



The Effect of Audio-Visual Media Usage on Students' Learning Motivation in Christian Religious Education and Character Education for 11th Grade Students at SMA Negeri 1 Sipoholon

Indah Wastina Purnama Norasati^{1*}, Raikhapoor², Goklas J. Manalu³

¹Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

^{2,3}Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: indahwastina2@gmail.com

ABSTRACT

The purpose of this study was to examine the effect of using audio-visual learning media on students' learning motivation in Christian Religious Education and Character Education for 11th-grade students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year. The research hypothesis stated that the use of audio-visual learning media by the teacher has a significant effect on students' learning motivation in Christian Religious Education and Character Education for 11th-grade students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year. This study employed a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest design, conducted on a single group without a control group. The population consisted of all 11th-grade Protestant Christian students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year, totaling 256 students. The sample was determined using purposive sampling, with class XI-C selected as the experimental class, consisting of 35 students. Data were analyzed using the pooled variance t-test, yielding $t_{count} = -18.727 < t_{table} = -1.66757$, which falls on the left side of the curve, within the rejection region for H_0 and the acceptance region for H_a . This result indicates that the use of audio-visual learning media by the teacher has a significant effect on students' learning motivation in Christian Religious Education and Character Education for 11th-grade students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year. Before the implementation of audio-visual learning media by the teacher, the overall average learning motivation score for Christian Religious Education and Character Education was 3.01. After implementing the audio-visual media, the overall average score increased to 3.41. This demonstrates that the use of audio-visual learning media by the teacher can enhance students' learning motivation in Christian Religious Education and Character Education for 11th-grade students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year.

Keywords: Audio-Visual, Media, Learning Motivation, Christian Education, Character Education

INTRODUCTION

Education plays a crucial role in shaping students' character, knowledge, and attitudes. One subject that contributes significantly to the development of moral and spiritual values is Christian Religious Education and Character Education. The purpose of this subject is to foster faith awareness and instill Christian values in students' daily lives. However, in practice within schools, a persistent issue arises: students' learning motivation in this subject remains relatively low. Learning motivation is the driving force that encourages students to engage with the material, participate actively in class, and achieve optimal learning outcomes. Highly motivated students tend to exhibit enthusiasm, a desire for deeper understanding, and persistence in completing tasks. Conversely, students with low motivation often display passivity, lack of focus during lessons, and a tendency to study only immediately before examinations. According to Sardiman, learning motivation encompasses the overall driving forces within students that propel learning activities, ensure the continuity of these activities, and provide direction so that intended learning objectives can be achieved. Motivation can originate internally (intrinsic motivation) or externally (extrinsic motivation). In the context of Christian Religious Education and Character Education, low learning motivation is often caused by insufficient emotional and cognitive engagement with the material, as well as unengaging teaching methods and media.

At SMA Negeri 1 Sipoholon, initial observations revealed that many students were insufficiently motivated to participate in this subject. Manifestations of this issue include low involvement in classroom discussions, lack of desire to understand the material in depth, and a tendency to memorize content without grasping the underlying meaning of the teachings. One primary cause of this problem is the use of conventional teaching methods, where teachers predominantly rely on lectures without variations in instructional strategies. This lecture-centered approach often leads to student boredom and diminished motivation during the learning process. Consequently, the researcher was motivated to conduct an experimental study in the school with 11th-grade students using engaging learning media aligned with the subject matter, specifically audio-visual media, with the goal of enhancing students' motivation in Christian Religious Education and Character Education. To address this challenge, more innovative teaching strategies are required to increase student motivation and active participation in the learning process. One effective approach is the use of audio-visual learning media. This type of media combines visual and auditory elements in delivering content, making lessons more engaging compared to merely listening to a teacher's explanation or reading a textbook. The combination of appealing visual and auditory presentations enables students to grasp the material more effectively. From Sardiman's theoretical perspective, one way to enhance learning motivation is to make the learning process more engaging and relevant to students' lives. By using audio-visual learning media, teachers can connect the material to real-life experiences, allowing students to perceive the content as meaningful in their daily lives. For instance, when explaining the values of love and forgiveness in Christianity, teachers can utilize animated videos, documentaries, or short films that illustrate how love and forgiveness are applied in real-life situations. Through the use of such media,

students not only understand the theoretical concepts but also observe practical, relatable examples. The use of audio-visual learning media also has the potential to increase classroom interaction. Previously passive students may become more active when given opportunities to analyze videos, discuss the content, or even reflect personally on the lessons they observe. This approach renders the learning process more meaningful, extending beyond mere theoretical knowledge. However, several challenges must be addressed in implementing this strategy. One major issue is the limited technological facilities available in schools, which can hinder the effective use of audio-visual media. Additionally, some teachers encounter difficulties in integrating technology into their teaching due to a lack of training and experience with digital media. Therefore, appropriate strategies are essential to ensure that the use of audio-visual media genuinely enhances students' learning motivation.

METHODS

Research methods refer to the steps or procedures used in the research process. Sugiyono states that research methods essentially constitute scientific ways of obtaining data with specific objectives and purposes. The research method employed in this study is experimental research, using quantitative data analysis. The approach used in this study is a Pre-Experimental Design in the form of a One-Group Pretest-Posttest Design. This experimental design involves a single group, namely the experimental group, without a comparison or control group. The model employs an initial test (pretest) before administering the treatment, allowing for a more accurate measurement of the experimental effect. At the end of the learning process, a final test (posttest) is administered to assess the outcome of the intervention. In accordance with the research title, the study was conducted at SMA Negeri 1 Sipoholon, North Tapanuli Regency. The location was selected because the students at SMA Negeri 1 Sipoholon come from diverse backgrounds, representing the population adequately, and because issues were observed with some students exhibiting low learning motivation. This study is planned to be conducted from March to July 2025.

RESULT AND DISCUSSION

Sardiman explains that learning motivation is the driving force within students that initiates learning activities, ensures the continuity of these activities, and enables learners to achieve the intended objectives. Motivation involves active participation in the learning process, as it reflects curiosity and a desire to learn. Anwar emphasizes that learning motivation plays a significant role in students' academic success. Optimal learning outcomes are more likely when students possess high learning motivation. The more appropriate the motivation provided, the better the learning outcomes achieved. Consequently, motivation consistently determines the intensity of students' learning efforts. According to McDonald, as cited in Sardiman's book, motivation refers to an energy change within an individual that is marked by the emergence of a "feeling" and preceded by the presence of a specific goal. McDonald identifies three key elements of motivation: (1) it begins with a change within the individual, (2) it is characterized by affective responses, and (3) it is stimulated by the presence of goals to be achieved. These

elements indicate that motivation results from energy changes in an individual, which affect their psyche, emotions, and behavior, prompting them to act. Therefore, motivation occurs as a result of energy changes that drive action. Similarly, Hamzah explains that learning motivation influences and is influenced by other factors. Learning is a relatively permanent behavioral change that may result from reinforcement or motivation to achieve a specific goal. Motivation can arise from intrinsic factors, originating within the individual due to personal needs, such as a student who enjoys reading and does not require external prompting. Extrinsic factors, on the other hand, are influenced by rewards from the environment that make learning activities more appealing. Exaudi Napitupulu further elaborates that learning motivation is an effort that drives and influences student behavior, which is crucial for fostering participation in the learning process and achieving desired learning outcomes. Based on the discussion above, student learning motivation can be defined as an internal drive that enhances students' initiative and energy, emerging from a desire to improve understanding, thereby enabling the learning process to be conducted effectively and resulting in satisfactory academic achievement.

Indicators of Student Learning Motivation

Indicators are measurement tools used in a process to achieve specific objectives. They do not always represent the overall condition but may serve as guides or approximations that reflect the situation. According to Sardiman (AM), the indicators of learning motivation are as follows:

1. Diligence in facing tasks: A motivated student can work continuously over extended periods without stopping until the task is completed.
2. Persistence in overcoming difficulties: Such students do not easily give up and do not require external encouragement to perform optimally. Indicators include sustained effort in solving problems, the ability to overcome challenges, and resilience in the face of setbacks.
3. Interest in various "adult" issues: For example, students may be interested in topics related to religion, politics, economy, justice, anti-corruption efforts, and opposition to criminal and immoral acts. Signs include asking relevant questions and seeking information from multiple sources to enhance understanding.
4. Preference for independent work: These students can manage themselves, their time, and make decisions independently. They tend to be self-confident and capable of learning from mistakes, often completing tasks without relying on others or imitating peers.
5. Boredom with routine tasks: Routine tasks are mechanical and repetitive, leading to reduced creativity. Indicators include lack of focus, low motivation to complete tasks, dissatisfaction with outcomes, and seeking alternatives to complete routine work.
6. Ability to defend opinions: Students show confidence in their views, face criticism constructively, and defend their opinions without becoming defensive.
7. Firmness in beliefs: Students maintain their convictions and opinions firmly, resisting external influences and using logic and evidence to support their stance.

8. Enjoyment in problem-solving: Such students are curious, analytical, and capable of identifying problems and finding effective solutions. They enjoy challenges and intellectual engagement.

Definition of Audio-Visual Learning Media

To achieve educational goals-such as forming individuals who are faithful, moral, knowledgeable, skilled, healthy, independent, responsible, and socially aware-it is necessary to implement technical strategies, particularly in the study of Christian Religious Education. Effective teaching requires appropriate learning media to increase student engagement. One such medium is audio-visual media. According to Abdul Wahab et al., media, often referred to as a mediator, serves as a tool or agent facilitating interaction between parties. Ramli defines audio-visual media as a set of tools that simultaneously present images and sound, containing instructional messages. Zaiful adds that audio-visual media acts as an intermediary that delivers content accessible through sensory perception, thereby creating conditions conducive to learning objectives, including attitudes, knowledge, and skills. Riyanto et al., as cited in Enjel Merianti et al., explain that audio-visual media provides simultaneous auditory (voice) and visual (image) impressions, such as through video or digital applications. These media do not rely solely on verbal explanations or textual comprehension.

Steps for Using Audio-Visual Learning Media

To ensure effective learning, educators must understand the steps for using audio-visual media in the teaching process. Based on the review of previous studies and journal analyses, Dini and Rika (Mayang Serungke Journal) outline the following steps: Educators plan the lesson, review instructions for using audio-visual media, and prepare and arrange the necessary equipment. Educators ensure all equipment is ready, present learning objectives, align the material with the lesson plan, and minimize distractions that could reduce student focus. Educators consolidate students' understanding of the material presented through audio-visual media and assess the efficiency of the learning process. From the analysis of the response distribution of 11th-grade students in class XI-C at SMA Negeri 1 Sipoholon regarding learning motivation in Christian Religious Education and Character Education before the use of audio-visual learning media, it was found that the questionnaire item with the highest weighted score was item 19, with a score of 116 and an average of 3.31. This indicates that students continued to participate in Christian Religious Education and Character Education lessons even when they were in a bad mood. Meanwhile, the lowest weighted score among other items was item 20, with a score of 95 and an average of 2.71, indicating that some students were still less enthusiastic about participating in the learning process. The indicator with the highest average score was diligence in completing tasks, with an average of 3.21, while the indicator with the lowest average score was preference for independent work, with an average of 2.86. The overall average score for learning motivation in Christian Religious Education and Character Education before the use of audio-visual learning media was 3.01. From the analysis of students' responses after the use of audio-visual learning media, the questionnaire items with the highest weighted scores were items 1 and 24, both with a score of 128 and an average of 3.66. These results indicate that students consistently completed assignments given by the teacher and accepted advice and criticism when expressing differing opinions

after the implementation of audio-visual media in the learning process. The lowest weighted score among other items was item 10, with a score of 109 and an average of 3.11, showing that some students had not routinely visited the school library or browsed the internet to obtain information related to the subject matter after the teacher used audio-visual learning media. The indicators with the highest average scores were diligence in completing tasks and susceptibility to boredom with routine tasks, both with an average of 3.51, while the indicator with the lowest average score was interest in various issues, with an average of 3.31. The overall average score for learning motivation after using audio-visual learning media was 3.41. Statistical testing aimed at determining the acceptance or rejection of the research hypothesis revealed that the $t_{\text{calculated}}$ value was on the left side of the two-tailed curve: $t_{\text{count}} = 18.727 < t_{\text{table}} = -1.66757$. This value falls within the rejection region of H_0 and the acceptance region of H_a . Therefore, it can be concluded that the use of audio-visual learning media by the teacher significantly influences students' learning motivation in Christian Religious Education and Character Education for 11th-grade students at SMA Negeri 1 Sipoholon during the 2025/2026 academic year. This effect is evidenced by the fact that the overall average learning motivation of students in class XI-C after using audio-visual learning media was higher, at 3.41, compared to 3.01 before its use. Hence, it can be concluded that the implementation of audio-visual learning media by the teacher has a positive effect on students' learning motivation in Christian Religious Education and Character Education. These findings support the theory proposed by Septy Nurfadillah, which asserts that the use of audio-visual learning media can generate new interest and desire, making students more enthusiastic and motivated to learn. This is because audio-visual media helps students facing learning difficulties by presenting material more clearly and engagingly, aiding comprehension, retention, and information processing, thereby making learning more effective. Additionally, it stimulates students' emotions, feelings, and interests, increasing their motivation and active involvement in the learning process.

CONCLUSION

Audio-visual media is a medium used as an intermediary to deliver instructional material in the learning process, engaging both visual and auditory senses. This type of learning media consists of multiple components, integrating various elements to simultaneously present moving images and sound. It is carefully planned, systematic, and logically structured in accordance with the learning objectives and the students' level of readiness. Learning through audio-visual technology is one method of delivering content using mechanical and electronic devices to present audio-visual messages. Audio-visual presentations, commonly referred to as multimedia, make visualizations more engaging. Therefore, audio-visual media aims to enhance and support interaction between teachers and students during classroom learning activities. Learning motivation in Christian Religious Education and Character Education is a mental and spiritual drive that encourages students to actively engage in these subjects. It encompasses the desire to deepen their understanding of God, enthusiasm for studying the Bible, and motivation to apply Christian values in daily life. Through learning motivation in Christian Religious Education and Character Education, students' behavior can be positively transformed, fostering not only knowledge acquisition but also moral development. The indicators of

learning motivation in Christian Religious Education and Character Education include: Diligence in completing tasks, persistence in overcoming difficulties, demonstrating interest in various issues, ability to work independently, susceptibility to boredom with routine tasks, ability to defend opinions, firmness in holding beliefs, enjoyment in seeking and solving problems.

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