

Improving Students' IPAS Interest and Learning Outcomes Through Audio-Visual Aided Contextual Teaching

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Article history

Submitted: 2026/05/10; Revised: 2026/06/21; Accepted: 2026/07/26

Abstract

Traditional teacher-centered instruction often results in low student engagement and poor academic performance in elementary science and social studies (IPAS). This study aims to describe the implementation of the Audio-Visual aided Contextual Teaching and Learning (CTL) model and evaluate its effectiveness in improving student interest and learning outcomes at SDN Gedangsewu 1. The research employed a Classroom Action Research (PTK) design consisting of two cycles involving 24 fifth-grade students. Data were gathered through observation checklists for student interest and written tests for learning achievement, analyzed using descriptive statistics. Findings revealed a significant increase in student interest, which rose from a baseline of 42.3% to 62.5% in Cycle I and reached 80.6% in Cycle II. Correspondingly, the class average for learning outcomes improved from 59.8 to 83.8, with classical completeness achieving 100% by the end of the second cycle. The results indicate that the integration of audio-visual media within a contextual framework effectively fosters a meaningful learning environment, successfully enhancing both student motivation and cognitive achievement in IPAS. This model is recommended for teachers seeking to make abstract concepts more concrete and relevant for elementary students.

Keywords

Audio-Visual Media; Contextual Teaching and Learning (CTL); IPAS Learning Outcomes; Student Interest.



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INTRODUCTION

Elementary education plays a central role in developing students' scientific reasoning, social awareness, and ability to understand problems in their immediate environment. In Indonesia's Merdeka Curriculum, Natural and Social Sciences, known as IPAS, integrates scientific and social perspectives so that elementary students can interpret natural phenomena and their consequences for human life (Suardika, 2025; Sudirman, 2024). This integrated orientation requires learning that is active, concrete, and connected to students' everyday experiences. However, classroom instruction often remains dominated by teacher explanation and textbook-based activities (Karima et al., 2025). Such practices limit opportunities for

students to observe, question, discuss, and construct meaning from the concepts being studied (Asfar & Nur, 2018).

The problem was evident in Grade V at SDN Gedangsewu 1, Pare, Kediri. Initial classroom observations showed that IPAS instruction relied mainly on lectures without supporting learning media. Student participation was limited. Only three of 24 students asked questions, while five students responded briefly to the teacher's questions. The initial observation of learning interest also produced a class average of 42.3%, which was classified as low. The academic baseline showed a similar pattern. The mean IPAS score was 59.8, and only four students, or 16.7%, achieved the minimum mastery criterion of 75. These data indicated that the problem involved both the learning process and its outcomes. Students were not sufficiently engaged, and most had difficulty understanding abstract concepts related to natural disasters.

Learning interest is important because it directs attention, participation, enthusiasm, and sustained involvement during instruction. Students who find learning relevant and enjoyable are more likely to invest effort in understanding the material (Adawiyah et al., 2025; Musriliyana & Kusmana, 2026). Learning outcomes are also shaped by the instructional methods, media, and classroom environment provided by the teacher (Abidin, 2017; Afifatusholihah, 2022). Therefore, improving achievement requires more than adding exercises or repeating explanations. It requires an instructional design that simultaneously strengthens students' interest and supports conceptual understanding.

Contextual Teaching and Learning offers a relevant solution. This model connects academic content with real situations that students recognize in their personal, social, and environmental lives (Aden et al., 2025). Through inquiry, questioning, learning communities, modeling, constructivist activities, and reflection, students actively build knowledge rather than merely receive information. This approach is particularly suitable for IPAS because many topics, including earthquakes, tsunamis, environmental change, and disaster mitigation, can be linked directly to events reported in the media and experienced in Indonesian society (Rustinah, 2020a). Contextual activities can therefore help students understand why the material matters and how it can be applied.

Audio-visual media can strengthen this contextual process by presenting dynamic phenomena that cannot be observed directly in the classroom (Budyanti et al., 2026; Rahmah et al., 2025). Multimedia learning theory explains that students process information through visual and verbal channels. Well-designed combinations of images, motion, narration, and discussion can support the construction of coherent mental representations. For elementary students who are still strongly supported by concrete representation, video can make abstract geological processes more observable and understandable. Audio-visual media can also attract attention and stimulate emotional engagement (Halim, 2025), but its effectiveness depends on how teachers integrate it into active learning rather than using it as passive viewing material (Funna, 2025; Syafei, 2025).

Previous studies have reported positive effects of contextual learning and audio-visual media on student engagement and achievement. Contextual learning has been associated with

improved conceptual understanding because students relate new information to authentic experience (Muhartini et al., 2023a; Nababan & Sipayung, 2023). Audio-visual instruction has also been found to increase attention, interest, and learning outcomes in elementary education (Iasha et al., 2025). Nevertheless, many studies examined either learning interest or academic achievement as a separate outcome. Limited evidence has described how contextual learning and audio-visual media can be combined through reflective classroom action to improve both outcomes simultaneously in an IPAS classroom with restricted technological facilities.

This study addressed that gap by implementing contextual learning supported by audio-visual media in two classroom action research cycles. Its novelty lies in the integration of contextual learning stages with structured video use, including pause-and-discuss activities, role-based group work, simulation, and reflective improvement between cycles. The focus was not only on whether scores increased, but also on how changes in attention, participation, enthusiasm, and involvement contributed to improved mastery of IPAS concepts. Accordingly, this study aimed to describe the implementation of contextual learning supported by audio-visual media and to determine its contribution to improving Grade V students' interest and learning outcomes in IPAS at SDN Gedangsewu 1.

METHODS

This study employed Classroom Action Research (CAR) using a qualitative descriptive approach supported by quantitative data (Adnan & Latief, 2020). The research was conducted at SDN Gedangsewu 1, Pare District, Kediri Regency, East Java, during the 2025/2026 academic year. The participants were 24 fifth-grade students who experienced low learning interest and low achievement in Integrated Science and Social Studies (IPAS). Classroom Action Research was selected because it focuses on solving authentic classroom problems through continuous improvements in teaching practices.

The research followed the Classroom Action Research model consisting of two cycles. Each cycle included four stages: planning, action, observation, and reflection. During the planning stage, teaching modules based on Contextual Teaching and Learning (CTL), audiovisual learning media, students' worksheets, observation sheets, and achievement tests were prepared. The implementation stage applied the CTL model supported by audiovisual media in IPAS learning activities. Observation was conducted collaboratively to document students' learning interest and classroom participation, while reflection was carried out after each cycle to evaluate the implementation and determine improvements for the following cycle.

Data were collected through classroom observation, learning achievement tests, and documentation. Observation was used to examine students' learning interest based on four indicators, namely attention, participation, enthusiasm, and engagement during the learning process. Learning outcomes were measured using achievement tests administered before the intervention, after Cycle I, and after Cycle II. Documentation, including photographs, students' worksheets, lesson modules, and field notes, was used to support data triangulation.

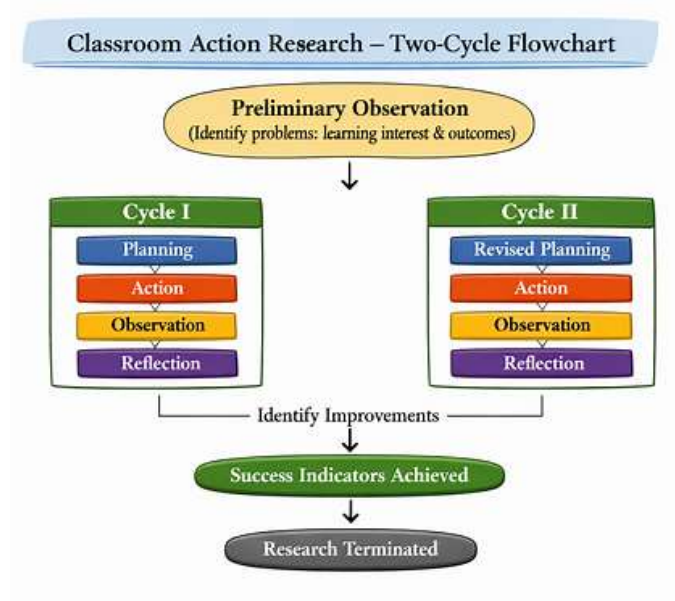


Figure 1. Classroom Action Research Two-Cycle Flowchart

The quantitative data were analyzed using descriptive statistics by calculating the mean scores and the percentage of students achieving the minimum mastery criterion (MMC) of 75. Qualitative data obtained from classroom observations were analyzed descriptively through data reduction, data presentation, and conclusion drawing. The action was considered successful when the class mean score reached at least 75 with a minimum of 75% of students achieving mastery, and when students' learning interest increased from Cycle I to Cycle II.

FINDINGS AND DISCUSSION

Findings

The classroom action research was conducted in two cycles to examine the effectiveness of Contextual Teaching and Learning (CTL) supported by audio-visual media in improving Grade V students' learning interest and learning outcomes in Integrated Science and Social Studies (IPAS). The findings demonstrated consistent improvements from the baseline condition to Cycle I and Cycle II. The improvements were reflected not only in students' classroom participation but also in their academic achievement.

Initial classroom observations indicated that learning activities were still dominated by teacher explanations without adequate learning media. Students tended to be passive, showed limited participation during discussions, and experienced difficulty understanding disaster-related concepts. As a result, the average learning interest was only 42.3%, while the mean learning outcome was 59.8, and only 16.7% of students achieved the minimum mastery criterion (MMC) of 75. These findings confirmed the need for instructional improvement through contextual learning supported by audio-visual media.

During Cycle I, students began participating more actively because learning activities integrated contextual problems with educational videos, group discussions, and classroom presentations. Students demonstrated greater attention toward the lesson, although classroom

participation was still uneven. Consequently, learning interest increased to 62.5%, while the class mean improved to 73.8 with 45.8% of students achieving mastery. Although the intervention produced positive changes, the predetermined success indicators had not yet been achieved, requiring further refinement in Cycle II.

Improvements introduced in Cycle II included clearer group responsibilities, extended discussion opportunities, guided reflection, and more structured utilization of audio-visual media. These modifications substantially increased students' engagement throughout the learning process. Students became more willing to ask questions, participate in collaborative activities, and explain their understanding of natural disaster concepts. Consequently, learning interest increased to 80.6%, which fulfilled the predetermined success criterion. Simultaneously, the class mean reached 83.8, and all 24 students (100%) successfully achieved the minimum mastery criterion. The research was therefore terminated after Cycle II because all indicators of success had been fulfilled.

Table 1. Comparison of Students' Learning Interest

Indicator	Pre-cycle	Cycle I	Cycle II
Attention	36.7%	64.8%	82.4%
Participation	33.3%	58.3%	77.8%
Enthusiasm	40.0%	65.7%	83.3%
Engagement	46.7%	61.1%	79.6%
Average	42.3%	62.5%	80.6%
Category	Low	Moderate	Successful

Source: Adapted from the research findings (Chapter IV)

Table 1 demonstrates that all indicators of learning interest improved consistently throughout the research cycles. The largest increase occurred in students' attention and enthusiasm, indicating that contextual learning activities supported by audio-visual media successfully attracted students' interest and encouraged active classroom participation. The number of students categorized as having high or very high learning interest also increased from none during the baseline condition to 20 students (83.3%) in Cycle II.

Table 2. Comparison of Students' Learning Interest

Indicator	Pre-cycle	Cycle I	Cycle II
Mean score	59.8	73.8	83.8
Highest score	85	90	95
Lowest score	40	65	76
Students achieving mastery	4	11	24
Mastery percentage	16.7%	45.8%	100%
Category	Low	Moderate	Successful

Source: Adapted from the research findings (Chapter IV)

The improvement in learning outcomes followed a pattern similar to learning interest. The class mean increased by 24 points, from 59.8 before the intervention to 83.8 after Cycle II. Likewise, the percentage of students achieving mastery increased from 16.7% to 100%, indicating that contextual learning supported by audio-visual media contributed positively to

students' conceptual understanding of IPAS.

Discussion

The findings indicate that implementing Contextual Teaching and Learning (CTL) supported by audio-visual media effectively transformed classroom learning from teacher-centered instruction into active student-centered learning. Students were encouraged to construct knowledge through authentic learning experiences rather than merely memorizing concepts. This transformation was reflected in substantial improvements in students' learning interest and learning outcomes across the two research cycles. These findings are consistent with the principles of contextual learning, which emphasize connecting academic content with students' real-life experiences to promote meaningful learning and active participation (Aden et al., 2025; Nababan & Sipayung, 2023). The implementation of CTL also aligns with the characteristics of enjoyable and student-centered learning promoted in the Merdeka Curriculum (Musriliyana & Kusmana, 2026; Suardika, 2025).

The increase in learning interest was evident across all observed indicators, including attention, participation, enthusiasm, and engagement. Students gradually became more confident in asking questions, expressing opinions, and collaborating with peers during contextual learning activities. The integration of audio-visual media played an important role in maintaining students' attention by presenting abstract disaster concepts through concrete visual representations. Previous studies similarly reported that audio-visual media can stimulate students' curiosity, increase classroom participation, and create a more engaging learning environment, particularly in elementary social studies learning (Halim, 2025; Iasha et al., 2025; Rahmah et al., 2025). Therefore, combining CTL with audio-visual media provided students with meaningful learning experiences while fostering greater motivation to participate actively in classroom activities.

The improvement in learning outcomes also demonstrates the effectiveness of combining contextual learning with audio-visual media. The progressive increase in the class mean and mastery percentage suggests that students developed a deeper understanding of disaster-related concepts after participating in contextual discussions, collaborative problem-solving, and guided reflection. Unlike conventional instruction, which primarily emphasizes teacher explanation and textbook-based learning, the CTL approach enabled students to construct knowledge actively by relating learning materials to familiar situations encountered in their daily lives. Similar findings have been reported by Rustinah (2020b), who found that the CTL model significantly improved elementary students' social studies achievement, and by Muhartini et al. (2023b), who concluded that contextual learning facilitates conceptual understanding through meaningful learning experiences. Moreover, the use of audio-visual media has consistently been shown to improve students' academic achievement by enhancing conceptual comprehension and reducing learning difficulties (Budyanti et al., 2026; Funna, 2025).

The findings of this study also reinforce previous research indicating that student-

centered instructional models supported by appropriate learning media produce better learning outcomes than conventional teaching approaches (Abidin, 2017; Afifatusholihah, 2022). Prior studies have shown that learning relying solely on textbooks often limits students' conceptual understanding and classroom engagement (Karima et al., 2025). In contrast, the present study demonstrates that integrating CTL with audio-visual media within a Classroom Action Research framework can simultaneously improve students' learning interest and learning outcomes. The achievement of 100% mastery learning at the end of Cycle II further indicates that systematic reflection, continuous instructional improvement, and meaningful learning experiences are essential components of successful classroom innovation in elementary IPAS learning.

CONCLUSION

The implementation of Contextual Teaching and Learning supported by audio-visual media successfully improved Grade V students' learning interest and learning outcomes in IPAS. Students became more attentive, enthusiastic, engaged, and active in asking questions, expressing ideas, participating in group discussions, and relating learning materials to real-life situations. Their average learning interest increased from 42.3% in the pre-cycle to 62.5% in Cycle I and 80.6% in Cycle II. Learning outcomes also improved, as indicated by the increase in the class mean from 59.8 in the pre-cycle to 73.8 in Cycle I and 83.8 in Cycle II. The percentage of students achieving the minimum mastery criterion increased from 16.7% to 45.8% and finally reached 100% at the end of Cycle II. These findings show that the integration of contextual learning and audio-visual media can create meaningful, engaging, and student-centered learning while strengthening students' conceptual understanding. Therefore, this instructional approach can be considered an effective alternative for improving the quality of IPAS learning at the elementary school level.

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