

Implementation Learning Through Media Audiovisual to Enhance Interest Student Learning on Social Sciences Subject in Class VIII of MTs Al Khairaat Kalukubula

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ABSTRACT

This research aims to: (1) Describe Social Science explains how effective the application of audiovisual media is in increase students' interest in learning MTs Al Khairaat Kalukubula, (2) defines the factors that influence students' interest in using audiovisual media in Social Sciences learning in Class VIII, and (3) identifies the obstacles faced in implementing audiovisual media. The method used in this research is a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The data processing process is carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that the use of audiovisual media has a positive impact on students' learning interest, which is seen from the increase in their interest, attention, and activeness during the learning process. And there are main factors in the success of this audiovisual media, namely attractive visual and audio displays, the suitability of the material with the video, learning interactivity, support from teachers who actively explain, and a conducive classroom environment. There are also several obstacles faced in the implementation of this media, including limited facilities, technical problems, and inadequate video duration. To overcome these obstacles, teachers make preparations early before learning, choose videos that are more appropriate for learning time, and coordinate with the school regarding the availability of facilities.

Keywords: *Audiovisual, Interest, Social Sciences.*

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INTRODUCTION

Education is the most important thing in human life, this means that every human being has the right to receive education. In recent years, there has been A significant increase in the use of technology in education. Digital education is a concept or method of teaching students using multimedia media, including computers or notebooks, smartphones, videos, audio, and visuals. According to Kristiawan et al. (2020:631), one of the main factors driving this increase is the need to prepare the younger generation to face the demands of an increasingly digital society and global.

Technology provides wider access to learning resources, enabling students to learn beyond boundaries. class, and open the door to experience more interactive and personalized learning (Surachman et al., 2024:53). In In this increasingly advanced era, systems are being created education is also increasingly advanced and developing, many learning programs and models are implemented to increase interest in learning student in process learning, wrong the only one is with apply Good learning media. Various

research reports have shown that the use of learning media influences the quality of learning.

According to Batubara (2020:10), one of the rational reasons why the use of learning media influences the quality of learning is because learning media can be used to activate various types of students' senses in the learning process. In line with the demands of the times, the success of the education system is not only measured by how much information students absorb, but also by how much effective method learning which applied. By Therefore, the integration of audio-visual media is a relevant strategic step to create a conducive and innovative learning environment.

According to Ramli (2012:86) Audiovisual media is a set of media that can simultaneously display images and sound at the same time, which contain learning messages. This learning media has... more from one component so it is an integration from several elements so that they can display sound and moving images simultaneously have been planned carefully, systematically and logically according to the objectives and level of readiness of the students who receive them.

To achieve a learning objective that meets expectations, namely increasing student interest in learning, teachers can use various learning methods and methods, for example, lectures, question and answer sessions, exercises, group discussions, and so on. However, based on the results pre-survey which has researchers do On August 2, 2024 at Mts Al Khairaat Kalukubula, researchers obtained information from Head School that Teacher eye lesson Social science of course Once using audiovisual media in the learning process. However, the media used tend to be monotonous, such as PowerPoint, which has not undergone much development or innovation. This means the learning process is not fully capable of optimally engaging students' attention, especially in eye lesson Social Sciences that considered Enough abstract by part large number of students.

The eighth-grade Social Studies teacher at the school, Ms. Fitriani, also stated that although media such as video and audio were used, they were not yet fully able to stimulate students' in-depth learning interest due to the lack of variety in the media presented. She also stated that many students lacked a strong interest in Social Studies, as it was considered difficult to understand and contained concepts that were difficult to understand. No directly visible in life daily. In fact, the subject of Social Sciences requires students to understand various social, historical, and geographical phenomena that require contextual and concrete explanations.

Departing from In these conditions, researchers felt the need to present a different approach in delivering learning materials, particularly by utilizing audiovisual media in the form of animated videos. Animated videos have visually appealing characteristics and can present material dynamically with clear narratives, so they are able to explain abstract concepts more concretely and are easier for students to understand. According to Arsyad (2013:49), animation is a visual medium that displays moving images from a series of images arranged logically and aired in a way fast so that form something movement. Animation capable

explain the process that difficult if only explained through words or still images. This shows that animated video media serves not only as entertainment but also as an effective and educational learning tool.

Thus, through this research, the researcher intends to implement audiovisual media in the form of animated videos as an alternative learning medium that is more engaging and innovative compared to conventional media currently used. It is hoped that the implementation of this media can be a solution to address low student interest in learning and contribute to improving the quality of Social Studies learning at Mts Al Khairaat Kalukubula.

METHOD

This study used a **qualitative descriptive approach** with a location at MTs Al Khairaat Kalukubula, Sigi Regency, Central Sulawesi, in the even semester of the 2025/2026 academic year (April 29–May 17, 2025). The research subjects included one Social Studies teacher, five eighth-grade students, and one principal who were determined through **purposive sampling** according to the criteria of involvement in learning using audiovisual media.

Data collection techniques were conducted through **observation, interviews, and documentation**. Observations focused on student activities, responses, and learning interests during social studies lessons using audiovisual media, assisted by an external observer to maintain objectivity. Interviews were conducted with teachers, students, and the principal to explore their experiences and perspectives, while documentation included teaching modules, student worksheets (LKPD), and photographs of relevant activities.

Data analysis used the stages of **data reduction, data presentation, and drawing conclusions**. Data reduction emphasized the use of audiovisual media, data presentation was arranged systematically for easy understanding, and conclusions were drawn based on consistent verification of evidence. Data validity was strengthened through **triangulation** by comparing the results of observations, interviews, and documentation to obtain credible findings regarding the effectiveness of audiovisual media in increasing students' interest in learning Social Sciences.

RESULTS AND DISCUSSION

Results Study

1. Effectiveness Implementation media audiovisual in increase students' interest in learning at MTs Al khairaat Kalukubula

The application of audio visual media in the form of animated videos in learning Social Sciences in class VIII MTs Al Khairaat Kalukubula is performed directly by researchers as teachers in learning activities. Based on results observations during the learning process, it appears that students show enthusiasm and active participation when the material is delivered through audiovisual media. The classroom atmosphere becomes more live, students focus on paying attention show video, and actively responding when asked to re-explain the material or answer questions. Researchers also noted that with integrated visualization and sound in animated videos, students understood more easily. topics previously considered abstract.

As a teacher, the researcher prepared audiovisual media tailored to the Social Studies subject matter and the students' needs and characteristics. The media

was presented using a laptop, projector, and active speakers to ensure students could clearly grasp the visual and audio messages. Based on documentation, such as activity photos, reflective learning notes, and student worksheets, it was apparent that students took notes on key points from the videos, answered questions from the student worksheets, and actively responded to questions during the discussion. Furthermore, in the student worksheet documentation, many answers were found to be consistent with the content of the videos shown, indicating that they listened attentively and understood the material. Data support was also obtained through interviews with several parties.

According to Mrs. Fitriani, as a Social Sciences teacher in class VIII, she stated that:

"The use of audiovisual media in learning truly has a significant impact on students. In my observation, they become much more enthusiastic when the material is presented through engaging videos or animations. Moving images with color... bright And narrative clear voice create a concept abstract becomes more concrete and easier understood. Students are not only more focused during lessons, but also more active in asking questions and discussing." (interview, May 15, 2025)

Furthermore, the Principal of Mts Al Khairaat Kalukubula, Drs. Aslam, also gave a positive view of this activity where he said convey that:

"I believe that the use of audiovisual media at Mts Alkhairaat Kalukubula is very effective in increasing students' interest in learning. This media captures their attention in an interactive and fun way. When material is delivered through video and animation, students become more engaged, enthusiastic, and more easily understand and remember the information being taught. This is in line with current developments. And very potential in increase interest Study student. " (interview May 15, 2025)

This is further supported by the statement from the interview results of class VIII student Siti Hajar who stated: that :

She prepared stationery and notebooks before participating in a Social Studies lesson using audiovisual media. She stated that audiovisual media was very helpful in understanding the material, especially because the combination of images and sound made it easier to grasp concepts that were previously considered difficult. Hajar also admitted that her interest in learning had increased since the teacher began using this media in her lessons, as the learning process became more interesting. (interview, May 15, 2025)

This is further supported by a statement from a student named Siren, a grade VIII student, who said:

Before taking part in the Social Studies lesson using audio-visual media, she prepared her notebook and writing materials as usual. She found that audio-visual media was quite helpful in understanding the material because the visuals and sound made explanations clearer. Siren felt her interest in learning increased because the lessons felt more engaging and less boring. She cited the attractive presentation of the media as the main reason why she was more enthusiastic about learning. During the lesson, Siren felt more relaxed and comfortable, and she also felt more engaged. He was active because he felt compelled to answer questions after watching the video. He admitted that using this media made him more enthusiastic about participating. The next Social Studies lesson. (interview, May 15, 2025)

Next Based on Results Researcher interview with top students Nurul Asila class VIII said that:

Nurul Asila said that audiovisual media is quite helpful in understanding the material because it makes the explanation feel more real. and easy to understand. He felt his interest in learning increased because the presentation was attractive and the learning felt more lively. He said the colors and sounds in the media helped him focus better. During the lesson, Nurul Asila felt relaxed and more engaged in the material. She also became more active, including by boldly answering the teacher's questions after watching the video. Nurul Asila added that the audiovisual media made her more enthusiastic and eager to learn more about Social Studies. (interview, May 15, 2025)

Based on the results of interviews with three students of class VIII MTs Al Khairaat Kalukubula, namely Siti Hajar, Siren, and Nurul Asila, it can be concluded that the use of audiovisual media in learning Social Sciences has a significant positive impact on students' interest and understanding. All three students indicated that they prepared stationery and notebooks before participating in the lesson, indicating their readiness and commitment to engage. They agreed that audiovisual media was very helpful in understanding the material, as the combination of images and sound made explanations clearer and more tangible, making previously difficult concepts easier to grasp. Furthermore, they reported an increased interest in learning since using this media, feeling that learning had become more interesting, exciting, and less boring.

A more relaxed and comfortable learning environment also contributed to their increased focus and engagement, with them feeling more confident answering questions after watching the videos. results interview This show that media audio visual not only improves students' understanding of the material, but also contributes to increasing their interest and involvement in learning Social Sciences.

Furthermore, based on the results of the researcher's interview with a student named Moh. Syawal class VIII said that:

Before the SOCIAL SCIENCES lesson began, he prepared stationery and He tries to focus because he knows a video will be playing. He says audiovisual media helps with understanding the material, especially because it's engaging and doesn't get boring. Syawal admits he's more interested in learning when there's media like video or animation because it feels like a learning experience. Study while watching. He feel more active in learning, for example by taking notes on important points in videos or responding to teacher questions. Syawal also stated that learning using this media makes the classroom atmosphere more lively and less monotonous. (interview, May 15, 2025)

Furthermore, based on the results of the researcher's interview with a student named Moh. Azid Fayaz, class VIII, said that:

He prepared before Social Studies lessons by bringing school supplies and maintaining focus when the lesson begins. He revealed that Audio visual media is quite helpful in understanding the material, especially when the topic being explained is difficult to imagine if it is only explained orally. According to Azid, his interest in learning has increased because media makes lessons more interesting and doesn't feel boring. He feels more comfortable and less pressured when studying using media, because the class atmosphere is also more enjoyable. (interview 15 May 2025)

Based on interviews with teachers, principals, and students, it can be concluded that the application of audio-visual media in Social Studies learning is very effective in increasing student learning interest. This media helps students understand the material better through a combination of visuals and audio, which makes learning become more interesting And interactive. Student feel more enthusiastic, active, and involved in learning process, and be more courageous to ask and answer questions. Thus, based on data triangulation from observations, interviews, and documentation, the application of audio-visual media by researchers as teachers has been proven to be able to increase students' interest in learning. in Social Studies learning.

This media not only provides better understanding through a combination of visuals and audio, but also creates a more engaging and participatory learning environment. Although there are still technical constraints such as limited facilities, the overall implementation shows that animated videos as a learning medium are very effective in supporting a fun and meaningful learning process.

2. Factors What just Which influence interest Study student when using audio visual media in learning

Based on research and interviews conducted by researchers, it was found that the existence of several factors which influence Students' interest in learning Social Sciences in this case, several main factors were found that influenced the increase in interest in learning in class VIII students. MTs Al Khairaat Kalukubula. The first factor is the visual and audio appeal of the media. Students appear more focused

and engaged when presented with videos with moving animations, bright colors, and clear narration. This aligns with the statement of Ms. Fitriani, a Social Studies teacher, who said:

“When a video or animation is displayed with attractive colors, clear movements, and pleasant sound, students look more focused and interested. The elements This create atmosphere Study Which Fun and interactive. With engaging visuals, students can more easily grasp the concepts being taught. Furthermore, this enjoyable learning experience encourages students to participate more actively in class discussions and activities, thereby enhancing their understanding of the material. (interview, May 15, 2025)

This is further supported by a statement from one of the students, Siti Hajar, who said:

When the video is colorful, the picture moves clearly, and the sound is heard Good, I feel more passionate in Following the lesson. The attractive display keeps me from getting bored quickly. Learning media like this is much easier to understand. compared to traditional monotonous learning methods. With The presence of high-quality visual and audio elements allows me to focus better and absorb information better, making the learning process more enjoyable and effective. (Interview, May 15, 2025)

Furthermore, based on the results of the researcher's interview with a student named Siren class VIII said that:

I feel that the visual appeal And audio from Learning media has a big influence on students' attention. When the video Presented with engaging moving animations, bright colors, and clear narration, I felt more focused and engaged in learning. These elements made the lessons feel more lively and enjoyable. so that I can be more easy understand material what was learned. In addition, this active learning encouraged me to participate more in class discussions. (interview, May 15, 2025).

These three interviews demonstrate that the visual and audio appeal of learning media significantly impacts student attention and interest. Elements such as attractive colors, clear animations, and clear narration create a fun and interactive learning environment. Students feel more focused, engaged, and able to understand the material better. better compared to traditional learning methods. In addition, the learning experience Which interesting This push student For more active participate in class discussions and activities, thereby increasing their understanding of the material being taught.

The second factor is the relevance of the lesson material to the video content. When the media used is directly related to the Social Studies topic being discussed, students find it easier to understand. understand the concepts that taught. Moh. Azid Fayaz said that:

If the contents the video is appropriate with When I first started teaching, I immediately felt a sense of understanding and was drawn to learning more deeply. Relevant videos were very helpful in clarifying the teacher's explanations with visualizations. This made the concepts easier to grasp and remember. The visual elements allowed me to see how theory was applied in practice, making the learning process more engaging and effective. (Interview, May 15, 2025)

Furthermore, based on the results of the researcher's interview with a student named Moh. Syawal class VIII said that:

When the media used is directly related to the Social Studies topic being discussed, students feel more connected to the material. This makes them more easy understand concepts Which "Taught. With relevant videos, students can see how theory is applied in real-life contexts, making the information presented clearer and easier to understand. This relevance also increases students' interest in learning, as they feel that what they are learning is relevant to their daily lives." (Interview, May 15, 2025)

The third factor is interactivity in learning, namely when the researcher as teacher invites students to discuss or answer questions after watching. This makes students feel actively involved, not just passive observers. Siren revealed that:

If after watching and I'm asked to answer or discuss, I'll be more active. and understand the content." He added that activities such as group discussions or being asked to re-explain the content of the video made him feel more involved in the lesson. lessons. He doesn't just sit passively, but actually participates in thinking and expressing his opinions. He says this makes the lessons feel more lively and enjoyable. (interview, May 15, 2025)

The fourth factor is the condition of the learning environment, such as a calm classroom atmosphere, the availability of supporting media such as projectors and loudspeakers, and the teacher's method of restating the material from the video. Nurul Asila stated, "If the class is quiet and the teacher helps explain the video again, it's easier for me to understand." This was further reinforced by Mrs. Fitriani, who explained that "Environmental conditions, such as classroom facilities and the teacher's explanation after the broadcast, greatly influence student interest."

The final factor is the student's learning style or habits. Students with visual and auditory tendencies tend to adapt more quickly to the use of audiovisual media, while students who... getting used to conventional methods may take some time to adjust.

The results of triangulation between observation, interview and documentation data, it can be concluded that the five factors that most influence students' interest in learning when using audiovisual media are: visual and audio appearance of the media, relevance of the material content, interactivity of learning, conditions of the learning environment, And habit Study student. Factors This each other complete And make a major contribution to increasing enthusiasm,

involvement, and students' enthusiasm in participating in Social Sciences learning.

3. Constraint Teacher Social science And student in use media audiovisual at Mts Al Khairaat Kalukubula

In implementing audiovisual media in Social Studies learning, teachers and students at MTs Al Khairaat Kalukubula face several obstacles that affect the smoothness of the teaching and learning process. Based on the results of an interview with Mrs. Fitriani S.Pd, a grade VIII Social Studies teacher, convey that:

Constraint main when using media audiovisual it's usually about facilities, such as projector And the speaker Not yet available in all class. So if you want to use it, you have to switch to another class." He also mentioned technical problems such as power outages and connection problems. Unstable internet connection often hampers online learning videos. (interview, May 15, 2025)

This is supported by a statement from the results of an interview with the principal of Mts Al Khairaat Kalukubula, Drs. Aslam who revealed that:

While the use of audiovisual media is beneficial, teachers face several challenges. Limited access to adequate technological devices, such as projectors, is one issue. Furthermore, not all teachers have sufficient technical skills to operate these devices. We strive to provide training so teachers can optimally utilize these media in their learning. (interview, May 15, 2025)

The obstacles faced by students are also quite diverse. Siti Hajar said that although learning using audiovisual media is very helpful, there are still some sometimes picture Which displayed Not enough clear, so that He difficulty understand the content of the material. This is supported by the results of an interview with Siti Hajar who stated that:

"Audiovisual media is very helpful because it makes it easier to understand. material, especially if accompanied by picture And The sound is interesting. But sometimes the video is not clear and the video buffers. Because the internet is slow. But overall, I enjoy learning using videos because it's more engaging than just listening to explanations from a book. (interview, May 15, 2025)

Nurul Asila added that if the sound in a video is low or the image isn't sharp, she feels confused and needs further explanation from the teacher. She emphasized the importance of teacher support after watching the video to ensure a full understanding of the material. similar also conveyed by Moh. Azid Fayaz stated that:

"Azid said that the main obstacle in using audiovisual media is The images in the videos are sometimes not bright enough, making important details invisible, making it difficult for students to follow along and understand the concepts being taught properly." (interview, May 15, 2025)

Moh. Syawal added that unstable internet connections often hampered video playback, ultimately impacting his understanding of the material. Based on the researcher's observations during the learning process in eighth grade, these obstacles were indeed evident.

On several occasions, video playback was disrupted due to internet connection interruptions or buffering. Researchers also observed that some students began to lose focus when the video played for too long or was not immediately followed by discussion or explanation from the teacher. This situation indicates that besides constraint technical, management class And strategy Delivery is also an important aspect in maximizing the use of audiovisual media. However, in general, students still welcome the use of audiovisual media, especially animated videos, because they can makes learning more interesting and makes it easier to understand the material, especially if accompanied by an explanation from the accompanying teacher.

The results of triangulation between interviews and observations, it can be concluded that the obstacles to the use of audiovisual media in Social Studies learning at MTs Al Khairaat Kalukubula include limited facilities, technical problems such as electricity and internet, the speed of material delivery that does not match the students' rhythm, and the lack of further explanation from the teacher. Thus, both teachers and permanent students evaluate that audiovisual media is an effective learning tool, as long as these obstacles can be minimized through good planning and adequate infrastructure support .

DISCUSSION

1. The Effectiveness of Applying Audio Visual Media in Increasing Students' Interest in Learning .

The research results presented in the previous discussion of the results showed that the application of audiovisual media in the form of animated videos in learning Social Sciences for class VIII at MTs Al Khairaat Kalukubula was proven to be effective. in increasing students' interest in learning. Observation results during the learning process show that student own enthusiasm Which tall And Active participation in the use of audiovisual media. The classroom atmosphere becomes more lively, and students appear focused on watching the colorful animated videos and engaging narrative voices, significantly influencing their interest and attention. their learning. Furthermore, students actively responded during the discussion, strengthening their cognitive and emotional engagement. This finding was further strengthened by documentation in the form of photographs of learning activities and student worksheets (LKPD), which showed how students consistently noted important points and answered questions accurately and relevantly based on the video material presented. This illustrates that the use of media audio visual able to improve understanding student towards subject matter, particularly abstract and complex material. With concrete visualizations and informative and communicative audio narration, students can represent socioeconomic concepts more concretely.

An interview with Social Studies teacher Mrs. Fitriani revealed that this audiovisual media helps overcome the difficulties students have encountered in

understanding the material, particularly because Social Studies material tends to be abstract and difficult to visualize. The teacher also believes that the use of this media creates a more conducive and interactive classroom atmosphere, making students more enthusiastic and engaged in learning. This statement was fully supported by the principal. school Which evaluate that strategy use media audio visual is a relevant innovation and strategy to keep up with developments in educational technology and meet the learning needs of today's students.

Interviews with several students, such as Siti Hajar, Siren, Nurul Asila, Moh. Syawal, and Moh. Azid Fayaz, consistently confirmed that they felt more engaged and understood the learning material more easily with animated videos. They stated that the combination of visuals and audio in these videos made learning more engaging, enjoyable, relaxed, and far from the boring impression they usually experience with conventional learning methods. Students' active participation was also evident in their habit of taking notes more frequently and being more willing to answer questions, which show existence improvement indicator interest Study in the form of student attention, interest and activeness during learning.

The explanation of this finding is very much in line with various theories that have been put forward in literature review, such as definition and the function of audio visual media according to Hamdani (2011) in Serungke et al., (2023:3505), which states that audio visual media is a combination of sound and image elements that provide presentation of materials teach completely and optimal. Furthermore, Lestari and Herlina (2021:137) emphasize the effectiveness of animated videos. In connecting difficult material into something more concrete and understandable, it can increase students' motivation and interest in learning. Furthermore, Nurfadhillah et al. (2021:406) also support this by mentioning audiovisual media as a learning medium. multisensory Which capable stimulate senses vision And simultaneous hearing, thus helping to strengthen students' memory and understanding.

Conclusion Overall, the results of the empirical research reflect the high level of enthusiasm, activeness, and understanding of students supported by observational data, interviews, and documentation providing evidence. It is strong that the application of audio-visual media in the form of animated videos is very effective in increasing Students' learning interests. This media not only presents learning materials in a more engaging and interactive way, but also serves as a concrete tool that helps students overcome difficulties in understanding abstract concepts that are usually difficult to explain using conventional methods alone. Therefore, audiovisual media, especially animated videos, can be a viable and appropriate alternative learning medium to improve the quality of the learning process. Social Sciences in MTs Al Khairaat Kalukubula, at the same time answered the challenges of the modern world of education which prioritizes technology-based learning approaches.

2. Factor - Factor Which influence interest Study student when using audiovisual media.

Student learning interest is an important aspect in the learning process which is influenced by various internal and external factors (Hidayati et al., 2024).

Based on results study in MTs Al Khairaat Kalukubula, there are five main factors that influence Students' interest in using audio-visual media, especially animated videos, in SOCIAL SCIENCE learning for class VIII.

Factor First is Power pull visual And audio from media. Interviews with teachers and students, including Ms. Fitriani, Siti Hajar, and Siren, revealed that the use of animated videos with bright colors, clear animation movements, and clear narration significantly increased student attention and interest. These audiovisual elements create a fun and interactive learning environment, enabling students to feel more focused and engaged in the lesson. This finding aligns with the opinions of Hamdani (2011) and Nurfadhillah et al. (2021:3505), who stated that audiovisual media can simultaneously stimulate the senses of sight and hearing, thereby increasing the appeal of learning materials. This media appeal is important because it accommodates students' visual and auditory learning styles, simultaneously increasing attention and motivation.

The second factor is the relevance of the lesson material to the video content. Interviews with Moh. Azid Fayaz and Moh. Syawal revealed that the relevance of the video content to the learning topic makes it easier for students to understand. the concept that taught And feel material that means in everyday life. Videos that are relevant to the learning material help explain theory with concrete practice, which has a positive impact on students' learning interest. This is supported by the theory of Dimyati and Mudjiono (2013) in Prasetyo et al., (2024:141), and Astuti (2020:88), who emphasize that the suitability of media to learning needs and materials is a crucial factor in increasing learning interest.

Factor third is interactivity in learning. Active interactions after the video presentation, such as discussions and Q&A sessions, empower students not just as passive spectators but as active participants. Student Siren's comments indicate that these activities enhance student understanding and engagement, fostering a sense of ownership and emotional involvement in the learning process. Active learning theory supports this, stating that active student engagement can improve motivation and learning quality (Slameto, 2015:212).

Factor fourth is condition environment learning. A comfortable classroom atmosphere, complete facilities such as projectors and speakers, and teacher support after the video significantly influence students' understanding of the material. Nurul Asila and Ibu Fitriani emphasize the importance of these aspects in creating an environment that supports student focus and understanding. According to Hasanah et al. (2023:141), readiness means and infrastructure and quality management Learning is an external factor that greatly determines the success of using audiovisual media.

The final factor is the student's learning style or learning habits. Observations and interviews show that students with learning styles visual And auditory more quick to adapt self And benefit more from this audiovisual media. Students who are accustomed to conventional methods need more time to adapt, but with the support of this media, their interest will increase. Study they Also can increase. Matter This in accordance with theory Gardner and the concept of multiple intelligences which emphasizes the importance of adaptation media with individual

learning styles. Thus, these five factors complement each other and make a significant contribution in increasing students' interest in learning SOCIAL SCIENCES using audio-visual media at MTs Al Khairaat Kalukubula. The combined influence of interesting media factors, material relevance, learning interactivity, conducive environmental conditions, and suitability of students' learning styles provide a strong basis for enabling the use of animated videos as an effective learning medium.

3. Constraint Teacher Social science And student in use media audio visual

Although the application of audiovisual media, particularly animated videos, in Social Studies learning at MTs Al Khairaat Kalukubula has proven effective in increasing student learning interest, this study identified several obstacles that impacted the smooth learning process. Based on interview and observation data, the main obstacles that emerged were related to limited technological facilities in school. Teacher subjects Social science, Mrs. Fitriani, conveyed The number of projectors and speakers available is insufficient for all classes, requiring their use to be rotated between classes, potentially hindering continuity of learning. Furthermore, technical disruptions such as power outages and unstable internet connections often present significant obstacles when playing instructional videos. This is reinforced by the principal, Drs. Aslam, who added that limited access to device Which adequate as well as Not yet optimally skills technical teachers in operating media is a challenge in itself in the implementation of audio-visual media (interview, May 15, 2025).

Furthermore, students encountered challenges such as unclear quality and poorly lit images. Siti Hajar revealed that although audiovisual media aided in understanding the material, she sometimes struggled to grasp the video content due to suboptimal image quality and buffering due to slow internet connections. Nurul Asila and Moh. Azid Fayaz added that without adequate teacher support after presenting the video, the material felt difficult to fully absorb (interview, May 15, 2025).

Classroom management issues and strategies Suboptimal learning is also a factor hindering the maximum utilization of this media. Teachers play a crucial role as facilitators, providing additional explanations and fostering active interaction with students, so that the use of audio-visual media is effective. not only passive. Absent this management can reduce the effectiveness of learning even though the media used is interesting and innovative (Hasanah et al., 2023:141).

Despite these real obstacles, both teachers and students still view audiovisual media as an effective and beneficial learning tool as long as technical and management barriers can be minimized through careful planning and the provision of adequate infrastructure. Therefore, recommendations for improving the availability of facilities, training for teachers, as well as strategy management class become very important in optimize usage media audiovisual use support the success of Social Sciences learning at MTs Al Khairaat Kalukubula.

CONCLUSION

Based on the results of research on the Application of Audiovisual Media in Increasing Student Interest in Learning in Class VIII MTs Al Khairaat Kalukubula, it can be concluded that: Based on the results of research on the Application of Audiovisual Media in Increasing Student Interest in Learning in Class VIII MTs Al-Khairaat Kalukubula, it can be concluded that: The application of audiovisual media, especially animated videos, has proven effective in increasing student interest in learning in Social Sciences subjects . Through a combination of interesting visual and audio elements, students become more focused, enthusiastic, and actively involved during learning. Animated displays are able to explain abstract concepts concretely, so that the material is easier to understand and absorb by students. Therefore, optimizing the use of audiovisual media requires improving supporting facilities and training for teachers to can maximize the benefits of media in learning.

The main factors for the success of audiovisual media are attractive visual and audio displays, the appropriateness of the material to the video, interactivity in learning, support from teachers who actively explain, and a conducive classroom environment. Technical constraints such as limited facilities and video quality problems exist, but they are minor and can be overcome with the support of infrastructure and teacher skills. Therefore, optimizing the use of audiovisual media requires increased facility supporters And training for Teacher so that can maximize the benefits of media in learning.

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