



## The Influence of Audiovisual Media on Understanding Concepts and Social Skills in Social Studies Learning in Elementary School Students

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**Abstract:** This study aims to determine the influence of audiovisual media on concept understanding and social skills in Social Studies (IPS) learning for sixth-grade students at SD Negeri 9 Tanggunggemuk. Audiovisual media was chosen for its ability to present information in an engaging and interactive manner, thereby enhancing students' concept understanding and social skills. The research method used is an experiment with a pretest-posttest control group design. The research sample consists of two classes: the experimental class using audiovisual media and the control class using conventional methods. Data were collected through tests on concept understanding and social skills. Data analysis employed the Mann-Whitney test to observe differences between the experimental and control groups. The results show that the use of audiovisual media significantly improves students' concept understanding and social skills compared to conventional methods. The Mann-Whitney test results indicate a significant difference between the experimental and control groups in terms of concept understanding and social skills. Therefore, audiovisual media can be considered an alternative in Social Studies learning to enhance the quality of education in elementary schools.

**Keywords:** Audiovisual Media; Concept Understanding; Social Skills; Social Studies Learning; Elementary School.

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### 1. INTRODUCTION

Education at the primary level plays an important role in laying the foundation of students' knowledge and understanding of various aspects of social, geographical, historical, and political life (Anshori, 2016). Social Studies (IPS) holds a key role in equipping students with the knowledge and understanding necessary for active participation in social and community life (Nawaf et al., 2023). However, the challenges faced in Social Studies education at the primary level include how to teach complex concepts in an engaging and understandable way for children. Students' conceptual understanding and social skills are important focuses of this research.

Conceptual understanding refers to an individual's ability to understand and internalize the

ideas, concepts, or principles underlying a concept (Alfath et al., 2022). This involves the ability to connect concepts to personal experiences, understand the context in which the concept operates, and relate it to other familiar concepts. Conceptual understanding is not just about memorizing information, but also about understanding its significance, applying it, analyzing it, and synthesizing it in various contexts (Faslia et al., 2023). This is an important aspect of deep and sustained learning.

Conceptual understanding also involves the recognition and use of various representations or modes of thinking, such as images, diagrams, models, or analogies, which help students visualize and internalize abstract or complex concepts (Dominikus Djago, 2023). The use of these representations facilitates a deeper and more lasting understanding, and allows students to transfer their knowledge to different situations or contexts. Therefore, conceptual understanding is not just about passive acceptance of information, but also about the active, flexible, and sustained development of understanding, which enables students to apply and generalize these concepts in various situations (Pasaribu et al., 2022).

Social skills refer to an individual's ability to interact effectively with others in various social situations (Shella et al., 2022). This includes a range of behaviors, skills, and attitudes that allow a person to communicate, collaborate, work together, and build positive relationships with others. Social skills are crucial in everyday life, both in personal and professional environments, as they influence a person's ability to successfully adapt, cooperate, and build strong social networks (Febriana et al., 2023).

Aspects of social skills include various elements, ranging from verbal and non-verbal communication skills, such as clearly expressing opinions, listening empathetically, and reading facial expressions, to the ability to manage emotions, resolve conflicts, and empathize with others (Putri & Nurhuda, 2023). It also includes the ability to read social situations and understand the behavioral norms in specific contexts, such as following social etiquette, respecting personal boundaries, and interacting politely.

The importance of social skills is not limited to interpersonal aspects but also affects academic success, career achievements, and personal well-being. Individuals with good social skills are more likely to build good relationships with friends, family, and colleagues, as well as cope with challenges and stress in daily life (Hidayah & Khadijah, 2023). Additionally, strong social skills play a key role in building self-confidence, improving problem-solving abilities, and enhancing the ability to seize opportunities in life. Therefore, the development of social skills is a vital aspect of education and lifelong learning, as it helps individuals become more effective in interacting with the world

around them (Pare & Sihotang, 2023).

Based on an initial survey by the researcher in the Social Studies (IPS) learning at SD Negeri 9 Tanjunggemuk, several issues that frequently arise include student scores that are still below the standard. One of the main challenges in IPS education is ensuring that students achieve adequate levels of understanding and performance. Many students struggle to comprehend abstract and complex IPS concepts, which can result in low scores and underperformance. The use of instructional aids can help students visualize these concepts more clearly and concretely, thereby strengthening their understanding and improving academic performance.

Students are also less motivated in the lesson. Student motivation is a crucial factor in the development of their IPS skills. Many students do not feel connected to the IPS material and are less motivated to learn. The use of instructional aids can provide variety in learning and make it more engaging for students. For example, by using interactive and engaging teaching tools such as educational games or simulations, students can actively engage in learning and feel more motivated to study IPS.

Students often fail to pay attention to the material presented by the teacher. In IPS learning, students frequently face difficulties in focusing on and understanding the material presented by the teacher. This can be due to various factors, such as visual incapacity or the lack of concreteness in the material taught. The use of audiovisual media in IPS education can help attract students' attention and facilitate their understanding.

Audiovisual media is a communication tool that combines audio and visual elements to convey messages or information (Husnayaini, 2023). It includes various forms of media such as films, television, videos, and multimedia presentations that use a combination of sound, moving images, text, graphics, and visual effects to effectively deliver content. Audiovisual media provides a more dynamic and interactive learning experience than single media such as printed text, as it leverages humans' multisensory capabilities to understand and remember information (Lucius, 2023).

The use of audiovisual media in various contexts, such as education, entertainment, and communication, has opened up numerous opportunities to convey information in an interesting, entertaining, and easily understood manner. In the educational context, audiovisual media is used to enhance students' learning experiences by presenting learning materials in a more engaging and relevant format (Pohan, 2020). This can help improve information retention, facilitate understanding of complex concepts, and motivate students to engage in the learning process. Moreover,

audiovisual media allows for more inclusive delivery of information and can be accessed by a variety of learners, including those with different learning styles or special needs (Haerul, 2018).

By implementing audiovisual media such as educational videos, multimedia presentations, or other digital resources, this research aims to create a more interactive and dynamic learning experience that can help students understand complex IPS concepts and strengthen their social skills through interactions fostered within the learning context. It is hoped that the use of audiovisual media in IPS learning at SD Negeri 9 Tanjunggemuk can increase student engagement, improve information retention, and promote more collaborative and inclusive learning in the classroom.

Based on the background of the problem above, the researcher is interested in conducting research entitled “The Effect of Audiovisual Media on Conceptual Understanding and Social Skills in Social Studies Learning Among Primary School Students.”

## 2. METHOD

The research design used in this study is a quantitative design with an experimental method. This is a quasi-experimental study conducted with students in a classroom setting using a random design with only a final test, often referred to as a Non-equivalent Control Group Design or intact group. In this design, the experimental group is given treatment while the control group is not. After the treatment is provided, both groups undergo a measurement (post-test). The experimental group receives treatment through learning with audiovisual media, while the control group receives conventional teaching for a specified period.

The population refers to the entire set of elements that will be used for generalization. The population elements are all subjects that will be measured, which are the units being studied. In this case, the population is the generalization area consisting of objects or subjects with specific quantities and characteristics set by the researcher to be studied and from which conclusions will be drawn. The population in this study consists of the sixth-grade students of SDN 9 Tanjunggemuk, totaling 42 students. Class VI A has 20 students, and Class VI B has 22 students.

In quantitative research, a sample is a subset of the population that possesses the same characteristics. The sampling technique used in this study is nonprobability sampling, specifically saturation sampling. In this technique, all members of the population are used as the sample, meaning that all students in Class VI A and VI B, totaling 42 students, are included. Class VI A serves as the experimental group, while Class VI B serves as the control group.

### 3. RESULTS AND DISCUSSION

The data analysis in this study began with a normality test aimed at ensuring that the data used followed a normal distribution. This is important because a basic assumption in linear regression analysis is that the residual data is normally distributed. The normality test was conducted using the Shapiro-Wilk test, which is suitable for small samples (<50). The results of the normality test for the experimental class showed significance (Sig.) values for all data greater than 0.05, namely 0.774, 0.420, 0.260, and 0.260. These values indicate that the data in the experimental class follow a normal distribution. In contrast, the normality test results for the control class showed Sig. values less than 0.05, specifically 0.005, for all variables tested. This suggests that the data in the control class do not follow a normal distribution.

Additionally, Levene's homogeneity test was used to assess the uniformity of variances across groups, with the significance values for all research variables being smaller than 0.05. This indicates that the variance between the experimental and control classes is not homogeneous. The heterogeneity of variance required the use of non-parametric statistical tests. Therefore, the Mann-Whitney test was used to compare the differences between the two independent groups, with the results showing an Asymp. Sig. (2-tailed) value of less than 0.05 for all variables. This means that there is a significant difference between the experimental and control classes for all variables tested, both in the pretest and posttest of conceptual understanding and social skills.

These results support the finding that the use of audiovisual media in social studies learning at the elementary school level has a significant positive impact on improving students' conceptual understanding and social skills. This study aligns with previous research which has shown that audiovisual media can enhance students' interest and understanding in social studies at the elementary school level (Yusnaldi et al., 2023). The effectiveness of audiovisual media in improving conceptual understanding can be explained through its ability to present material in a more concrete and engaging manner, in accordance with Piaget's cognitive development theory, which states that elementary school students are at the concrete operational stage (Imanulhaq & Ichsan, 2022). Audiovisual media also help students understand abstract concepts in social studies, such as the findings by Yanto (2023), which demonstrated improved understanding of geography concepts through the use of educational videos.

The improvement in social skills can also be linked to greater opportunities for interaction and discussion among students. Audiovisual media often present social situations that can serve

as discussion topics, which in turn encourage students to exchange opinions and practice communication skills. This finding is consistent with the research by Nasrah et al. (2024), which shows that the use of audiovisual media in social studies learning can enhance students' cooperation and empathy skills. Moreover, the greater variation in social skills improvement in the experimental group suggests that audiovisual media can accommodate different learning styles, in line with Gardner's theory of multiple intelligences (Hawadi, 2022), which emphasizes the importance of presenting information through various modalities. Research by Riniwanti et al. (2024) also supports this finding, showing that audiovisual media can accommodate diverse learning styles in social studies education.

Furthermore, the significant improvement in conceptual understanding and social skills in the experimental group indicates that audiovisual media are not only effective in delivering learning material but also in developing students' non-cognitive skills. This supports a holistic learning approach that emphasizes the simultaneous development of cognitive and social-emotional aspects (Fatimah & Ismayyah, 2024). Additionally, audiovisual media allow for the presentation of broader and more relevant contexts for students. Through videos and animations, students can see the application of social studies concepts in real-life situations, which enhances the relevance of the learning material.

The more significant improvement in social skills in the experimental group suggests that audiovisual media can serve as an effective tool in social-emotional learning. These media can present positive social behavior models and stimulate discussions about social issues, which are crucial for students' social development. This study also highlights the importance of integrating technology into social studies learning, with the use of audiovisual media being in line with the characteristics of the digital native generation. This is consistent with the findings by Nawaf et al. (2023), which emphasize the importance of digital literacy in contemporary social studies education.

However, despite the findings showing the effectiveness of audiovisual media, their use must still be within a well-planned learning context. Audiovisual media should be used as an aid, not as a substitute for the role of the teacher. This is in line with the recommendations of Mulyati & Suryani (2023), which emphasize the importance of careful planning in the use of technology-based learning media. This study reaffirms that innovations in social studies learning methods,

especially through the use of audiovisual media, can have a positive impact on student learning outcomes.

#### 4. CONCLUSION

Based on the research findings and discussions presented, several important conclusions can be drawn regarding the use of audiovisual media in social studies learning at the elementary school level. These conclusions reflect the main findings of the study and answer the research questions posed. The use of audiovisual media in social studies learning has proven to be effective in improving students' conceptual understanding. The experimental group, which used audiovisual media, showed a more significant increase in conceptual understanding scores compared to the control group, which used conventional teaching methods. Audiovisual media also had a positive effect on improving students' social skills. Students in the experimental group showed better development of social skills compared to students in the control group. There were significant differences in the learning outcomes between the experimental and control groups, both in terms of conceptual understanding and social skills. This indicates that the use of audiovisual media has a greater impact on student learning outcomes compared to conventional teaching methods.

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