it blends images, sounds, and text that support students' memory (Pentury, 2024).

In this digital era, audio-visual media has become very accessible to all levels of society, including in the education sector. Multimedia technology allows students to learn in a more interactive way, which supports diverse learning styles. The use of technology in formal speaking learning is also in line with the Merdeka curriculum which emphasizes an experiential-based and student-centered learning approach. Audio-visual media can provide a space for students to explore the material in a more active and engaging way, so that the learning process can be more effective and enjoyable (Cahyono et al., 2021; Maheswari & Pramudiani, 2021; Nurfadhillah et al., 2021; Sappaile et al., 2024; Syarifah et al., 2020; Winarto et al., 2020; Zahroh et al., 2025).

With the rapid development of technology, teachers as facilitators in the classroom must be able to optimize the use of technology to support the learning process. Teachers have an important role in providing learning media that can help students to develop formal speaking skills better. Through the use of appropriate audio-visual media, students can be trained to speak more confidently, structured, and by using the right language. In this case, the media not only serves as a tool, but also as a means to build student motivation and involvement in learning (Isnaeni & Hildayah, 2020; Ma'arif et al., 2025; Nurhalida et al., 2025; Trikesumawati et al., 2025).

Based on the conditions and challenges faced in learning formal speaking skills at SDN 13 Tanjung Sani, this study aims to develop audio-visual learning media that can improve students' formal speaking skills. By using technology that supports interactive and engaging learning, it is hoped that students can learn to speak formally more effectively and funly. The audio-visual media developed is expected to provide a more concrete and adequate learning experience to support the achievement of formal speaking competencies in grade V of elementary school.

Method

This research aims to develop audio-visual learning media to improve the formal speaking skills of grade V students of SDN 13 Tanjung Sani. The method used is research and development (R&D) which focuses on the development, production, and validation of educational products (Sugiyono, 2018). This research aims to develop learning products that can facilitate students in mastering formal speaking skills, in accordance with the Merdeka curriculum which focuses on developing competencies based on student needs.

The development model used in this study is the ADDIE model which consists of five phases: analysis, design, development, implementation, and evaluation (Adriani et al., 2020). This model was chosen because it is in accordance with the problems faced in the learning of formal speaking skills, where this model provides a sequential approach and structured. The analysis phases in this model include curriculum analysis, needs analysis, and student analysis, all of which provide a solid foundation for designing appropriate and effective learning media (Anggraini & Putra, 2021).

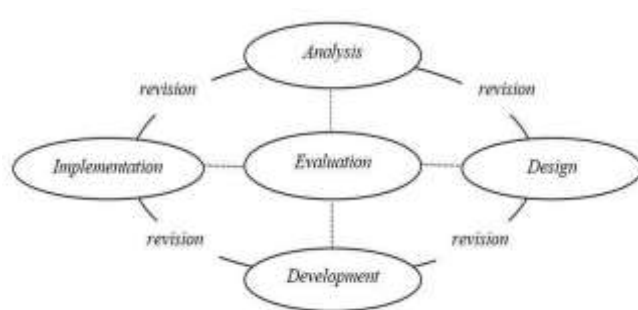


Figure 1. Stages of the ADDIE model

This research began with a needs analysis carried out through literature review, observation, and interviews with teachers at SDN 13 Tanjung Sani. The results of the analysis showed that students felt that the formal speaking skills material was too abstract and delivered in a monotonous manner, thus reducing their

interest in learning it. In addition, the use of audio-visual learning media in schools is still very limited, even though this media is very relevant to the Independent Curriculum which emphasizes experiential and more interactive learning. Therefore, this research develops audio-visual media that is expected to increase students' interest and understanding of formal speaking materials (Cahyono et al., 2021).

At the design stage, the researcher determines the media to be used in learning, namely audio-visual media that includes video, animation, and sound to facilitate students' understanding of formal speaking materials. Media development is done by using apps like CapCut and Canva to create and edit videos, adding filters, sounds, and animations to make the material more engaging. Once the media is developed, the next step is validation done by multiple material, media, and language experts. The media is validated to ensure that the concept, grammar, and delivery of the material are up to the expected standards.

At the implementation stage, the learning media that has been developed is applied in classroom learning. The evaluation was carried out to assess the effectiveness of the media developed through observation and pre-test and post-test. The data obtained from these observations and tests were used to find out how much students' formal speaking skills improved after using audio-visual learning media. In addition, formative and summative evaluations were conducted to obtain feedback on the quality and effectiveness of the developed media.

Result and Discussion

This research follows five stages in the design of the ADDIE model, namely: Analyze, Design, Development, Implementation, and Evaluation. The following are the details of the stages that have been carried out in this study:

Stages of Analysis

The first stage of the ADDIE model is Analysis, which serves to identify the needs of students, analyze existing learning conditions, and formulate problems that need to be overcome. In this study, the analysis was carried out through observation, interviews with teachers and students, and curriculum studies. The goal is to gain a deeper understanding of the problems faced by students in learning formal speaking skills.

The needs analysis shows that formal speaking learning at SDN 13 Tanjung Sani is still delivered in a monotonous manner, less interesting, and has not fully met the expected competency standards. Based on the

results of observation, students have difficulty conveying ideas in a structured manner, using the right intonation, and building confidence when speaking in public. This indicates the need for innovation in learning media so that learning goals can be achieved optimally.

The results of interviews with students revealed that they felt bored with learning methods that tended to be monotonous. The learning media used is still limited to modules and textbooks, so it is less varied. Although some students have an interest in formal speaking skills, many have difficulty and lack enthusiasm. Therefore, the development of audio-visual media based on animated videos is expected to be able to provide a more interactive and interesting learning experience, so as to improve students' formal speaking skills.

In addition, the curriculum analysis shows that the Independent Curriculum implemented at SDN 13 Tanjung Sani emphasizes literacy and numeracy competencies that are relevant to formal speaking skills. Learning Outcomes (CP) in grade V of Elementary School require students to be able to convey information in polite language, according to cultural norms, and present ideas in a clear and structured manner. Thus, the learning media developed must be in line with curriculum standards and be able to facilitate the improvement of formal speaking skills according to learning demands.

Design Stage

The design stage is a continuation of the analysis stage in the ADDIE development model. At this stage, the researcher designs animation-based audio-visual learning media that is tailored to the needs of students and the learning objectives that have been set. The design is carried out by considering the achievement of competencies expected in the Independent Curriculum, especially the development of formal speaking skills in elementary school students. The media developed is expected to be able to provide an interactive, interesting, and accessible learning experience, so that it can support the achievement of learning outcomes.

The initial step of designing begins with the establishment of a media framework that includes learning objectives, subject matter, and conclusions. The preparation of this framework aims to ensure that the flow of material delivery can be well received by students through the presentation of interesting and interactive animations. In this process, the selection of visual elements such as colors, icons, animated characters, and navigation buttons is adjusted to the cognitive and psychological characteristics of

elementary school-age children, so that learning media can be used optimally.

Furthermore, a media development systematics is compiled which includes the stages of needs analysis, media design, manufacturing, testing, and evaluation. The approach used is multimedia-based instructional design, which integrates text, sound, and animation in a single learning unit. Each element is systematically designed starting from the introduction of the material consisting of the cover and background, followed by the presentation of the core material, to the learning evaluation stage.

The design of learning media is carried out through the creation of a design of the starting page, background, main menu, and user guide. The start page contains a media identity and clear navigation buttons, such as the play button to start the material. The main menu presents user guide features, learning objectives, teaching materials, and evaluation quizzes. This structure is designed so that students can access learning information independently and in a directed manner.

From the aspect of visual design and navigation, the learning media uses harmonious color compositions, child-friendly typography, and animated characters that function as companions to the material. These animated characters not only strengthen student engagement, but also help build a positive emotional connection to the learning material. Navigation is made simple with familiar icons, such as a triangle symbol to start the video, making it easy for students to use.

The learning objectives and materials presented are formulated in accordance with the Learning Outcomes (CP) of the Independent Curriculum, with an emphasis on the ability of students to respond orally to information in formal situations. The presentation of the material combines theoretical and practical elements through videos, animations, and interactive quizzes designed to measure students' level of understanding. The preparation of the material is carried out with a strong visual approach to facilitate the understanding of concepts.

The final stage of design is the preparation of evaluation and closure. Evaluation is carried out through interactive quizzes equipped with automatic feedback, so that students can find out the level of mastery of the material directly. This feedback also provides an opportunity for learners to correct mistakes and improve comprehension before the learning process ends.

Development Stage

At the development stage, the main goal to be achieved is to produce audio-visual media that is easy

to understand, practical to use, and effective in helping the learning process. The audio-visual media developed has gone through a series of evaluation stages, ranging from validation by experts, practicality tests, to effectiveness tests. All of these processes are carried out to ensure that the media produced is really feasible and suitable for use in learning. This media development process aims to make it easier for students to learn formal speaking skills and apply them directly.

The validity test aims to assess the feasibility level of audio-visual media before it is used in the further trial process. Validation was carried out by three experts, namely media experts, material experts, and linguists. Each expert provides an assessment of the quality of the media display, the suitability of the content of the material with the curriculum, and the clarity of the language and narrative used. The assessment is conducted using the Likert scale, and each validator provides qualitative input and suggestions. All validated data is thoroughly analyzed, and the media is then revised based on recommendations from experts to improve its quality.

Before the product is assessed by experts, the validation instrument is also tested for validity by instrument experts. The validation of this instrument was carried out by consulting Prof. Dr. Herman Nirwana, M.Pd., Kons., as the expert responsible for the validation of the instrument in this study. Based on the recommendations of instrument experts, there are changes to the option range filling instructions, which were previously too many options, and then simplified to two options. The instrument's validation results show a percentage of 92%, which means it is very valid and can be used to collect research data.

This audio-visual media was assessed and reviewed by a media expert, Prof. Dr. Darmansyah, S.T., M.Pd., a lecturer at the Department of Educational Technology, Padang State University. An assessment was carried out on aspects of the media, such as ease of use, design appearance, and functionality of navigation buttons. The results of the assessment showed that this media was very valid, with an average assessment score of 89.17%. The score reflects excellent quality in various aspects, such as ease of operation, attractive display, and adequate interactivity in the media.

The material in this audio-visual media was assessed by the material expert, Dr. Ngusman, M.Hum, a lecturer at the Department of Indonesian Literature, Padang State University. Assessment is carried out on the suitability of the material with the Learning Outcomes (CP) in the Independent Curriculum and compliance with the rules of the material material. The average score of the material aspect reached 87.27%,

indicating that the material presented was very valid and in accordance with the learning objectives to be achieved. The material aspect is also considered interesting and arranged in a sequential manner, although there are several suggestions to improve the clarity of the delivery and the actuality of the material.

The language aspect in this audio-visual media was assessed by a linguist, Prof. Dr. Syahrul R, M.Pd., a lecturer at Padang State University. The assessment includes the accuracy of the use of grammar, spelling, and sentence structure in the media. The results of the assessment show that this media uses very appropriate and communicative language. The average score for the language aspect reached 91.67%, which shows that this media has met the Material Spelling (EBI) standard and is easy to understand by grade V elementary school students.

Based on the results of validation conducted by three experts, namely media, material, and language experts, very valid results were obtained. The average media validity score reached 95.83%, material 87.27%, and language 91.67%, all of which were in the very valid category. Thus, it can be concluded that the audio-visual media developed meets high quality standards and is ready for use in the learning of formal speaking skills.

Implementation Stage

After validation, the next stage is a practicality test to find out the extent to which audio-visual media can be used easily by teachers and students in the learning process. The results of the student practicality test showed an average score of 90.15%, with the category of very practical. Students consider that this medium is easy to understand, the material is arranged sequentially and logically, and provides examples that help understanding. Students also feel given the opportunity to give opinions and responses to the material, and feel that the challenges posed by the media encourage them to think deeper.

A practicality test was also carried out to assess the extent to which audio-visual media can facilitate the learning process for teachers. The results of the teacher's practicality test showed an average score of 95.71%, with the category of very practical. Teachers consider that this media is very helpful in delivering material, easy to use, and supports the role of teachers as facilitators. This media also makes it easier for students to learn independently, as well as increase their motivation and interest in learning.

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Evaluation Stage

The final stage in this study is the evaluation stage, which includes formative evaluation and summative evaluation. Formative evaluations are carried out at each stage to refine media products, while summative evaluations are carried out after the use of media to see their impact on student learning outcomes. Summative evaluation is carried out by giving students a pretest and posttest to measure the development of their formal speaking skills.

The results of the evaluation showed a significant improvement in students' formal speaking skills after using audio-visual media. The average pretest score is 63.75, while the average posttest score increases to 83. The paired sample t-test showed that this difference was significant ($t_{\text{count}} = 15.07$, $t_{\text{table}} = 2.09$), which means that this audio-visual medium successfully improved students' formal speaking skills. The calculation of the gain value also shows a high increase with a value of 0.531, which falls into the "high" category.

Conclusion

Based on the results of research on the development of audio-visual media in the subject of Material in grade V of SDN 13 Tanjung Sani, several things can be concluded. The media development process begins with needs analysis, goal formulation, media development, validation by material, media, and language experts, product testing, and effectiveness evaluation and revision. The validation results showed that this media was very valid, with a material validation value of 89.17%, 95.83% media, and 91.67% language. In terms of practicality, this audio-visual media is very practical, with a score of 90.15% for students and 95.71% for teachers. The results of the effectiveness test showed a significant improvement in student learning outcomes, with t_{count} of 15.07 which was greater than the t of table 2.093, indicating a significant difference between the pretest and posttest. Thus, the development of this audio-visual media has succeeded in presenting interesting and effective learning materials, which can be used by teachers and students to improve formal speaking skills.

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Author Contributions

Conceptualization, H and R.; methodology, H.; software, H.; validation, H, H, D, N and S.; formal analysis, H.; investigation, H.; resources, H.; writing—original draft preparation, H and R.; writing—review and editing, H, R, Z, and R.; visualization, H and R. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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