The Use of Audiovisual Learning Media to Enhance Digital Literacy Competence in Indonesian Language Learning Among Fifth-Grade Students at SDN 02 Baleharjo

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Abstract. Information technology has become essential in human life. Coping with this era requires a new literacy that leverages digital tools to enhance literacy skills. By acquiring digital literacy, it is hoped that students can become more critical and creative in selecting information. In education, digital literacy plays a vital role in developing learning materials that foster students' curiosity and creativity. Learning media is indispensable for teachers in facilitating the learning process. Learning media plays a crucial role in helping teachers explain learning concepts effectively in the classroom. Learning the Indonesian language in elementary schools plays a significant role in developing language skills such as reading, writing, and listening. In this research, the researchers employed the classroom action research (CAR) method, aimed at addressing problem-solving or making improvements at SDN 02 Baleharjo, Pacitan. The study involved 20 fifth-grade students, comprising 10 male students and 10 female students. The research results indicate that the effectiveness of audiovisual learning media in improving digital literacy competence in Indonesian language learning can increase, resulting in better outcomes compared to learning without the use of audiovisual media.

Keywords: audio visual learning, digital literacy competence, indonesian language learning

1. Introduction

Education entails a deliberate effort to foster both physical growth and development (hard skills) as well as skills (soft skills). In practice, education is accompanied by a learning process that every individual must undergo. At this stage, students are expected to acquire the most fundamental provisions for advancing to higher levels of education. (1) defines learning as an active process and

a fundamental element in every type and level of education. According to (2) learning is an activity that shapes and balances an individual's knowledge, skills, imagination, habits, and attitudes.

One indicator of improving educational quality is the implementation and development of a curriculum that aligns with societal conditions and needs, incorporating advancements in science and technology, and nurturing students' spiritual, intellectual, social, emotional, and kinesthetic aspects while fostering their potential (3). Elementary school teachers, as the educators of the nation's future, bear a significant responsibility in preparing proficient human resources. In the present era, elementary school teachers are expected to be more innovative in imparting knowledge, which includes implementing effective and efficient learning methods. As time progresses, education is compelled to evolve in tandem with technological advancements, particularly with the onset of the Fourth Industrial Revolution and Society 5.0, which facilitate the adaptation of technological advancements to human learning needs. These agents of change are anticipated to guide students in navigating the realms of science and technology amid the dynamic landscape of the Fourth Industrial Revolution (4) emphasizing the necessity for prospective educators to possess global competence.

Digital literacy is one type of literacy that has emerged due to technological advancements and developments. According to (5,6), digital literacy refers to a person's skill in understanding digital content. While many people traditionally associate literacy solely with the ability to read and write, digital literacy expands this notion by enabling individuals to navigate and utilize technology more effectively. Implementing digital literacy in education offers several benefits, as outlined by (7): 1) Enhanced individual insight through information search and comprehension activities, 2) Development of critical thinking skills and understanding of information, 3) Improved verbal abilities, 4) Enhanced concentration and focus, and 5) Strengthened reading and writing skills. Given the advantages of digital literacy, it can be effectively applied in the field of education. In this research, audio-visual-based learning media were utilized, playing a pivotal role in the learning process (8,9).

In the learning process, one indispensable tool that teachers must master is learning media. Learning media plays a crucial role as it facilitates students' understanding of basic concepts and knowledge from teaching materials. Additionally, it enhances students' learning motivation by capturing their attention (10,11). Therefore, it is imperative for teachers to possess the skills to select, develop, and implement learning media effectively, as it significantly contributes to successful learning outcomes. Research conducted by (12)has concluded that audio-visual media, in particular, is highly effective in achieving various learning components, creating a conducive learning environment, and stimulating teacher creativity in media creation.

Concentrating on literacy development is crucial across all levels of education, from early childhood education to college, as literacy plays a vital role in enhancing children's abilities across various domains. With the rapid evolution of literacy, a profound understanding of its essence becomes imperative. The literacy movement within schools is a collaborative effort involving the

entire school community (13) describes literacy as an engaging discipline capable of nurturing students' imagination and expanding their understanding of the world and knowledge.

Everyone, especially students, must possess adequate digital literacy skills. With sufficient digital literacy, students can effectively select, critically evaluate, and creatively engage with information. Digital literacy encompasses an individual's capacity to utilize information and communication technology for finding, evaluating, creating, and communicating information, requiring both cognitive and technical skills. Meanwhile, (14) defines digital literacy as the ability to comprehend and utilize information in various forms from a wide array of sources accessed through computers.

Being digitally literate entails the ability to process diverse information, comprehend messages, and communicate effectively with others through various means (15). Digital literacy skills among elementary school students can stimulate reading habits, foster creativity, and enhance analytical abilities. In 2016, the Ministry of Education and Culture initiated the "National Literacy Movement" as a concerted effort to harness all potential and engage the public in promoting, cultivating, and advancing literacy across Indonesia (16).

The use of appropriate learning methods and media significantly impacts the efficiency and effectiveness of the learning process in schools. However, several obstacles often hinder this integration in various educational institutions. Therefore, teachers need training in technology and learning media to overcome these challenges. Such training can help them understand how to integrate learning media into the curriculum effectively (17). Learning media holds a crucial position in the learning system, enabling teachers to monitor and evaluate its effectiveness in achieving desired learning outcomes. Becoming digitally literate is essential for teachers to support digital teaching. Digital tools fundamentally transform knowledge by enabling more creative, active, collective, and personalized ways of building and communicating knowledge through digital media technology (18). However, it's crucial to remember that the use of technology and media in learning should always align with clear learning objectives and consider students' needs and characteristics.

2. Method

The research subjects are the individuals targeted by the researcher to receive treatment related to the conducted research (19). This study involved 20 fifth-grade students from SDN 2 Baleharjo, comprising 10 male and 10 female students. The researchers employed the Classroom Action Research (CAR) method, aimed at addressing problems or making improvements. CAR focuses on enhancing the learning process and outcomes. It involves teachers reflecting on and refining implemented learning activities to enhance their effectiveness, efficiency, and interest.

In this research, the instruments used include interviews, classroom observations, digital literacy skills tests, and data analysis. According to (20), an interview is a form of verbal interaction aimed at gathering information, involving direct questioning of resource persons based on an interview guide. Classroom observations were conducted to collect data on student activities during

learning sessions using audio-visual media on the topic "*Aku yang unik*". A test is a technique employed as a measurement tool to obtain results following a specific procedure (21). The digital literacy skills test was utilized to assess student learning outcomes and their proficiency in digital literacy through the use of audio-visual media.

The data analysis technique employed in this research utilizes an interactive model, as outlined by (22), which reveals that analysis consists of three streams of activities occurring simultaneously: data reduction, data presentation, and conclusion drawing/variation. Data reduction involves a selection process, focusing attention on simplification. Data presentation entails the structured collection of information, facilitating the drawing of conclusions and the formulation of action plans. Meanwhile, concluding is an endeavor aimed at describing the complete meaning of data through activities such as understanding the significance, regularity, and cause-and-effect relationships. Another perspective suggests that data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other materials, enabling easy comprehension and informing findings to others (23,24).

3. Result and Discussion

From the results of interviews with fifth-grade teachers, it was found that learning Indonesian still faces numerous obstacles. These obstacles impede learning outcomes and students' proficiency in the subject. Learning difficulties manifest in various forms, ranging from severe to mild, with each student experiencing different levels of challenge. It is the teacher's duty, as educators, to identify solutions to overcome students' difficulties in learning Indonesian. The author categorizes two factors influencing students' difficulties in learning Indonesian: Internal Factors and External Factors. Internal factors affecting students' learning difficulties in fifth grade at SDN 2 Baleharjo include a lack of student motivation to engage in the Indonesian language learning process and insufficient interest among students. Meanwhile, external factors stem from the inadequacy of the Indonesian language learning methods employed by teachers and a lack of parental encouragement for children to learn the language.

Indonesian language learning in the fifth grade at SDN 2 Baleharjo already incorporated digital media. The school provides sufficient and comprehensive facilities and infrastructure in each classroom. The learning activities conducted offer opportunities for students to develop their abilities as they actively participate in the learning process. Utilizing media in learning makes classes more engaging, preventing students from becoming bored. Furthermore, using media boosts students' confidence in providing answers. With increased self-confidence, students are more willing to express their thoughts, even if their answers are not entirely accurate.

The utilization of audio-visual media during the Indonesian language learning process to enhance digital literacy competence can have a significant impact on student engagement globally. Throughout the learning process, students actively participate and enjoy themselves, as their involvement supports their academic success in achieving high grades. Several studies conducted by researchers, including Mirvan (2013), Woottipong (2014), and Sarani, Behtash, and Arani (2014),

highlight the positive perceptions students have toward using video media. Through the use of video media, students experience improved listening comprehension and increased interest in language skills and learning. The enthusiasm of students is evident, especially at the beginning of lessons when teachers introduce media, particularly when students can interact with it.

This classroom action research (CAR) was conducted for 2 cycles over 1 month, starting from October 11 to November 11, 2023, in the fifth grade at SDN 2 Baleharjo. the first cycle of actions was implemented on October 26, 2023. Meanwhile, second cycle actions took place on November 11, 2023, with a time allocation of 2 sessions, each lasting 35 minutes. During the designated time, the researcher assumed the role of a teacher in the classroom, adhering to the learning planning guidelines prepared for each cycle. These various aspects were categorized into four criteria: very good, good, quite good, and not good.

Table 1. Assessment Indicators

No	Aspect	Indicator
1	**Accessing**	Understanding how to create personalized learning media using a cellphone.
		Able to access learning media that has been provided.
		Able to access learning media within a specified time frame of 30 minutes.
2	**Listening**	Able to listen to learning topics
		Able to understand the learning topic " Aku yang unik"
		Able to identify.
3	**Reading**	Able to read text directly.
		Able to compose questions according to the topics provided.
		Able to answer questions.
4	**Writing**	Able to be skilled and find sufficient ideas, concepts or learning topics to develop.
		Able to record thoughts, ideas or learning topics.
		Able to describe learning topics.

Based on the table above, the implementation of digital literacy for fifth-grade students at SDN 2 Baleharjo, totaling 20 students, exhibits significant diversity. There are four predetermined indicators: accessing, listening, reading, and writing. The results indicate varying levels of implementation among students. The initial stage conducted by researchers involved administering a pre-test to assess students' abilities before introducing audio-visual media to enhance digital literacy competence in fifth-grade students. The problem indicators outlined in Table 1 served as criteria for evaluating students' performance.

Table 2. Students' Pre-test Scores

No	Name	Assessment				Score
		Accessing	Listening	Reading	Writing	
1.	DA (L)	6	8	9	9	80
2.	AW (L)	7	6	7	8	70
3.	AN (P)	7	5	8	9	72,5
4.	LA (P)	8	6	9	8	77,5
5.	DW (P)	8	6	7	8	72,5
6.	NH (P)	9	7	9	6	77,5

No	Name	Assessment				Score
		Accessing	Listening	Reading	Writing	
7.	FI (L)	7	6	8	7	70
8.	AL (P)	8	6	9	9	80
9.	NA (P)	6	8	7	8	72,5
10.	VR (P)	9	6	7	8	75
11.	MM (L)	9	8	6	9	80
12.	EiA (P)	6	9	7	9	77,5
13.	TA (L)	6	8	7	9	75
14.	AF (L)	9	9	6	8	80
15.	KB (L)	8	7	8	5	75
16.	MF (L)	9	7	9	6	77,5
17.	KZ (P)	6	9	9	9	82,5
18.	RP (L)	7	6	8	8	72,5
19.	DB (L)	8	6	8	7	72,5
20.	VS (L)	5	9	9	8	77

Digital literacy, facilitated by video media, allows for the creation of detailed and realistic explanations of various lesson materials, showcasing objects from multiple perspectives. Currently, numerous videos are accessible via YouTube or the internet, serving as engaging mediums for delivering educational content, particularly for learning Indonesian. The Indonesian language holds paramount importance across all academic levels, from elementary school to college, with each student's language proficiency being evaluated (25). Given students' preference for engaging learning materials, videos can be crafted into amusing and captivating narratives while still incorporating essential subject matter elements.

Students equipped with digital literacy skills can effectively master various knowledge, skills, and competencies from learning sources that are more accessible and have a wider reach. This aligns with the research findings of (5,26) who assert that fostering digital literacy serves as a crucial indicator of educational achievement, impacting both the social and cultural aspects of society in the current era of digitalization. However, (27,28) research emphasizes that the success of cultivating digital literacy is contingent upon the involvement and collaboration of various stakeholders, particularly teachers and parents, in guiding students' use of digital media during the learning process. Echoing this sentiment, (29) suggests that digital literacy not only saves costs but also accelerates teaching and learning activities, conserves energy, and facilitates significant advancements, albeit necessitating investments in gadgets and internet quotas to access media and learning resources. Hence, fostering coordination between schools and parents in facilitating students' use of digital media is of paramount importance.

The pretest results will be analyzed individually, taking into account the values presented in Table 2. Indicators determining the achievement of a learning process typically manifest as the success or accomplishments attained by students in school following their learning experiences, often quantified as numerical values (30). The researcher will present the analysis data for each student in Table 3, focusing on scores that fall below the predetermined minimum completion criteria for each assessment indicator.

Table 3. Pre-Test Analysis for Each Student

No	Name	Indicator	Score	Description
1.	DA (L)	Accessing	6/10	Not being able to access the learning media provided by the teacher so that the student is still being monitored by other teachers/friends.
2.	AW (L)	Listening	6/10	The student has been unable to listen to the learning video effectively.
3.	AN (P)	Listening	5/10	The student does not understand the learning video, so they need to study it again at home. For this student, the video that was shown was too fast.
4.	LA (P)	Listening	6/10	Not focused on the video being shown.
5.	DW (P)	Listening	6/10	The student did not pay attention to the video so he was less focused on the topic being shown.
6.	NH (P)	Writing	6/10	Student is still unable to write well; there is still a lack of punctuation, etc.
7.	FI (L)	Listening	6/10	When the video was shown, this student could not stay still in the seat provided, so they wandered here and there, disturbing the other friends.
8.	AL (P)	Listening	6/10	Lack of good learning resources. Not conducive and losing focus on learning.
9.	NA (P)	Accessing	6/10	Lack of attention to directions or procedures for accessing learning media delivered by the teacher.
10.	VR (P)	Listening	6/10	The student still finds it difficult to grasp the learning material.
11.	MM (L)	Reading	6/10	The student still has limited reading skills, such as a lack of understanding of punctuation.
12.	EiA (P)	Accessing	6/10	When the student accesses the learning media provided by the teacher, the signal or network is unstable.
13.	TA (L)	Accessing	6/10	The lack of concentration causes the student to be a little confused.
14.	AF (L)	Reading	6/10	There is a lack of interest or motivation to read, as well as support from the surrounding environment such as parents. Consequently, the teacher must supervise or guide the student.
15.	KB (L)	Writing	5/10	The lack of capital letters at the beginning of the paragraph and the deficiency in letter recognition indicates that the teacher must accompany the student. The student's inability to align with the topic or material presented by the teacher needs addressing.
16.	MF (L)	Writing	6/10	Have not used punctuation properly and correctly.
17.	KZ (P)	Accessing	6/10	There is still a lack of interaction with teachers
18.	RP (L)	Listening	6/10	Lack of attention or lack of concentration
19.	DB (L)	Listening	6/10	The student is still enjoying playing with friends.
20.	VS (L)	Accessing	5/10	The student is less able to utilize the time management provided by the teacher.

In Table 3, the worst values for each indicator are listed above. From the existing values, it was analyzed that many students have shortcomings in each indicator. The listening indicator reveals that numerous students are still unfocused on the material, which creates a non-conducive class environment and may disturb other friends. Additionally, due to the lack of adequate learning resources, students struggle to comprehend the material presented in learning videos. Regarding reading indicators, some students still exhibit limited reading skills, such as difficulty recognizing

letters, understanding letter sounds, and lacking interest and motivation to read. Moreover, there is a lack of support from the surrounding environment, particularly parents and teachers, prompting us as educators to consistently monitor the development of our students. Concerning writing indicators, there are still students who neglect punctuation. Furthermore, a common issue in writing instruction is the lack of motivation from teachers and peers. Additionally, the lack of variation in teaching methods often hinders students' writing development. In terms of access indicators, many students struggle to adapt to learning materials, lack interaction with teachers, and struggle with time management. Listening and access emerge as the primary concerns in the research, necessitating further improvement efforts.

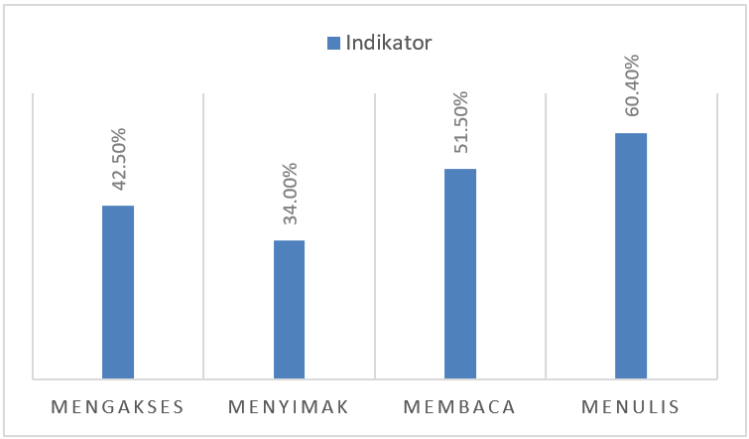

Figure 1. The Digital Literacy Competency Indicator Assessment Results

Based on the results of the percentage indicators for accessing, listening, reading, and writing above, the first aspect, accessing digital literacy skills using audio-visual media, shows a percentage of 42.5%. This indicates that students have relatively limited proficiency in accessing digital literacy-based learning media through audio-visual means, with some still requiring assistance from teachers or peers. The second aspect, paying attention to students' learning topics, achieved a percentage of 34.0%. In this regard, students still demonstrate a lack of attentiveness to provided learning topics. The third aspect, reading, yielded a percentage of 51.5%. While some students exhibit proficiency in reading, there remains a need for teacher or peer assistance to support those who are less fluent. The fourth aspect, writing, obtained a percentage of 60.4%. Although a majority of students demonstrate competency in writing, some still require guidance from teachers or peers, potentially influencing their overall assessment.

In a study conducted by (31), it was found that there were still students lacking high levels of digital literacy. Hence, it can be concluded that optimal digital literacy skills using audio-visual media are achieved with the aid of learning resources. Digital literacy entails the ability to understand, analyze, assess, organize, and evaluate information using digital technology. This proficiency empowers individuals to communicate effectively, collaborate with others, and enhance productivity, particularly when interacting with peers possessing similar skills and abilities (32). Utilizing audio-visual media in learning enhances students' digital literacy skills and encourages

them to employ their imagination in problem-solving. According to Paul Gilster, as cited in (15), digital literacy encompasses the ability to comprehend and utilize information from diverse sources accessible via computer devices. (33–35) assert the crucial role of digital literacy in the curriculum, aiming to equip students with technical knowledge and skills to effectively utilize digital media, solve everyday problems, grasp social dimensions, and develop positive attitudes towards digital media in the modern era. Engaging students through multimedia learning prevents boredom and promotes better comprehension of the material (36,37). Students exhibit high enthusiasm at the onset of lessons when teachers introduce multimedia materials, particularly when students actively engage with the media.

Observing the test scores in the pre-cycle, cycle one, and cycle two of Indonesian learning on the topic "Aku yang Unik" using digital literacy, it is evident that the scores have increased compared to those before the research was conducted. The average class values for each cycle can be seen in the following figure:

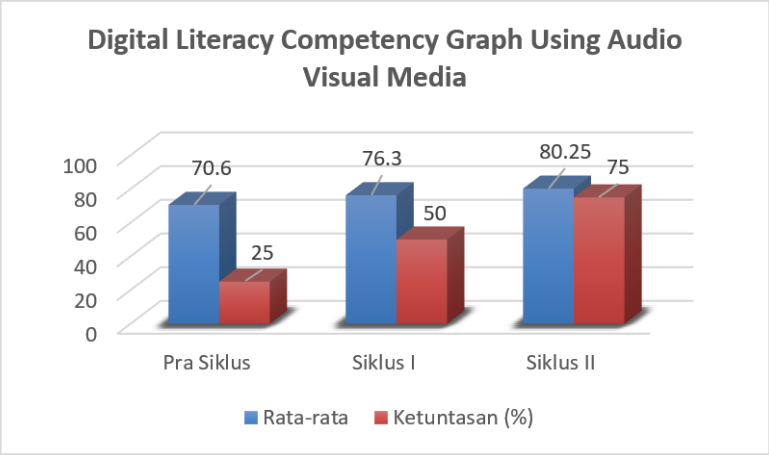

Figure 2. Results of Digital Literacy Competency Assessment Using Audiovisual Media

Based on the figure above, it is evident that during the learning process in the implementation of pre-cycle actions, cycles I & II, learning Indonesian using audio-visual media to enhance digital literacy competence significantly influences student activities globally. Overall, students demonstrated an understanding of the material on "*Aku yang unik*" using audio-visual media to enhance digital literacy skills. Out of 20 students, those who achieved scores above the minimum completion criteria accounted for 75% of the class, with an average score of 80.25%. Although 5 students (25%) did not meet the completion criteria, the learning outcomes for Indonesians on this topic, employing audio-visual media to enhance digital literacy skills, were deemed successful in improving student learning outcomes. This underscores the improvement in student learning outcomes following the implementation of audio-visual-based learning media. This aligns with the perspective of (38), who asserts that "learning outcomes are closely related to learning objectives oriented towards thinking ability".

Through the utilization of audio-visual media to enhance digital literacy competencies, researchers assessed various aspects of students' digital literacy abilities. According to Gilster, as cited in (39), digital literacy refers to the ability to comprehend and utilize information from diverse digital sources displayed via computers. Meanwhile, (40) defines literacy as an individual's proficiency in using digital equipment effectively. Researchers selected a sample of fifth-grade students who utilized audio-visual media to enhance their digital literacy competencies. The post-test results revealed several indicators of students' digital literacy competency, as presented in the table below:

Table 4. Students' Post-Test Scores

No	Name	Assessment				Score
		Accessing	Listening	Reading	Writing	
1.	DA (L)	7	8	9	8	80
2.	AW (L)	7	7	8	8	75
3.	AN (P)	5	8	8	8	72,5
4.	LA (P)	8	9	9	7	82,5
5.	DW (P)	7	8	8	8	77,5
6.	NH (P)	7	8	7	9	77,5
7.	FI (L)	6	8	9	9	80
8.	AL (P)	5	8	8	8	72,5
9.	NA (P)	7	8	8	8	77,5
10.	VR (P)	7	9	8	6	75
11.	MM (L)	6	9	8	8	77,5
12.	EiA (P)	8	9	8	8	82
13.	TA (L)	6	7	5	8	65
14.	AF (L)	7	8	6	8	72,5
15.	KB (L)	7	7	8	6	70
16.	MF (L)	7	6	8	6	67,5
17.	KZ (P)	8	6	8	5	67,5
18.	RP (L)	5	5	9	9	70
19.	DB (L)	8	6	7	6	67,5
20.	VS (L)	8	6	6	6	65

The enhancement of digital literacy competency in Indonesian language learning through audio-visual media varied among students, as five failed to meet the minimum requirements. This could be due to factors such as unfamiliarity with audio-visual media, difficulty understanding questions, and time constraints. A challenge in using audio-visual media for learning is the significant time investment needed for both creation and utilization. Moreover, effectiveness is compromised when media usage lacks direction, leading students to engage without meeting learning objectives. Diversifying media use in Indonesian language learning to enhance digital literacy is vital for maintaining student engagement. This idea is supported by (41), who argue that audio-visual media, incorporating sound and visuals, is more effective and engaging. Similarly, (35,42) defines audio-visual media as a means of conveying ideas to the intended audience. The use of audio-visual media to enhance digital literacy correlates with improved student learning outcomes, as evidenced by both

pre-test and post-test results. This aligns with (43) assertion that learning achievement reflects individuals' maximum effort in learning.

Table 5. Percentage of Students' Post-test Success Scores for Each Indicator

Learning Outcomes	Accessing	Listening	Reading	Writing
Capable	95,4 %	60, 5 %	69,0 %	57,0 %
Unable	28,25 %	23,3 %	11,3 %	29,3 %

According to the table above, the results of the post-test using audio-visual media to enhance the digital literacy competence of fifth-grade students at SDN 02 Baleharjo showed a significant improvement. Initially, the access rate was only 34.0%, but in the post-test assessment, it increased to 95.4%. Similarly, the listening indicator initially reached only 34.0%, but in the post-test, it increased to 60.5%. The reading indicator in the pre-test assessment was 51.5%, which then rose to 69.0% in the post-test assessment. However, the writing indicator initially scored 60.4% but decreased to 57.0%. Throughout the research implementation, students encountered various difficulties. Notably, learning through audio-visual media had a significant impact on students, particularly in stimulating their interest in learning. The use of media effectively piqued students' interest and improved their language skills (44). Additionally, research by (45) and (46) affirmed that visual audio media is suitable for enhancing learning outcomes, as it meets the criteria for an effective learning medium.

The learning media utilized in this research is audio-visual learning media, chosen to enhance digital literacy skills due to its significant role in learning. The presence of audio-visual media effectively captures students' attention and fosters their focus on improving digital literacy skills. Several studies on audio-visual media conducted by researchers (45) have highlighted its effectiveness as listening material in learning. Utilizing audio-visual media not only attracts students' attention but also stimulates teachers' creativity, making the learning process more engaging. This approach leads to improved student learning outcomes, as students better understand and become more enthusiastic about listening when watching and listening to the presented videos. Creative teachers must possess the ability to adapt the teaching and learning process to make it more engaging. In essence, learning is a complex and lifelong process, occurring in every individual from birth to death (47).

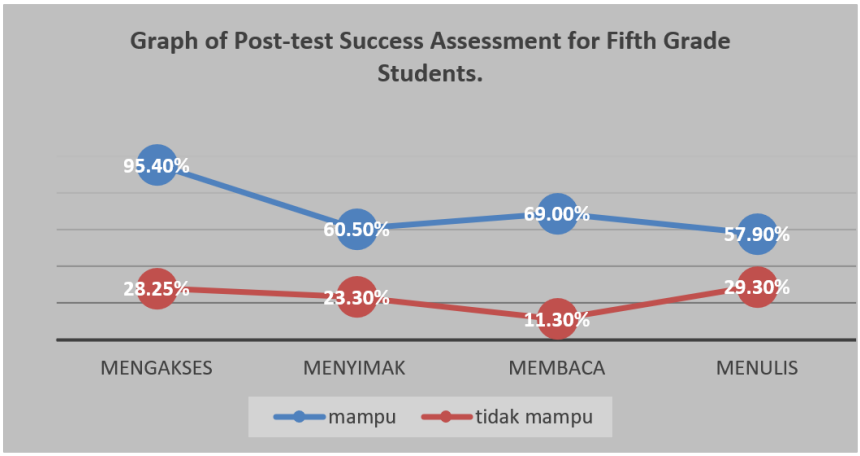

Figure 3. The Results of Digital Literacy Competency Post-test Success Assessment

The findings of this research align with previous studies conducted by researchers. Moreover, the results of other research studies also suggest that the use of audio-visual learning media in Indonesian language subjects influences learning outcomes. This is evidenced by the pre-test and post-test scores for each indicator, indicating the effectiveness and efficiency of the learning process in maintaining students' attention (44,48). According to (49) research results indicate that audio-visual learning media is highly valid, and the test results of student learning using such media are effective, making it suitable for integration into the learning process. Similarly, research conducted by (50) concluded that audio-visual media meets the necessary criteria and is suitable for use as a learning medium, as it contributes to improved student learning outcomes.

4. Conclusion

The classroom action research (CAR) conducted on fifth-grade students aimed at enhancing their learning of Indonesian through the use of audio-visual media to increase digital literacy. The research yielded the following results: 1) During learning sessions utilizing audio-visual media to enhance digital literacy, student engagement is notably heightened. Students exhibit enthusiasm, actively participating in answering and asking questions, collaborating within groups, and showcasing creativity in problem-solving. This interactive approach fosters effective communication between teachers and students, rendering the learning process more dynamic and vibrant. 2) The use of audio-visual media in Indonesian language learning resulted in a significant increase in student learning outcomes across all phases: pre-cycle, cycle I, and cycle II.

Based on the research results and findings from the classroom action research (CAR) results, the following recommendations are proposed: 1) Learning materials should be designed to be as interesting and varied as possible, ensuring that different types of media are utilized to prevent monotony and keep students engaged. 2) Teachers are required to possess skills in creating diverse media and effectively managing time to ensure the achievement of learning objectives. They must carefully consider the selection of media, methods, and approaches that are suitable for school conditions and student needs. 3) For researchers, utilizing media in learning demands extensive

practice due to the significant impact errors in media implementation can have on the learning process. Crafting media requires a high level of creativity to ensure alignment with students' abilities.

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