

The Effectiveness of Video-Based Audiovisual Media in Enhancing Elementary School Students' Motivation to Elementary School Students to PPKN

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Article Info	Abstract
Article history: Received: December 27, 2025 Accepted: April 1, 2026 Published: April 17, 2026 Keywords: Audio-visual media Fourth-grade student Learning motivation Motion video PPKN This article is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. © 2026 Vidya Karya	This study aims to analyze the effectiveness of applying motion video-based audiovisual media in increasing the learning motivation of fourth-grade students in PPKN at Cibadak Public Elementary School, Sukaresmi District, Cianjur Regency. The study used a quantitative approach with a quasi-experimental pretest-posttest control group design. The research sample consisted of 60 fourth-grade students divided into two groups: the experimental group (30 students) and the control group (30 students), who received conventional learning using the lecture method. Data were collected using a learning motivation questionnaire based on a Likert scale. Instrument testing showed that all questionnaire items were valid with correlation coefficients ranging from $r = 0.41$–0.78. The reliability test using Cronbach's Alpha showed a value of $\alpha = 0.89$, indicating that the instrument was highly reliable. Prior to hypothesis testing, the data were analyzed using the Shapiro-Wilk normality test and Levene's homogeneity test. The data were normally distributed and homogeneous ($p > 0.05$). Hypothesis testing was conducted using one-way ANOVA with a significance level of $\alpha = 0.05$. The results showed a significant difference in learning motivation between the experimental and control groups ($p < 0.05$). Cohen's $d = 4.32$ (experimental) and $d = 4.13$ (control) indicated a significant effect of motion video media on learning motivation. The study concludes that motion-video-based audiovisual media effectively increase the motivation to learn among fourth-grade PPKN students. The practical implication of this study is the need to integrate video media into the PPKN lesson plan and provide ICT facilities in elementary schools.
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INTRODUCTION

Basic education in Indonesia faces challenges in improving the quality of learning, particularly in the subjects of Pancasila and PPKN, which play a strategic role in shaping citizens' character in line with Pancasila and the 1945 Constitution (Permendikbud No. 24 of 2006 (Garini et al., 2020)). However, initial observations at Cibadak Public Elementary School on September 2, 2023, showed that PPKN teaching practices in fourth grade still centered on lectures and writing assignments, which resulted in low student motivation, as indicated by (1) students' lack of questions; (2) low levels of mental presence during lessons; and (3) average learning outcomes of only 68.45 (sufficient category).

The development of information technology has opened up opportunities for innovation in learning media, particularly audio-visual media based on motion video, which can present the context of citizenship in a concrete and engaging way. Video media integrates audio, visual, and motion elements that stimulate multiple sensory learning pathways, thereby increasing information retention by up to 65% higher than conventional methods (Malina et al., 2021). Previous studies, such as Fitriyani (Hamid, 2023), reported a 28.6% increase in learning motivation through video media in elementary schools, while Aziza (Falaq et al., 2022) found an effectiveness of 0.78 (high category) in PPKn learning.

PPKN (PPKn) learning has a strategic role in shaping students' character, especially social values such as responsibility, tolerance, and cooperation (Kurniawan, 2016). However, at the elementary school level, a significant challenge arises when teachers continue to use one-way lecture methods, leaving students bored, less active, and unable to internalize abstract concepts through authentic experiences. In addition, based on Piaget's theory of cognitive development, 9-10-year-old children are at the concrete operational stage and therefore need learning media that present information visually to connect concepts with real experiences (Rosnaeni, 2021). In this context, audio-visual media, especially motion videos, are considered capable of bridging the limitations of conventional learning. Civics and Pancasila Education (PPKn) are strategic subjects in shaping students' character and national identity from elementary school onwards. Through PPKn, students are expected to understand, appreciate, and apply Pancasila values in their daily lives, such as cooperation, responsibility, and tolerance. However, the reality of PPKn learning in elementary schools shows that the learning process remains verbalistic and teacher-centered, leading students to be less actively involved and to show low motivation to learn. This condition is an urgent problem because low learning motivation at the elementary school age can hinder the internalization of civic values that should be instilled from an early age (Ninja & Ulfah, 2016).

Motion video media can directly depict everyday situations, such as cooperative activities at school or in the community, so that students not only hear the concept but also see it in action through engaging visual displays. This is important because Mayer's multimedia learning theory (Sahronih et al., 2019) states that students will learn better when information is presented visually and auditorily simultaneously. Although many studies show the positive influence of audio-visual media on learning outcomes, few examine the effect of motion video on student learning motivation in the context of PPKN in fourth-grade elementary schools using a controlled experimental design (Nugroho et al., 2019). Therefore, this study was designed to address the need for a learning model that is more engaging, meaningful, and relevant to students' lives and to provide strong empirical evidence on the effectiveness of motion video media in increasing students' learning motivation in PPKN.

The urgency of this research is even greater when linked to the cognitive development characteristics of elementary school students in the concrete operational stage. At this stage, students find it easier to understand concepts through direct experience and real visualization than through abstract explanations. The mismatch between student characteristics and the learning strategies used can render CSE learning meaningless and less effective at shaping student attitudes and behavior (Pambudi et al., 2023; Sholeha et al., 2022). In addition, motivation plays a central role in directing students' learning behavior, where intrinsic motivation increases when learning is supported by relevant and engaging media (Hasiru et al., 2021). Therefore, learning innovations are needed to bridge this gap by presenting CSE material in a more concrete, engaging, and contextually relevant manner, thereby optimally increasing student motivation.

One relevant innovation to address this problem is the use of motion-video-based audiovisual media. Motion video media has the advantage of presenting information through a combination of visual and auditory elements that can attract students' attention

and increase their engagement (Hasiru et al., 2021). In the context of PPKN learning, motion videos allow students to directly see examples of the application of Pancasila values in real life, enabling normative material to be understood more concretely and practically. Although the use of audiovisual media has been widely researched in learning, its application in PPKN subjects in elementary schools, especially those focused on increasing learning motivation, is still relatively limited and has not been studied in depth.

The novelty of this study lies in its specific focus on the effect of motion-video-based audiovisual media on student motivation to learn PPKN in fourth-grade elementary school, using a controlled quasi-experimental design. Unlike previous studies, which generally emphasize improving cognitive learning outcomes, this study emphasizes learning motivation as the primary factor underpinning long-term learning success. In addition, this study integrates comprehensive quantitative analysis, including pretest-posttest comparisons, effect size calculations, and ANCOVA analyses to control for students' initial abilities, thereby providing stronger, scientifically accountable empirical evidence.

Thus, this study is not only practically relevant but also contributes theoretically and methodologically to the development of multimedia-based PPKN learning. Theoretically, this study enriches the study of the role of learning media in improving students' affective aspects, particularly learning motivation. The results of this study are expected to serve as a basis for teachers and schools in designing more innovative and meaningful PPKN learning. This research is also expected to address the current needs of the education sector for learning aligned with technological developments and the characteristics of 21st-century students.

Based on the above description, this research examined the effect of using motion-video-based audiovisual media on the learning motivation of fourth-grade students in PPKN. This study is expected to contribute theoretically to the development of multimedia-based PPKN learning and to provide practical recommendations for teachers and schools to improve the quality of learning. With this study, PPKN learning in elementary schools is expected to be more engaging, contextual, and meaningful, fostering student motivation and positive character development.

METHODS

This study used a quantitative approach with a quasi-experimental pretest–posttest control group design. This design was chosen because it allowed researchers to compare results before and after treatment across two groups: the experimental and control classes. The experimental group received instruction using audiovisual media, such as motion videos, while the control group received instruction through lecture methods without videos. The population of this study comprised all fourth-grade students at the school where the research was conducted, and the sample was selected purposively to achieve a relatively balanced number of students and a homogeneous distribution of academic abilities, based on class teacher data. The total sample consisted of 60 students, 30 in the experimental class and 30 in the control class. The research procedure can be seen in Figure 1.

The research tools used were an essay test consisting of 10 items designed to measure understanding and a Likert scale questionnaire to measure student learning motivation through indicators such as interest, curiosity, involvement, and enthusiasm in learning. The instrument was tested for validity through item correlations and reliability using Cronbach's alpha to assess internal consistency. The research began with a pretest administered to both groups to assess students' initial abilities and motivation. Next, the treatment was administered during several meetings using motion videos that demonstrated cooperation, examples of social behavior, and real-life situations related to PPKN material. The experimental class teacher was given guidelines for using videos and learning scenarios to ensure the treatment process ran uniformly. After treatment, both groups were given a posttest to assess changes in student motivation and comprehension. The data were

analyzed using normality and homogeneity tests as required, and a paired-samples t-test was used to determine significant differences between the pretest and posttest scores within each group (Sugiyono, 2016). Additional analyses, such as mean differences, were also used to assess the extent of the improvement.

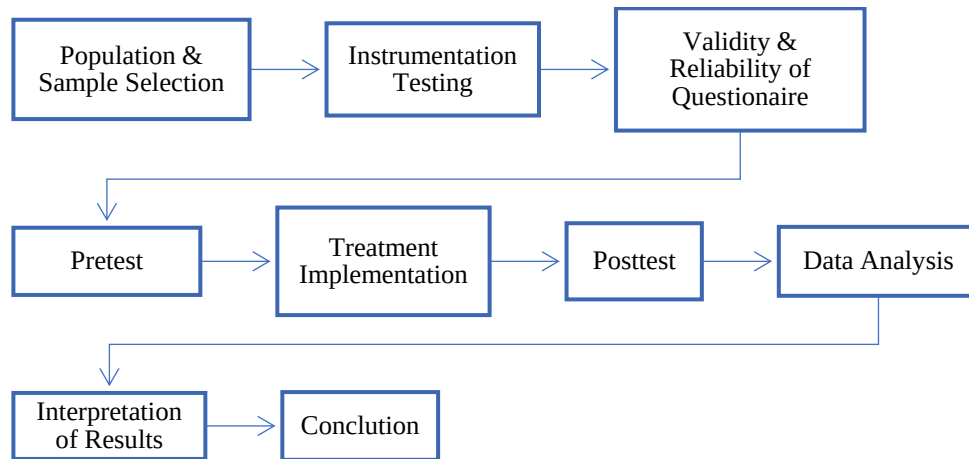


Figure 1 Research procedure

RESULTS AND DISCUSSION

The study's results show a significant increase in student motivation to learn in both the experimental and control classes. However, the increase in the experimental class was much higher than in the control class. The average posttest score of the experimental class increased dramatically from the pretest score, indicating that the use of motion videos made students more interested, better understood the material, and were more active during the learning process. Meanwhile, the control class also showed an increase in posttest scores, though the increase was more minor, suggesting that the lecture method had less impact than animated videos.

The validity test was conducted using the Pearson product-moment correlation to determine the relationship between each item and the total score. The results showed that all questionnaire items were valid, with correlation coefficients ranging from $r = 0.41$ to $r = 0.78$, which were higher than the critical value in the r table = 0.361 ($n = 30$, $\alpha = 0.05$). These results indicate that each item of the learning motivation questionnaire was appropriate for measuring the intended construct. The reliability of the instrument was tested using Cronbach's alpha. The analysis showed a coefficient value of $\alpha = 0.89$, indicating that the instrument had high reliability and consistent measurement. Therefore, the questionnaire was considered suitable for data collection in this study.

Prior to hypothesis testing, the data were analyzed to determine whether they met the assumptions of parametric statistics. The Shapiro–Wilk normality test showed that the pretest and posttest data in both the experimental and control groups were normally distributed, as indicated by significance values greater than 0.05 ($p > 0.05$). Furthermore, the homogeneity test using Levene's test showed that the variance between the experimental and control groups was homogeneous, with a significance value greater than 0.05. These results indicate that the data met the assumptions required for further parametric statistical analysis.

These findings are confirmed by the teacher's observations, which indicate that students in the experimental group were more enthusiastic, asked more questions, and showed greater curiosity during the video. They also grasped the concept of cooperation more quickly because the video featured real examples relevant to everyday life. In contrast, students in the control group still showed signs of boredom and were less active, even

though the material was delivered in its entirety. The Shapiro–Wilk normality test indicated that all data were normally distributed, with a $p\text{-value} > 0.05$. Furthermore, the homogeneity of variance test suggested that the data variances across groups were homogeneous. With these prerequisites fulfilled, parametric statistical analysis could be performed. The results of the study can be seen in Table 1.

Table 1 Pretest–posttest results

Class	Pretest		Posttest	
	Mean	SD	Mean	SD
Experimental	55.10	6.12	79.15	6.02
Control	56.30	6.35	71.30	5.48

Based on the results in Table 1, in the experimental class that used motion-video-based audiovisual media for learning, students' learning motivation scores increased significantly. These results indicate a very significant difference in learning motivation scores before and after learning with motion video media. Meanwhile, in the control class that used the lecture method without video support, students' learning motivation scores also increased, but not as much as in the experimental class. These findings indicate that the lecture method still increases student learning motivation, but the magnitude of the increase is lower than that with audiovisual media. However, the experimental group showed a substantially greater improvement compared to the control group. The mean score increased by 22.85 in the experimental class, whereas the control class increased by 16.20. This visual representation strengthens the statistical findings that motion-video-based audiovisual media had a more significant impact on students' learning motivation.

To determine the magnitude of the treatment effect in practical terms, the effect size was calculated using Cohen's d formula for paired designs ($d = t / \sqrt{n}$). In the experimental class, a value of $d = 4.32$ was obtained, which falls into the huge effect size category. In the control class, the effect size value was $d = 4.13$, which also falls into the vast category. However, when viewed in terms of average score increases, the experimental class showed greater growth, substantiating the claim that video media had a more substantial impact on student learning motivation than the lecture method. This large effect size indicates that the treatment had a practically meaningful effect, not just a statistically significant one.

To strengthen the conclusion and control for differences in students' initial abilities, an ANCOVA analysis was conducted with posttest scores as the dependent variable and pretest scores as the covariate. The ANCOVA results showed that, after controlling for pretest scores, there was a significant difference between the experimental and control classes in students' posttest learning motivation scores ($p < 0.05$). These findings indicate that the increase in learning motivation in the experimental class was significantly influenced by the use of motion-video-based audiovisual media, not solely by differences in students' initial abilities. Thus, motion video media can be considered a factor that significantly increases student learning motivation.

Overall, the results of this quantitative analysis show that the use of motion-video-based audiovisual media not only significantly increases students' learning motivation scores but also has a significant practical impact. These results reinforce the finding that innovative learning media can improve the quality of PPKN learning processes in elementary schools more effectively than conventional learning.

The results of this study indicate that the use of audiovisual media, specifically animated videos, significantly increases fourth-grade students' learning motivation in PPKN. This increase in learning motivation aligns with the cognitive theory of multimedia, which posits that the combination of visual and auditory elements enhances students' understanding and memory (Al-Mahiroh & Suyadi, 2020). Animated videos can attract students' attention from the beginning of the lesson due to their dynamic, contextual nature (Bakri et al., 2021). Students can see how the value of cooperation is applied in real life, rather than just listening to abstract explanations from the teacher, making the lesson more lively and

meaningful. These findings show that students who learn with motion videos experience higher motivation than those who learn through lecture methods. Pedagogically, this indicates that visual and dynamic learning media can more effectively stimulate students' attention, interest, and involvement than verbal learning alone (Nurhasana, 2021).

In the context of PPKN learning, the use of motion videos is very relevant because the values taught are social and moral in nature, requiring real examples to be understood in depth (Pujiastuti et al., 2025). Videos provide a learning experience closer to students' lives, making it easier for them to connect the subject matter to the situations they encounter daily (Sholeha et al., 2020). In addition, motion videos can foster students' intrinsic motivation by making learning more enjoyable and less monotonous (Ammy, Putri Maisyarah; Wahyuni, 2020). When students see something that catches their attention, they are encouraged to understand more deeply, ask questions, and discuss, all of which are characteristics of good learning motivation.

The findings of this study are also in line with Nisa's research (Faizah & Sari, 2022), which states that audiovisual media can increase motivation and learning outcomes. However, this study makes a new contribution by adopting a more controlled experimental design and focusing on PPKN, a subject that has seen little innovation in learning media. In addition, this study provides evidence that motion videos can be an alternative solution for teachers facing the challenge of low student motivation. However, this study has limitations, including a sample limited to one school and the absence of long-term follow-up observations on student learning retention. From the perspective of multimedia learning theory, the use of motion video allows information to be presented through both visual and auditory channels simultaneously (Siamy et al., 2018). According to multimedia learning theory, learning tends to be more effective when information is delivered through multiple sensory modalities because it can support students' cognitive processing and increase attention during the learning process (Rohendi & Sutarno, 2018). In this study, the motion video media presented concrete examples of cooperation and social interaction in PPKN learning, which may have helped students better understand the learning context and maintain their interest in the lesson.

The increase in learning motivation in the experimental group can be explained by Mayer's Cognitive Theory of Multimedia Learning (Al-Mahiroh & Suyadi, 2020), which states that learning is more effective when information is presented through two main channels: visual and auditory. Motion videos allow students to process information through both channels simultaneously, thereby reducing cognitive load and improving understanding (Sholeha et al., 2022). In the context of PPKN learning, animated videos not only present text or narration but also depict concrete situations such as cooperation, collaboration, and social interactions relevant to students' daily lives (Ananda, 2018). This makes material that was previously abstract more tangible and easier to understand.

From the perspective of learning motivation theory, the use of motion videos can increase students' intrinsic motivation (Sya'bania et al., 2020). Videos that are visually appealing and relevant to children's world can foster a sense of joy, interest, and desire to actively engage in learning (Simaremare et al., 2022). When students find learning enjoyable and relevant, they tend to exhibit positive learning behaviors, such as paying attention to the teacher's explanations, asking questions, and participating in discussions. This condition aligns with Sardiman's (Cahyani et al., 2020) view that learning motivation increases when students feel a sense of need, interest, and satisfaction in the learning process.

In addition, the findings of this study can be explained by Piaget's cognitive development theory, which posits that elementary school students are in the concrete operational stage (Suryandari, 2023). At this stage, students find it easier to understand concepts through direct experience and concrete visualization than through abstract explanations. Motion videos serve as a bridge between abstract PPKN concepts and

students' daily realities. By directly seeing examples of cooperation or collaboration in videos, students can build a deeper, more meaningful understanding, which ultimately increases learning motivation.

The results of this study align with Nurhasanah's ([Azzahra et al., 2023](#)) research, which concluded that audiovisual media have a positive effect on student motivation and learning outcomes. However, the contribution of this study lies in PPKN, which has tended to be taught conventionally and has not made sufficient use of innovative learning media ([Mahtuum et al., 2020](#)). This study shows that PPKN can be taught not only through lectures and memorization but also through engaging, contextual media, thereby instilling national values more effectively. Thus, this study reinforces the argument that innovation in learning media should be implemented evenly across all subjects, including PPKN.

Although the study's results show a significant effect, increased learning motivation is also influenced by several other factors that need to be considered. Factors such as teacher readiness in managing video-based learning, the quality of the videos used, and the condition of school facilities and infrastructure also determine the success of the application of audiovisual media ([Jati, 2021](#)). Videos that are too long, irrelevant, or lack discussion activities can reduce learning effectiveness. Therefore, the role of teachers remains a key factor in directing, facilitating, and linking the video content to learning objectives.

Video-based audiovisual media is an effective learning strategy for increasing student motivation in PPKN subjects in elementary schools ([Nisa, 2016](#)). The use of this media not only affects cognitive aspects but also students' affective aspects, particularly by fostering interest and engagement in the learning ([Aspikawati et al., 2021](#)). With proper management and adequate support facilities, motion video media can be an innovative alternative solution in improving the quality of PPKN learning and strengthening character education from an early age.

These findings can also be interpreted in relation to the cognitive development theory proposed by Jean Piaget ([Lampropoulos & Kinshuk, 2024](#)). Elementary school students aged around 9–10 years are generally in the concrete operational stage, where they tend to understand concepts more easily through concrete representations rather than abstract explanations. The visual and contextual nature of motion videos may therefore provide learning experiences that are more consistent with students' cognitive characteristics. By observing real-life situations presented in the videos, students may find it easier to relate the learning material to their daily experiences. However, it is important to acknowledge that the increase in learning motivation observed in this study may also be influenced by other factors, such as teacher facilitation, classroom interaction, and the novelty of the learning media. Therefore, the results of this study should be interpreted as evidence that motion-video-based media can support learning motivation rather than as definitive proof of a causal effect. Future studies involving larger samples, multiple schools, or mixed-method approaches are recommended to further explore the relationship between multimedia learning media and students' motivation in PPKN learning.

In addition, the ANCOVA results, which controlled for pretest scores as a covariate, showed that the difference in posttest scores between the experimental and control classes remained significant. This indicates that the use of motion significantly influenced the increase in student learning motivation in the experimental class through video-based audiovisual media rather than solely through differences in students' initial abilities ([Faizah & Sari, 2022](#)). Thus, motion video media can be considered a learning factor that significantly improves the quality of the PPKN learning process in elementary schools. This study provides empirical evidence that the use of motion-video-based audiovisual media can create more engaging, contextual, and meaningful PPKN learning for elementary school students. The implications of this study indicate that teachers should integrate motion video media into the PPKN learning process, especially for abstract material that requires an understanding of social values. Further research is recommended

to include a broader sample, employ a mixed-methods approach, and examine the long-term impact of motion video media on students' motivation and civic attitudes.

CONCLUSION

This study investigated the effectiveness of motion video-based audio-visual media in increasing the learning motivation of fourth-grade elementary school students in PPKN learning. The results of the quantitative analysis indicate that students who learned using motion video media demonstrated higher learning motivation scores compared to those who experienced conventional lecture-based instruction. The statistical testing also showed that the data met the assumptions of normality and homogeneity, and the hypothesis testing confirmed a significant difference between the experimental and control groups. These findings suggest that motion video-based audio-visual media can support more engaging learning environments and may contribute to increasing students' motivation in PPKN learning. The findings have practical implications for elementary school learning, particularly in subjects that involve abstract civic values. The integration of motion video media can help teachers present learning materials in a more concrete, contextual, and visually engaging manner that aligns with the cognitive characteristics of elementary school students. Therefore, the use of multimedia-based learning media may be considered an alternative strategy to enhance student engagement and motivation in classroom learning. However, several limitations should be acknowledged. The study involved a relatively limited sample from a single school, which may limit the generalizability of the findings to broader educational contexts. In addition, the measurement of learning motivation relied primarily on questionnaire data. Future research is recommended to involve larger and more diverse samples and to explore additional approaches that could provide deeper insights into students' learning motivation when multimedia learning media are implemented.

CONFLICTS OF INTEREST

During the course of this research, there were no conflicts of interest.

AUTHOR CONTRIBUTIONS STATEMENT

All lead authors conducted this research study and were responsible for formulating the research design, developing the theoretical framework, drafting the research questions, and collecting and analyzing the data. The first author also conceived the research idea. The second and third authors contributed to refining the methodology, provided critical feedback on data interpretation, and were involved in reviewing and editing the manuscript. They provided academic guidance and supervision throughout the research process and ensured the validity and coherence of the final version.

AI DISCLOSURE STATEMENT

The authors declare that artificial intelligence (AI) tools were used solely to assist with language refinement, grammar checking, and clarity improvement of the manuscript. All research ideas, data analyses, interpretations, and conclusions are entirely the authors' own work. AI was not used to generate data, fabricate results, or substitute any part of the scientific analysis.

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