

## DISCOVER THE POWER OF UTILIZING AUDIOVISUAL AIDS TO ENHANCE LEARNING AND ENGAGEMENT

*by:*

**Jomar C. Rubio**

*Teacher III, Sibul Elementary School*

Audiovisual tools have gotten much attention in education because they can help students learn better and be more interested in what they are doing. Various studies have highlighted the positive effect of integrating audiovisual materials in teaching practices (Gurbanov & Atayev, 2023). Researchers have found that audiovisual tools can get students more interested in learning languages and keep them motivated (Alabi et al., 2021; Khan et al., 2020; Sanjaya et al., 2022). Audiovisual aids have also been shown to help students share information and understand it better (Chijioke & Orikoha, 2022; Pavithra, 2024).

Many subjects have found that audiovisual tools are helpful for learning. For example, adding audiovisual tools to language lessons has been shown to help students get better at speaking and understanding the language (Rosida, 2024; Engmann, 2024). Studies have also shown that audiovisual aids are essential for helping students do better in school and understand different topics (Bawa & Fakomogbon, 2021; Alabi et al., 2021; Aqad et al., 2021). Research has also shown that audiovisual tools can make people more interested, motivated, and involved in learning activities (Hashim et al., 2023; Febriani et al., 2022; Amiruddin & Satriani, 2021).

Audiovisual aids can have an effect in places other than standard classrooms. In research studies, students can talk, listen, and remember words better with the help of audiovisual aids (Aprianto, 2022; Bernhardin, 2023). Aisy and Jupri (2022) and Siregar (2023) also say that audiovisual tools can improve students' learning, make the classroom a better place, and help students understand complex ideas better.

Also, video aids help encourage active learning, improving students' motor skills and helping them learn important skills in many areas (Gboyega, 2021; Imtisalillah, 2024; Hamad, 2022). Audiovisual aids have been linked to higher student engagement, retention, and motivation, which aligns with how current students like to learn (Amiruddin & Satriani, 2021; Siregar, 2023; Hamad, 2022). Additionally, research has shown that audiovisual tools can help students improve in school and learn more (Chijioke & Orikoha, 2022; Alabi et al., 2021; Aqad et al., 2021).

Using audiovisual aids in the classroom is a powerful way to improve student learning, engagement, and success in school. The results of several studies show that audiovisual tools motivate students, help them understand, and keep them interested in learning. Using audiovisual materials, teachers can create dynamic and interactive learning spaces that fit a range of students' learning styles and tastes. As technology improves, video aids still hold much promise for use in schools. They give teachers new ways to improve the learning and teaching processes.

The Official Website of DepED Division of Bataan

## *References:*

Aisy, R. and Jupri, A. (2022). Analysis effect of role-playing method assisted by audio visual media on speaking skills in indonesian language learning for elementary school students. *Jurnal Paedagogy*, 9(3), 495. <https://doi.org/10.33394/jp.v9i3.5303>

Alabi, E., Obielodan, O., Onojah, A., Onojah, A., & Ibronke, E. (2021). Effectiveness of audio-visual on male and female students' academic performance in social studies. *Edubasic Journal Jurnal Pendidikan Dasar*, 3(2), 117-126. <https://doi.org/10.17509/ejb.v3i2.38628>

Amiruddin, A. and Satriani, S. (2021). Improving english skills of youth organizations in pammana village through audio-visual media. *Jurnal Abdimas Indonesia*, 1(4), 70-75. <https://doi.org/10.53769/jai.v1i4.148>

Aprianto, W. (2022). Practice of audio-visual learning media to grow the motivation of mi kenongomulyo students' learning. *IJRER*, 1(2), 137-144. <https://doi.org/10.51574/ijrer.v1i2.271>

Aqad, M., Al-Saggaf, M., & Muthmainnah, M. (2021). The impact of audio-visual aids on learning english among msu third-year students. *English Franca Academic Journal of English Language and Education*, 5(2), 201. <https://doi.org/10.29240/ef.v5i2.3329>

Bawa, N. and Fakomogbon, M. (2021). Effects of audio-visual aids on the academic performance of nursery schools pupils in alphabets reading in sokoto metropolis, nigeria. *Asian Journal of Education and Social Studies*, 39-45. <https://doi.org/10.9734/ajess/2021/v17i130413>

Bernhardin, D. (2023). Improving football passing skills in physical education learning through utilization of audio visual media. *Journal of Physical and Outdoor Education*, 5(1), 63-68. <https://doi.org/10.37742/jpoe.v5i1.208>

Chijioke, O. and Oriko, E. (2022). Effect of audio-visual aids on students' academic achievement in mechanical engineering craft practice in technical colleges in rivers state. *East Asian Journal of Multidisciplinary Research*, 1(11), 2769-2778. <https://doi.org/10.55927/eajmr.v1i11.1621>

Engmann, S. (2024). Use of audio-visual aids and case studies to enhance understanding of family medicine among medical students. *African Journal of Primary Health Care & Family Medicine*, 16(1). <https://doi.org/10.4102/phcfm.v16i1.4278>

Febriani, H., Asvio, N., Rahmadoni, J., & Vivekanantharasa, R. (2022). Improving efl learners listening skills by using audio visual aids. *Linguists Journal of Linguistics and Language Teaching*, 8(2), 216. <https://doi.org/10.29300/ling.v8i2.7662>

Gboyega, A. (2021). Utilization of audio-visual aids in the teaching of sports concepts for sustainable development in nigeria. *International Journal of Sports Science and Physical Education*, 6(2), 29. <https://doi.org/10.11648/j.ijsspe.20210602.12>

Gurbanov, M. and Atayev, S. (2023). Audio-visual materials in language classes: how effective in teaching - learning process. *Мировая Наука*, (2), 18-26. [https://doi.org/10.46566/2541-9285\\_2023\\_71\\_18](https://doi.org/10.46566/2541-9285_2023_71_18)

Hamad, J. (2023). The impacts of visual aids in promoting the learning processes in schools in pakistan. *African Journal of Education and Practice*, 9(1), 51-60. <https://doi.org/10.47604/ajep.1912>

Hashim, H., Jamal, M., Esa, I., & Rafiq, K. (2023). Teall: technology-enhanced active language learning. *Creative Education*, 14(07), 1453-1462. <https://doi.org/10.4236/ce.2023.147092>

Imtisalillah, M. (2024). Audio visual methods on the knowledge and attitudes of teenagers regarding hiv-aids at sman 2 central cikarang in 2023. *Siklus Journal Research Midwifery Politeknik Tegal*, 13(01). <https://doi.org/10.30591/siklus.v13i01.5906>

Khan, I., Khan, M., & Rehan, H. (2020). Impact of audio-visual aids on teaching learning process of english language at primary level. *Journal of Social Research Development*, 01(01), 71-77. <https://doi.org/10.53664/jsrd/01-01-2020-06-71-77>

Pavithra, K. (2024). A systematic review of empirical studies incorporating english movies as pedagogic aids in english language classroom. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1383977>

Rosida, W. (2024). The utilization of audio-visual learning media in learning islamic cultural history for grade 10 high school students. JPP (Jurnal Pendidikan Dan Pembelajaran), 31(1), 44. <https://doi.org/10.17977/jpp.v31i1.50825>

Sanjaya, I., Dewi, N., & Paramartha, A. (2022). An investigation of teaching aids used by english teachers in teaching vocabulary for young learners. Journal of Educational Study, 2(1), 26-34. <https://doi.org/10.36663/joes.v1i2.227>

Siregar, E. (2023). Development of audio-visual media on the physical motor development of students in big kindergarten. JTP - Jurnal Teknologi Pendidikan, 25(3), 363-370. <https://doi.org/10.21009/jtp.v25i3.36947>