

# The Effectiveness of Audio-Visual Media on Primary School Students' Listening Skills: A Systematic Literature Review

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## Abstract

Listening skills constitute a fundamental competency that elementary school students must master, as they provide the foundation for the development of other language skills. However, many students experience difficulties in acquiring listening proficiency due to less engaging instructional methods and challenges in sustaining attention. This study aims to analyze the effectiveness of audio-visual media in enhancing students' listening skills, particularly in content comprehension, inferential reasoning, and active participation and learning engagement. The study employed a Systematic Literature Review (SLR) methodology by identifying and examining relevant articles indexed in the Google Scholar database published between 2021 and 2025. Based on rigorous inclusion criteria, ten primary articles were selected for in-depth analysis. The findings indicate an increasing trend in publications on the use of audio-visual media, reaching a peak in 2025. The reviewed studies consistently demonstrate that integrating audio-visual media significantly improves elementary students' listening skills. This instructional medium facilitates more engaging, contextualized, and interactive learning experiences, thereby enhancing students' comprehension and participation. Accordingly, the innovative use of audio-visual media represents an effective pedagogical strategy for strengthening listening skills in elementary education.

**Keywords:** Audio-Visual Media, Listening Skills, Elementary School Students

## INTRODUCTION

Listening is a core language skill that plays a fundamental role in the learning process at the elementary school level (Massitoh, 2021). Listening et al. (2021) identify listening as the initial skill that must be mastered prior to the development of other language competencies. In the context of Indonesian language instruction, listening is conceptualized as an active process involving the comprehension, interpretation, and evaluation of orally transmitted information (Sababalat et al., 2024). At the elementary level, this skill is essential for understanding instructional content delivered by teachers (Megawati et al., 2023).

The importance of listening skills in elementary education is also closely linked to students' cognitive development (Rahmawati et al., 2021). Elementary students are typically in the concrete operational stage, during which they more readily comprehend information presented in concrete and contextualized forms (Kurniasih, 2022). Ubaidillah and Holis (2025) argue that well-developed listening skills support students in constructing conceptual understanding, enriching vocabulary, and fostering critical and communicative thinking abilities. Therefore, early mastery of listening skills constitutes a crucial foundation for academic success and the development of literacy in subsequent educational stages (Adistiarachma & Alia, 2024).

Despite its significance, listening instruction in elementary schools continues to face several challenges. Mahendra and Apriza (2025) report that listening skills are often neglected relative to other language skills, resulting in low student engagement, diminished concentration, and limited interest in listening activities. Similarly, Faizah et al. (2021) observe that students frequently encounter difficulties in comprehending content, identifying main ideas, drawing conclusions, and providing appropriate responses. Insufficient listening proficiency not only affects Indonesian language learning but also impedes students' understanding of other subjects that require careful attention to teachers' instructions and explanations (Soro et al., 2024).

In response to technological advancements and the demands of 21st-century education, the integration of innovative instructional media has emerged as a potential solution to challenges in listening instruction (Sugianti, 2023). Perayani and Rasna (2022) assert that instructional media function as tools for message delivery and assist teachers in designing engaging and meaningful learning experiences. Musyadad (2023) further emphasizes that audio-visual media effectively support listening instruction by integrating auditory and visual elements, thereby presenting content in concrete, contextually relevant forms aligned with the developmental characteristics of elementary students.

The use of audio-visual media in listening instruction provides a richer learning experience than conventional media (Sholihah et al., 2025). Ichsan et al. (2021) note that audio-visual media enable students not only to hear but also to observe visual representations of the material presented. Moreover, such media can deliver content in various formats, including instructional videos, audio-visual storytelling, and animations, thereby enhancing engagement and reducing monotony in the learning process (Intaniasari et al., 2022).

Empirical studies indicate that integrating audio-visual media into elementary listening instruction enhances students' comprehension, response accuracy, and classroom participation. However, existing research remains fragmented and varied in scope, and few studies provide a comprehensive synthesis of its overall effectiveness.

Based on this background, the present study aims to analyze the effectiveness of audio-visual media in elementary listening instruction using a systematic literature review. This study seeks to synthesize existing research on the use of audio-visual media, provide practical recommendations for teachers, and lay a foundation for further scholarly inquiry in this field.

## **METHODS**

This study employed a Systematic Literature Review (SLR) methodology, a structured approach designed to identify, collect, and critically evaluate relevant studies comprehensively (Maharani & Wahyuni, 2024). According to Nurfadilah et al. (2022), the SLR method involves five principal stages: (1) formulating research questions, (2) identifying and mapping relevant articles, (3) classifying and evaluating selected studies, (4) synthesizing the content of eligible articles, and (5) interpreting the findings. This procedure aligns with the fundamental principles of SLR, which emphasize systematic appraisal and in-depth analysis to achieve a comprehensive understanding of the research topic (Jaes et al., 2022).

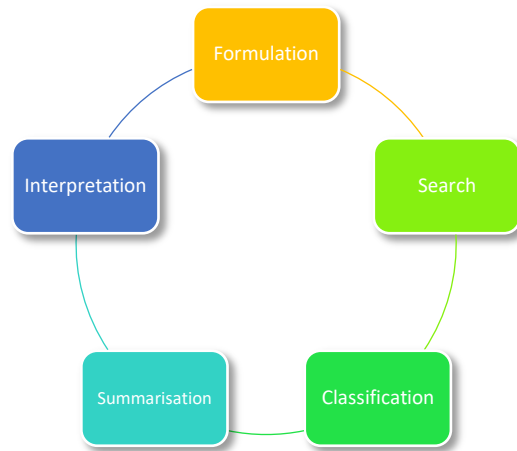


Figure 1. Stages of the Systematic Literature Review Method

#### **Inclusion Criteria**

This study focuses on a literature review. The articles included in the review were retrieved from the Google Scholar database (<https://scholar.google.com>) and covered publications from 2021 to 2025. The literature search was conducted in January 2026. The initial search using the keyword "audio-visual media" yielded 92,600 documents. After limiting the publication years to 2021–2026, the results were reduced to 34,900 documents. The addition of the second keyword, "listening skills," combined using the Boolean operator AND, further narrowed the results to 2,410 documents. The search was subsequently refined by adding the third keyword, "elementary school students," again using the AND operator, resulting in 823 documents.

Following a screening and eligibility assessment, 36 articles were identified as relevant to the research context. Based on predefined inclusion criteria, keyword alignment, and topic relevance, 10 articles were ultimately selected for in-depth analysis in this literature review. The flowchart illustrating the stages of the literature search process is presented below.

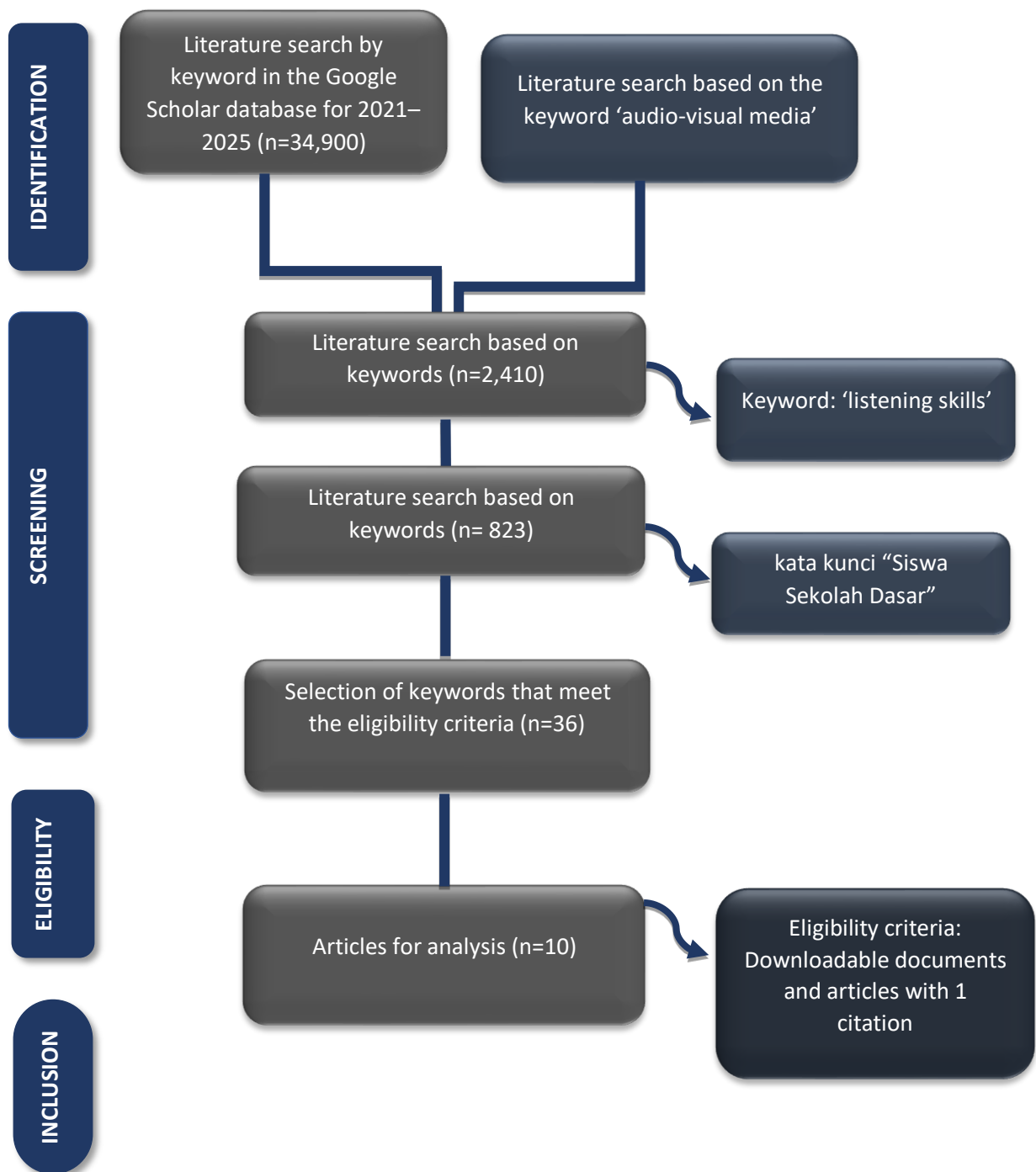


Figure 2. Inclusion criteria in the Google Scholar database

## RESULTS AND DISCUSSION

### Results

The Results section of a scientific article presents the final data without detailing the analytical procedures, including the outcomes of hypothesis testing. These findings may be clarified and strengthened by using tables or figures. In contrast, the Discussion section is a critical component of the manuscript, as it addresses the research questions, interprets the findings, relates the results to existing knowledge, and contributes to the development or refinement of relevant theoretical frameworks.

The literature retrieved from Google Scholar was analyzed to provide a descriptive synthesis of research findings, presented both narratively and in diagrams and tables, accompanied by interpretative commentary. The analysis focused on identifying aspects of the selected studies that were directly relevant to the research topic. Based on Google Scholar search results, the number of publications examining the effectiveness of audio-visual media in enhancing elementary school students' listening skills has varied over the past five years (2021–2025). This trend is illustrated in the following line graph:

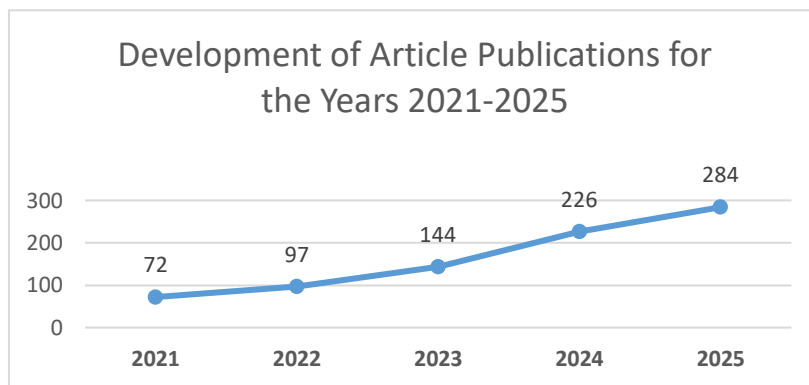


Diagram 1. Development of articles on the effectiveness of audio-visual media in listening skills among primary school students

Based on Figure 1, the publication trend of articles examining the effectiveness of audio-visual media in enhancing elementary school students' listening skills demonstrates a consistent annual increase. In 2021, 71 documents were published, rising to 97 in 2022 and 144 in 2023. The number of publications continued to grow in 2024 and 2025, reaching 226 and 284 documents, respectively. The year 2025 saw the highest number of publications to date, reflecting growing scholarly interest in this area and encouraging further investigation into related themes, including the effectiveness of school culture in fostering character education at the elementary level.

Following the presentation of publication trends from 2021 to 2025, this study also reports the findings of the reviewed articles. From the selection process, 10 articles met the established quality and relevance criteria and passed the eligibility assessment. The results of the review are presented in the following table.

**Table 1.** Guidelines for Content Analysis Aspects

No	Article Title and Author	Article Details	Type of Research	Research Results
1	Efforts to Improve Elementary School Students' Listening Skills in Folktales through YouTube-Based Audio-Visual Media (Yohanah et al., 2025).	Didaktika: Jurnal Kependidikan, 14(2), May 2025.	This study employed a Classroom Action Research (CAR) design, combining qualitative descriptive analysis of observational data with quantitative analysis of test results.	The findings indicate that YouTube-based audio-visual media effectively enhanced students' listening skills, as evidenced by an increase in the mean score from 76.05 to 86.26 and a learning mastery rate of 92.30%.
2	The Effect of Audio-Visual Media on Fourth-Grade Elementary Students' Listening Skills in Story Comprehension (Nurhasanah, 2024).	Didaktika: Jurnal Kependidikan, 13(3), August 2024.	This quantitative study employed a pre-experimental design with a pretest–posttest control group. The results demonstrate a significant effect of audio-visual media on students' listening skills.	The experimental group's mean score increased from 48.98 (pretest) to 83.13 (posttest), exceeding the improvement observed in the control group (47.17 to 64.13).
3	Enhancing Listening Skills in Indonesian Language Instruction through the Use of Audio-Visual Media among Elementary School Students (Salamah, 2025)	Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(3), September 2025.	This Classroom Action Research was conducted in two cycles (planning, action, observation, and reflection).	The use of audio-visual media significantly improved fourth-grade students' listening skills, as reflected in the increase in mean scores from 55.12% (pre-intervention) to 71.37% (Cycle I) and 85.93% (Cycle II), along with increased student engagement and enthusiasm.
4	The Use of Audio-Visual Media in Teaching Story Listening to Third-Grade Elementary Students (Halipah et al., 2025)	Jurnal Komunikasi Ilmiah Mahasiswa, 1(1), November 2025.	This study employed a literature review and comparative analysis approach.	The findings conclude that audio-visual media effectively improved third-grade students' story-listening skills by enhancing engagement, motivation, and comprehension of narrative elements. The media also facilitated understanding of abstract concepts and supported diverse learning styles.
5	The Use of Animaker-Based Audio-Visual Media to Improve Elementary Students' Listening Skills (Yunira et al., 2025).	PEDAGOGIK: Jurnal Pendidikan Guru Sekolah Dasar, 13(1), April 2025.	This quantitative study used a pretest–posttest control group design.	The implementation of Animaker-based audio-visual media significantly improved third-grade students' listening skills at SDN Kamuning 1. The experimental group demonstrated superior improvement compared to the control group, with $t_{\text{calculated}} (1.719) > t_{\text{table}} (1.676)$ and an N-Gain score of 0.62, indicating a significant increase.
6	Listening to News through Audio-Visual Media among Fourth-	Jurnal Inovasi Pendidikan	This study utilized Classroom Action	Audio-visual media effectively enhanced students' news-listening skills, as demonstrated by an

	Grade Elementary Students (Kadu et al., 2025)	Elementary Berbantuan teknologi	Research with a quantitative approach.	increase in learning mastery from 36% in Cycle I to 91% in Cycle II.
7	The Implementation of "Keluargaku Unik" Audio-Visual Media Based on Discovery Learning to Improve Second-Grade Students' Listening Skills at SDN Lowungu (Firnanda et al., 2025).	Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri.	This study employed a mixed-methods approach with a concurrent embedded design.	The "Keluargaku Unik" audio-visual media, integrated with the Discovery Learning model, effectively improved second-grade students' listening skills, as reflected in a mean score of 92.5, and increased motivation and active participation. Contextual and visual elements supported story comprehension and social engagement.
8	The Effect of Audio-Visual Instructional Media on Third-Grade Students' Listening Skills at SD Negeri 81 Palembang (Wulandari et al., 2023).	Didaktika: Jurnal Kependidikan, 13(3), August 2024.	This quantitative study used a pre-experimental design with a pretest–posttest control group format.	The findings reveal that audio-visual instructional media significantly improved students' listening skills, with the mean score increasing from 76.83 to 84.69.
9	The Effect of Problem-Based Learning Supported by Audio-Visual Media on Fifth-Grade Students' Indonesian Listening Skills at SD Negeri 1 Way Kandis (Maulidya et al., 2025)	Pendas: Jurnal Ilmiah Pendidikan Dasar, 10(2), June 2025.	This study employed a quasi-experimental design.	The integration of Problem-Based Learning with audio-visual media significantly improved students' listening skills in the experimental group compared to the control group. Simple linear regression analysis showed $F_{\text{calculated}} > F_{\text{table}}$ ( $19.732 > 4.21$ ), indicating statistical significance.
10	The Effect of Audio and Audio-Visual Media on Fourth-Grade Elementary Students' Listening Ability (Pratama, 2024).	Pendas: Jurnal Ilmiah Pendidikan Dasar, 9(3), September 2024.	This quasi-experimental study used a nonequivalent control group design.	The results indicate that both audio and audio-visual media significantly affected students' listening ability, with a two-tailed significance value of 0.029 ( $< 0.05$ ), leading to the rejection of the null hypothesis. Thus, audio and audio-visual media were effective in enhancing students' listening skills.

Based on a review of 10 articles, this study concludes that integrating audio-visual media into elementary school instruction positively impacts students' listening skills, significantly enhancing attention, comprehension, engagement, and overall listening development.

## Discussion

A review of 10 articles examining the effectiveness of audio-visual media on elementary school students' listening skills indicates a consistent, significant positive effect. [Yohanah et al. \(2025\)](#) reported an increase in the mean score from 76.05 to 86.26, with learning mastery reaching 92.30%. Similarly, [Nurhasanah \(2024\)](#) demonstrated substantial improvement in the experimental group, with the mean score increasing from 48.98 (pretest) to 83.13 (posttest), exceeding the gains observed in the control group. [Salamah \(2025\)](#) also

found marked improvement in fourth-grade students' listening skills, with mean scores rising from 55.12% (pre-intervention) to 85.93% (Cycle II), accompanied by increased student motivation and participation.

[Halipah et al. \(2025\)](#) further confirmed that audio-visual media effectively enhanced third-grade students' listening comprehension of narrative texts, improving both motivation and understanding of story elements. [Yunira et al. \(2025\)](#) reported that Animaker-based audio-visual media significantly improved listening skills in the experimental group compared to the control group, as evidenced by a calculated t-value exceeding the critical t-value and an N-Gain score of 0.62. [Kadu et al., \(2025\)](#) demonstrated that audio-visual media improved fourth-grade students' comprehension of news texts, with mastery increasing from 36% in Cycle I to 91% in Cycle II.

In addition, [Firnanda et al. \(2025\)](#) showed that the implementation of the "Keluargaku Unik" audio-visual media, integrated with the Discovery Learning approach, significantly improved second-grade students' listening skills at SDN Lowungu, achieving a mean score of 92.5, along with increased motivation and active participation. [Wulandari et al. \(2023\)](#) reported improvements in third-grade students' listening skills at SD Negeri 81 Palembang, with mean scores increasing from 76.83 to 84.69. Finally, [Maulidya et al. \(2025\)](#) found that integrating Problem-Based Learning supported by audio-visual media significantly improved fifth-grade students' listening skills, as confirmed by a linear regression analysis that revealed statistically significant differences between the experimental and control groups.

Collectively, these studies demonstrate that audio-visual media effectively enhance elementary school students' listening skills, including narrative comprehension and social engagement. The impact is particularly pronounced when audio-visual media are integrated with instructional approaches such as Discovery Learning and Problem-Based Learning, which further strengthen student motivation and active participation.

## CONCLUSIONS

A review of 10 studies found that audio-visual media significantly improve elementary school students' listening skills. Platforms and tools such as YouTube, Animaker, and other technology-based applications effectively enhance comprehension, engagement, motivation, and participation. The use of audio-visual media fosters an interactive, stimulating learning environment that supports the development of listening skills. Their effectiveness becomes even more pronounced when combined with instructional approaches such as Discovery Learning and Problem-Based Learning.

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## AUTHOR CONTRIBUTIONS STATEMENT

EYN contributed to the formulation of the research concept, literature review, data selection, data analysis, interpretation of findings, and manuscript writing.

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