The Application Of Audiovisual Media On The Learning Motivation Of Students With Special Needs

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A B S T R A C T

The low learning motivation of students with special needs (PDK) in Serang City is evident from their lack of focus, participation, and active involvement during learning. This condition shows that conventional learning methods have not been able to accommodate the individual needs and learning styles of each child. This study aims to analyse the application of audio-visual media in increasing the learning motivation of PDK. Using a descriptive qualitative approach, the participants consisted of three PDK children with different characteristics, while the data was obtained through observation, interviews, and documentation, then analysed through data reduction and conclusion drawing. The results showed that audio-visual media was effective in increasing learning motivation, as indicated by increased enthusiasm, curiosity, perseverance, and participation among children. The media was adjusted according to the children's needs, such as large text for the deaf, simple animations for children with autism, and interactive displays for children with concentration disorders. This study provides hope for the development of inclusive learning media and encourages collaboration between teachers and parents in supporting PDK learning motivation in a sustainable manner.

Key Word:
Students With Special Needs, Learning Motivation, Audio-Visual Media, Inclusive Education, Early Childhood Education (PAUD)

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Introduction

Every child has the same opportunities to learn, play, and develop without discrimination. In the context of education, this right also applies to students with special needs (PDK) who have different characteristics, potential, and developmental barriers from children in general (Endu et al., 2023; Silitonga et al., 2023; Switri, 2022). Inclusive education is an effort to ensure that all children, including SEN, have equal and meaningful learning opportunities (Saputra, 2016; Wiyono, 2018). This concept emphasises the importance of accepting diversity and recognising that every child has the right to educational services that suit their needs.

Early Childhood Education (PAUD) is an important foundation in building children's overall development. Based on Law Number 20 of 2003 concerning the National Education System, PAUD is intended to provide educational stimulation for children from birth to six years of age to help them grow and develop physically and spiritually in an optimal manner. At this stage, children are in their golden age of development, so an appropriate learning approach is needed to maximise their potential (Andayani, 2021; Sukiman, 2024).

Inclusive early childhood education is an extension of the general early childhood education concept, in which educational services are tailored to the individual needs of children, including those with learning disabilities. According to Arzaqi & Diana (2019) and Parnawi & Syahrani (2024), inclusive early childhood education not only emphasises general developmental stimulation but also provides specific support for children with learning disabilities so that they can learn optimally alongside their peers. This approach is in line with the principle of child-centred learning, which requires personalisation of learning strategies to suit the characteristics and abilities of children (Badiah et al., 2020; Mutaqin, 2022; Nur et al., 2023).

However, in practice, the implementation of inclusive education in early childhood education still faces a number of challenges, particularly in terms of providing adaptive learning media and methods. Furthermore, according to Endu et al. (2023), students with special needs often have difficulty understanding the material if teachers still use conventional approaches that are verbal and abstract in

nature. As a result, their motivation to learn becomes low, characterised by a lack of focus, participation, and active involvement in learning activities. In fact, motivation to learn is one of the important factors that determine the success of the educational process.

Several studies indicate that the use of audio-visual media can be an effective alternative in increasing children's learning motivation, including PDK. Therefore, Barman & Jena (2023) stated that 70% of PDK showed a positive response to multimodal learning such as educational videos and animations compared to lecture methods. The use of audio-visual media can increase students' interest in learning, while tutorial videos are more effective in training the self-development skills of students with special needs compared to PowerPoint presentations (Al Baqi, 2024; Almalki, 2020). This media is not only visually appealing but also able to provide a more concrete and interactive learning experience (Darmawan et al., 2022; Pratiwi & Arisanto, 2021).

However, the use of audio-visual media in early childhood education institutions is still limited. Various obstacles have been identified, such as a lack of technological facilities, limited teacher competence, and a lack of training in the use of digital media (Ningrum, 2022; Silitonga et al., 2023; Sunarya et al., 2018). In addition, not all PAUD institutions have policies that support the use of innovative media in inclusive learning. As a result, the potential of audio-visual media in increasing PDK learning motivation has not been optimally utilised.

This condition was also found at Pandita Kindergarten in Serang City, where PDK learning motivation was still relatively low. This condition was also found at Pandita Kindergarten in Serang City, where PDK learning motivation was still relatively low. Based on initial observations at Pandita Kindergarten in Serang City, data shows that around 60% of children with special needs, consisting of children with autism, speech delay, and deafness, show low learning motivation, characterised by an attention span of only 3-5 minutes during classroom activities. In activities that require verbal responses, children with speech delay are only able to respond to 30-40% of simple instructions, while children with autism show a tendency to withdraw 3-4 times during a learning session. Deaf children appear to

have difficulty understanding the teacher's instructions, with only 50% accuracy in following visual instructions. Although specialised teaching assistants have provided interventions in the form of repeating instructions, using picture cards, and providing assistance, the children's active engagement remains low, at only 40% of total effective learning time. This data indicates an urgent need for more varied learning media that are tailored to the characteristics of children, particularly audio-visual media that can increase their attention, understanding, and motivation to learn. The use of audio-visual media that suits the characteristics of children is believed to help increase their engagement and enthusiasm for learning through the presentation of material that is more interesting and easier to understand (Egerton et al., 2009; Rahmawati, 2024; Setiawati, 2020).

Based on these conditions, this study was conducted to examine the implementation of audio-visual media in increasing the learning motivation of students with special needs at Pandita Kindergarten in Serang City. This study is expected to contribute to the development of more effective, adaptive, and technology-based inclusive learning. In addition, the results of this study are expected to serve as a reference for early childhood educators in creating an inclusive and enjoyable learning environment, as well as encouraging the active participation of all children without exception.

Methods

This research method uses a qualitative approach with a case study approach that aims to deeply understand the processes and meanings formed in the implementation of audio-visual media on the learning motivation of Students with Special Needs (PDK) in Early Childhood Education (PAUD) environments. This approach was chosen because it is in line with the nature of research that focuses on exploring the experiences, perceptions, and responses of subjects to learning phenomena in a real context (Creswell, 2012; Creswell et al., 2007). According to Lincoln (2018), qualitative methods emphasise understanding social phenomena from the participants' perspective. In the context of this study, audio-visual media is positioned as a learning intervention, while PDK learning motivation is understood

through observations of behaviour, expressions, and narratives from teachers and field observers.

This approach allows researchers to examine the phenomenon of inclusive learning intensively and deeply in an authentic context (Yin, 2015). Case studies are used to gain a holistic understanding of the implementation of audio-visual media, including the process of use, student engagement, and its effect on the learning motivation of students with special needs.

The selection of case studies was based on three main considerations (Ramadhianty et al., 2023; Yin, 2003). First, contextuality, because Pandita Kindergarten has unique characteristics with an inclusive learning system that combines regular children and children with special needs in one class. Second, exploratory and descriptive objectives, namely to explain the phenomenon as a whole without testing specific hypotheses. Third, interactivity between data and researchers, where researchers play an active role as the main instrument in the process of collecting, interpreting, and analysing data in the field.

Results and Discussion

Implementation of Audio-Visual Media in PDK Learning at Pandit Kindergarten

The results of the study indicate that the implementation of audio-visual media at Pandita Kindergarten in Serang City was carried out in stages through planning, implementation, and evaluation of learning. Teachers used various media, such as educational animated videos, interactive songs, and picture shows, to help children understand basic learning concepts. The selection of media was tailored to the characteristics of each Student with Special Needs (PDK), such as the use of videos with large text for deaf children, simple animations with soft colours for children with autism, and interactive shows with dynamic visual movements for children with concentration disorders (Barman & Jena, 2023; Taslibeyaz et al., 2017).

Learning activities became more engaging and communicative as children were directly involved in interacting with the media. Observations showed a significant increase in participation, with the number of children actively responding rising from 45% in the initial sessions to 72% after the use of audio-visual media.

Enthusiasm was also evident in the frequency of children's initiatives to interact, which rose from an average of 1-2 times to 4-5 times in a 20-minute learning session. In addition, the duration of children's attention increased from 3-5 minutes to 7-10 minutes, especially in children with autism and speech delay who tend to have difficulty in focusing.

Positive responses from children were recorded through indicators of their ability to follow instructions, which previously ranged from 40% to 50% but now increased to 70–80% after the use of audio-visual media. Teachers also played an active role as facilitators by providing verbal instructions, gestures, and positive reinforcement according to individual needs. Interviews with accompanying teachers reinforce these findings, with teachers stating that audio-visual media makes it easier to convey abstract material in a more concrete manner. Further data shows that 85% of material that usually requires more than three repetitions can now be understood in just one or two repetitions and helps children understand simple cause-and-effect relationships through clear and engaging visual displays.

Increasing the Learning Motivation of Students with Special Needs (PDK)

The use of audio-visual media has been proven to have a positive effect on increasing the learning motivation of PDK (Mardliyah & Septiana, 2024; Nisa et al., 2018). Based on the results of observations, the children showed significant behavioural changes, such as increased attention, perseverance in completing tasks, and active participation during activities. Previously, students with special needs often lost focus and were reluctant to participate in learning activities, but after the use of audio-visual media, they appeared more interested and were able to persevere longer in learning activities. This is in line with the statement from one of the teachers at Pandita Kindergarten who said that:

> *"Children with special needs at Pandita Kindergarten became more enthusiastic and sometimes even asked for the video to be played again. They were more focused after watching the video" (Interview with CA teacher, 19 May 2025)."*

The teacher mentioned that audio-visual media serve as visual and auditory stimuli that can naturally attract children's attention. This is in line with Keller's (2010) theory of learning motivation, which states that the attractiveness of learning

media can increase the aspects of attention and relevance, two important components in the ARCS model (Attention, Relevance, Confidence, Satisfaction). Thus, audio-visual media serve not only as learning aids but also as a means of fostering children's intrinsic motivation.

The Role of Teachers and the Environment in Optimising Learning

Teachers play a central role in ensuring that audio-visual media are used effectively. At Pandita Kindergarten, special assistant teachers and classroom teachers collaborate in designing inclusive learning activities. Teachers adapt to the needs of each child by adjusting the duration of the presentation and the level of difficulty of the material and by providing positive reinforcement to maintain the children's engagement. In addition, the classroom environment is made conducive with appropriate lighting, seating arrangements, and sound settings so that children can focus on the media.

Parental participation is also a supporting factor in the successful implementation of media (Irwan et al., 2023; Torore et al., 2025). Through communication between teachers and parents, children have the opportunity to review learning materials at home, thereby strengthening their understanding and motivation to learn. This is in line with the statement made by teachers to parents at Pandita Kindergarten on 21 May 2025:

> *"I like to advise parents to use similar media at home. It helps children understand more quickly when parents send educational video links via WhatsApp groups that can be played at home so that children remain enthusiastic about learning even when they are at home. (Interview with IP Teacher, 21 May 2025)"*

This collaboration is in line with Epstein's (2018) opinion that school and family partnerships play an important role in improving the effectiveness of inclusive education. Therefore, in line with the results of research by Aminah et al. (2024) and Mar'atullatifah & Christian (2024), which emphasise the importance of teachers' capacity to integrate technology as part of inclusive learning strategies.

Theoretical Analysis and Practical Implications

The findings of this study reinforce constructivist theory, which places children as active subjects in constructing knowledge through meaningful learning experiences. Audio-visual media serve as mediating tools that bridge the process of

internalising concepts and children's concrete experiences. Thus, learning becomes more enjoyable, relevant, and tailored to each child's developmental characteristics.

In practical terms, this study confirms that the use of audio-visual media not only increases PDK learning motivation but also strengthens teachers' capacity to manage inclusive classrooms. The implementation of this media is expected to become an adaptive learning model for other early childhood education institutions that serve children with special needs, especially in areas with limited facilities.

Conclusion

This study shows that the use of audio-visual media in teaching children with special needs at Pandita Kindergarten in Serang City has proven effective in increasing children's motivation to learn. The implementation of media was carried out through stages of planning, implementation, and evaluation tailored to the characteristics of each child. Media such as animated videos, interactive songs, and picture shows help children understand the material in a concrete and interesting way, thereby increasing their attention, participation, and enthusiasm for learning.

In addition, the involvement of teachers as key facilitators plays an important role in creating adaptive and inclusive learning. Collaboration between assistant teachers, classroom teachers, and parents also strengthens the effectiveness of audio-visual media in fostering learning motivation among students with special needs. Despite obstacles in the form of limited facilities and technical capabilities, the creativity and commitment of teachers are key factors that support the successful implementation of audio-visual media-based learning.

Therefore, the use of audio-visual media can be considered a relevant and applicable learning strategy to support inclusive education at the early childhood education level. This media not only helps children understand the material but also fosters confidence, independence, and enthusiasm for learning in students with special needs.

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