



Implementation Of Audio Visual Learning Media On Character Formation

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Abstract

This study aims to determine how the implementation of audio-visual learning media in Christian Religious Education subjects at SMK Negeri 1 Medan, analyze student responses to the use of these media, and examine their contribution to the formation of student character, especially Christian values such as love, honesty, responsibility, and forgiveness. The research method used is qualitative research with a phenomenological approach. The subjects of the study were students of grades XI and XII of the 2025/2026 academic year, especially those who are Christian at SMK Negeri 1 Medan. Data were collected through in-depth interviews, participatory observation, and document analysis, then analyzed using phenomenological analysis techniques with the stages of data reduction, theme identification, and preparation of essential descriptions. The results of the study indicate that the implementation of audio-visual learning media, especially videos, can increase students' attention, motivation, and involvement in the learning process. Student responses were generally positive, they felt it was easier to understand the material and were encouraged to internalize the Christian values displayed in the videos. In addition, audio-visual media has been proven to contribute to the formation of students' character by fostering honest, responsible, compassionate, and forgiving attitudes, although its effectiveness is still influenced by the role of the teacher and the relevance of the content displayed.

Keywords: Implementation, Learning Media, Audio-visual, Character, Christian Values, vocational schools

INTRODUCTION

Education plays a crucial role in shaping a generation that is not only intellectually intelligent but also possesses strong character and high moral values. In vocational secondary education (SMK), the primary goal is not only to master vocational skills relevant to the world of work, but also to shape the character of students so that they become individuals who are responsible, honest, have integrity, and possess a strong work ethic. The primary challenge in vocational education is aligning the achievement of technical competencies with character development, especially amidst the currents of globalization and the development of digital technology that influence the way the younger generation thinks, behaves, and acts (Pradikta, 2019).

In Christian education, character formation is not simply about teaching moral values, but also about a spiritual calling derived from biblical teachings. Values such as love, honesty, forgiveness, humility, and responsibility are core principles that must be taught comprehensively to students as the foundation for developing a Christian identity (Tafonao et al., 2022).

Teaching these values is not merely theoretical but must be internalized and lived out in everyday life. Therefore, a learning approach that combines cognitive, affective, and spiritual aspects is crucial for religious and character education in schools (Sulfemi, 2019).

Rapidly evolving digital technology has driven innovation in learning methods, including in Christian Religious Education (PAK). One innovation gaining increasing attention is the use of audio-visual learning media. This media, particularly video, has been shown to enhance comprehension by simultaneously combining visual elements, sound, narrative, and emotion (Faot Suryani Elenrina, 2022).

Video media serves not only as a tool for conveying information but also as a means of transforming meaning. Bible stories visualized through drama, narrative, or documentary can provide learning experiences that touch students' emotional and spiritual aspects. By presenting heartfelt videos, students are encouraged not only to understand Christian values but also to reflect on and practice them in their daily lives. Learning has transformed from a one-way process into a dialogic, reflective, and contextual process that reflects the real lives of vocational high school students as they search for their identity and develop a life attitude (Saragih et al., 2023).

However, the use of audiovisual media in values learning does not automatically guarantee success. Its impact depends heavily on how teachers implement the media, the quality of the content presented, and the extent to which it is relevant to the cultural and social backgrounds of students (Napitupulu et al., 2024). Because each student's background, experience, and maturity level are different, the approach used must be adaptable. The implementation of video media must take into account local characteristics, community values, and the social dynamics developing in the school so that the process of internalizing these values can occur in a deep and meaningful way.

In the context of SMK Negeri 1 Medan, audio-visual learning media is used as a crucial strategy to strengthen character education in Christian Religious Education. As a vocational educational institution, this vocational school faces complex value challenges, as students are prepared to soon enter the stressful and morally challenging world of work. Therefore, engaging students' inner dimensions in character education is crucial. Through video, teachers are able to present real-life situations that demonstrate the application of Christian values in various contexts at home, at school, in social settings, and in the workplace (Sianturi & Saragih, 2024).

However, it is important to question the effectiveness of audio-visual media in the process of character formation for students. Does this media merely serve as visual entertainment without deep meaning, or does it serve as a means to enrich and

transformatively teach values? To answer this question, an in-depth empirical study of how this media is implemented in the learning process at SMK Negeri 1 Medan is required. This study aims to explore the use of audio-visual media in teaching Christian values, students' responses to the media, and its impact on changing their attitudes and behaviors in their daily lives.

This research is expected to make a significant contribution to the development of technology-based character education strategies, particularly for vocational schools, which face distinct challenges and unique needs. Furthermore, it has the potential to provide valuable input for educators, policymakers, and learning media developers in creating relevant, contextual learning approaches that have a significant impact on shaping a young generation with Christian character (Handayani et al., 2017).

METHOD

This study aims to examine the implementation of audiovisual learning media in character building for students at SMK Negeri 1 Medan, specifically through the Christian Religious Education (PAK) subject. This study uses a qualitative method with a phenomenological approach, which focuses on an in-depth understanding of students' subjective experiences in using audiovisual learning media, especially video media. This approach was chosen to explore how video media is applied in the learning process and how it can help students internalize Christian moral and spiritual values (Darmayanti et al., 2024).

According to Sugiyono (2013), a qualitative approach emphasizes understanding naturally occurring phenomena without manipulation, with the researcher as the primary instrument for data collection and analysis. This allows for in-depth exploration of students' perceptions and responses to the application of video media in the context of values and character learning.

Furthermore, Nasir (2023) explains that the phenomenological approach aims to uncover the meaning of an event or life experience as directly experienced by the individual. The main principle of this approach is "returning to the things themselves," namely, attempting to understand the experience from the participant's perspective without the interference of external assumptions.

This approach is considered appropriate because moral and spiritual values in education cannot be fully explained through quantitative data, but rather need to be understood through narratives, reflections, and students' personal experiences (Siswandi, 2022). Therefore, data collection techniques in this study include in-depth interviews, participant observation, and field notes.

The data were analyzed through the stages of phenomenological reduction, identification of main themes, to the preparation of essential descriptions that reflect the core of students' experiences with the use of video media. With this approach, this study is expected to provide an authentic understanding of the effectiveness of audio-visual learning media in shaping students' characters, especially in instilling spiritual and moral values.

The results of this study are expected to provide a concrete contribution in the development of Christian Religious Education learning media that are not only visually attractive, but also able to touch and shape students' characters deeply and sustainably (Rizqy et al., 2025).

This research was conducted at SMK Negeri 1 Medan, located at JL. Sindoro No. 1 Medan, Pusat Pasar, Medan Kota District, Medan City, North Sumatra. This school was chosen as the research location because it has implemented the use of video-based learning media in the Christian Religious Education (PAK) learning process, as well as the diversity of student backgrounds relevant to understanding the contextual construction of meaning. This includes showing videos containing Bible stories presented visually and contextually (Fauziah & Ninawati, 2022).

The subjects in this study were Christian students in grades 11 and 12 of SMK Negeri 1 Medan, who had direct experience in participating in video-based Christian Religious Education (PAK) learning, and demonstrated active involvement in the learning process. Subjects were selected purposively, considering the suitability of their characteristics and involvement in the learning activities that were the focus of the study.

Subject criteria include:

1. Christian students.
2. Have participated in PAK learning using video media.
3. Active in the learning process (asking questions, discussing, or completing assignments).
4. Willing to be a participant in interviews and observations.

The object of this research is the implementation of video-based learning media in Christian Religious Education subjects and its contribution to the improvement of Christian values, such as love, honesty, forgiveness, and responsibility. This object is studied in the context of teaching and learning activities at SMK Negeri 1 Medan, with a focus on the process, student perceptions, and the impact of video learning on the appreciation of Christian values.

In a phenomenological approach, the researcher acts as the primary instrument, actively interpreting participants' experiences through a reflective process. This means that the researcher not only collects data but also acts as the primary interpreter of the meaning contained within that data.

The researcher's involvement was extensive and active, including the design of initial instruments such as interview guidelines, direct field observations, recording emerging phenomena, and the process of analyzing and interpreting data based on in-depth reflection on participants' experiences (Rukmiringsih et al., 2020).

Although researchers are the main instrument, additional instruments are needed to ensure that data is collected systematically, accurately, and documented (Sahir, 2022).

Using a phenomenological approach in this qualitative research, data collection techniques focused on understanding the subjective experiences of participants in depth. These techniques included interviews, participant observation, and document analysis.

These techniques were used to obtain valid and contextual field data, in line with the exploratory objectives of the phenomenological approach

RESULTS AND DISCUSSION

The research results are presented by outlining the data collected through interviews, field observations, and field documentation. This data is not only presented descriptively but also analyzed in depth to identify patterns, meaning, and relevance to the research problem.

The discussion in this chapter is based on empirical findings obtained from informants deemed directly related to the research object. The analysis was conducted by linking available primary and secondary data, resulting in a more comprehensive understanding. Furthermore, the discussion is accompanied by critical discussions aimed at highlighting various relevant aspects, both theoretically and practically, so that the research problem can be answered systematically (. et al., 2017) .

Specifically, this chapter of research results and discussion will present important findings from the observation process for 2 days on August 14-15, 2025 and interviews conducted for 2 days on August 15 and 19, 2025. The findings will be explained in stages, starting from the description of raw data to interpretative analysis, so that readers can understand the researcher's thought process in linking field data with research objectives. Thus, this chapter not only presents data, but also presents in-depth meaning to the phenomena studied, especially those related to the implementation of audio-visual learning media on character formation of students at State Vocational High School (SMK) 1 Medan.

General Data Description

Research Site Overview

This research was conducted at SMK Negeri 1 Medan located at JL. Sindoro No. 1 Medan, Pusat Pasar, Medan Kota District, Medan City, North Sumatra. SMK Negeri 1 Medan is located in a densely populated area and close to the market, but the teaching and learning process remains conducive due to the presence of high fences and walls. The school environment is neat, beautiful, and cool with shady trees, gardens, and adequate supporting facilities so that the learning process becomes more comfortable and can be carried out well. Learning facilities include 36 classrooms equipped with whiteboards and infocus in each room, as well as internet connections to ensure learning can be carried out well.

SMK Negeri 1 Medan has teachers who are quite competent in using and utilizing learning media properly. and has a total number of students of approximately 1,230 students divided into 12 classes for grade X, 12 classes for grade XI, and 12 classes for grade XII. This research took place for 6 days starting from August 14, 2025 to August 19, 2025 with data collection carried out through observation, interviews, and documentation during the learning process.

This study employed a qualitative method with a phenomenological approach. Data collection was conducted through observation, interviews, document analysis, and

documentation during the learning process (Serungke et al., 2023) . The goal was to gain a deeper and clearer understanding of the data obtained, which was then analyzed with a focus on the implementation of audiovisual learning media in character development for students at State Vocational High School (SMK) 1 Medan.

Research Interview Results: Religious Education Teachers

In the teacher interview stage, it was carried out on Friday, August 15, 2025. This activity involved one informant, namely the Christian Religious Education Teacher. The purpose of the interview with the teacher in this study was to obtain in-depth information regarding the role of the Christian Religious Education teacher in the implementation of audio-visual learning media in character formation of students at State Vocational High School (SMK) 1 Medan.

The data from these interviews complemented the observation results, providing a more comprehensive picture of the implementation of audiovisual learning media in developing student character. Prior to the interview, the researcher greeted the students by asking how they were, then asked prepared questions, and concluded with a thank you.

Teacher Name: Elfrida Br. Siburian S.Th

1. Question : Have you ever used audio-visual media (such as videos, short films, animations, documentaries) in teaching?

Answer : Yes, I have used audio-visual media in learning by playing/showing a short video to students with the help of an infocus.

Analysis results and conclusions: Teachers have used audio-visual media in their learning. This demonstrates that teachers understand the importance of varying learning media, particularly audio-visual media, to capture students' attention and aid comprehension.

2. Question : Do you plan to use audio-visual media as part of the RPP (Learning Implementation Plan)?

Answer : Yes, in the lesson plan that I have made, I plan to use audio-visual media to increase the level of student interest in learning.

Analysis and conclusions: Teachers not only use audiovisual media incidentally but also systematically plan it in their lesson plans. This indicates that media utilization is positioned as an integral part of the learning strategy, not merely a complement. The clear purpose of use, namely increasing student interest, demonstrates an awareness of the motivational function of learning media.

3. Question : In your opinion, do audio-visual media help convey teaching materials more effectively?

Answer : In my opinion, the use of audio-visual media can help in delivering learning materials more effectively because most students feel bored with material delivered only from textbooks.

Analysis results and conclusions: Teachers assess that audiovisual media plays a crucial role in enhancing the effectiveness of material delivery. This view is based on the

observation that students often feel bored when learning relies solely on textbooks. Therefore, teachers understand the need for variation in teaching methods to make the learning process more engaging, interactive, and suited to the characteristics of students who tend to quickly become bored with conventional methods.

4. Question: Do students appear more enthusiastic and active in learning when audio-visual media is used?

Answer : According to my observations, students appear more active and enthusiastic during the video screening than when I only explain the material and give students assignments.

Analysis and Conclusions: Teachers observed a significant difference in student engagement and enthusiasm when using audiovisual media compared to conventional methods (lectures and assignments). This indicates that video media can directly increase student engagement, both in terms of attention and learning participation. The use of audiovisual media has been shown to create a more lively and interactive learning environment (Yunarti et al., 2021) .

5. Question : Do you choose videos that contain character values (for example: honesty, discipline, cooperation, etc.)?

Answer : Yes, I choose videos that are appropriate for learning, such as videos that contain character values and so on, so that students are able to understand the meaning of the video being shown.

Analysis and conclusions: The teacher consciously selected videos relevant to the learning objectives, not only focusing on cognitive aspects but also embodying character values. This demonstrates a deliberate approach to media use, ensuring that the material presented is not only engaging but also educational. With this strategy, audiovisual media serves as a tool to facilitate student understanding while supporting the development of positive attitudes.

6. Question : Does the use of audio-visual media have a positive impact on students' attitudes and behavior in the classroom?

Answer : In my personal opinion, yes, because I see that students who participate in learning tend to follow what is shown during learning, such as good manners, responsibility and so on.

Analysis and Conclusions: Teachers observed that audiovisual media not only aided in delivering material but also positively impacted student behavior. Videos containing character values appeared to be internalized by students, leading them to adopt the positive attitudes displayed, such as politeness and responsibility. This demonstrates that audiovisual media is effective as a means of character building and as a reinforcement of social values in learning.

7. Question : Do you facilitate discussions or reflections after showing the learning videos?

Answer : Yes, after playing the video, I give students the opportunity to provide responses or questions regarding the learning, so that students can understand the meaning and purpose of the video.

Analysis results and conclusions: The teacher not only uses video as a presentation medium, but also complements it with follow-up activities in the form of discussion and question-and-answer sessions. This strategy demonstrates that the teacher understands the importance of reflection and interaction after the video screening so that students are not just passive observers but actively express their opinions and ask questions.

8. **Question** : Have you ever seen changes in students' character after learning using audio-visual media?

Answer : Yes, I have seen various changes in the attitudes of students, for example, previously the student did not want to complete the assignments I gave him at school, then after playing a video about character, he slowly started to change and until now he always prepares the assignments given.

Analysis results and conclusions: Teachers observed significant behavioral changes in students after using audiovisual media in the form of character videos. The media not only influenced student interest in learning but also impacted student discipline and responsibility in completing assignments. These changes indicate that audiovisual media can function as an effective means of internalizing character values.

9. **Question** : Are there any challenges or obstacles when using audio-visual media in the teaching and learning process?

Answer : Actually, the use of audio-visual media has many challenges, for example, lack of learning time, inadequate facilities, etc.

Analysis results and conclusions: Teachers recognize that the use of audiovisual media is not without its challenges. The main challenges faced are limited learning time, which prevents optimal video use, and limited school facilities. This indicates that, despite the benefits of audiovisual media, its implementation still faces technical and structural barriers. These obstacles can impact the consistency of media use in learning (Fatihah et al., 2023).

10. **Question** : Does the school support the use of audio-visual media in the learning process (for example through facilities or training)?

Answer : Yes, the school fully supports this by providing various supporting facilities such as infocus, speakers, wifi, etc. This is proof of the school's support for teachers who want to use various effective learning methods.

Analysis results and conclusions: Teachers reported that the school provides concrete support for learning innovation by providing facilities and infrastructure such as infocus, speakers, and Wi-Fi access. This demonstrates the institution's awareness of the importance of modern learning media. These facilities also serve as a supporting factor for teachers in implementing varied and effective learning methods, despite previously mentioning limitations. With school support, barriers to the use of audiovisual media can be minimized.

11. Question : Do you want to continue using audio-visual media as a learning strategy in the future?

Answer : Yes, I plan to use this audio-visual media in the future, but I have to see whether it is appropriate to the learning topics that have been provided, so that students can understand what they are learning more quickly.

Analysis and Conclusions: The teacher emphasized that the use of audiovisual media will continue to be planned in the future. However, their use will not be arbitrary, but rather will be based on their relevance to the learning topic. This demonstrates a selective approach and careful planning to ensure the media is truly relevant and supports learning objectives.

12. Question : Do you think audio-visual media is effective in shaping the character of students in a vocational school environment?

Answer : In my opinion, yes, because vocational school students are generally taught to be able to immediately enter the world of work after graduating from school, here we also have to shape their character so that when students are in the work environment, they are able to show good character.

Analysis and Conclusions: The teacher emphasized that learning in vocational schools focuses not only on technical skills but also on character development. This is highly relevant because vocational school graduates are prepared to enter the workforce directly, which requires professionalism, responsibility, and good ethics. Therefore, character education is an important part of the learning process in vocational schools, including through the use of audio-visual media that display positive values.

Overall, the interview results indicate that the use of audiovisual media in learning has been proven to improve student understanding, motivation, and engagement. Furthermore, this media is effective in instilling character values such as discipline, responsibility, and courtesy, which are essential for vocational high school students' readiness to enter the workforce. Despite challenges such as limited time and facilities, school support and teacher planning make audiovisual media an innovative, engaging, and relevant learning strategy for today's education needs.

Research Interview Results: students

1. **Student name :** Ayu Wulan Sari Zebua

Class : XI-BD

1. **Question :** Have teachers ever used audio-visual learning media (such as videos) in classroom lessons?

Answer : Yes, I have been involved in Christian religious education.

Analysis and conclusion: Ayu said that audio-visual media had been used in learning, especially in Christian Religious Education subjects.

2. **Question :** Do you feel more interested in learning when using audio-visual media?

Answer : Yes, I feel interested because learning becomes more active and doesn't make me sleepy.

Analysis and conclusion: Ayu believes that audiovisual media can increase student interest and focus due to the more engaging and concrete presentation of the material, preventing students from getting bored easily during the lesson. This interest then leads to higher learning motivation, as seen in students' enthusiasm for taking notes, asking questions, and discussing after watching the presentation.

3. Question : Are the videos shown easy to understand and relevant to the lesson material?

Answer : In my opinion, the video shown is clear enough so it is easy to understand and also in accordance with the learning material.

Analysis and Conclusion: Student statements indicate that the teacher's video selection was appropriate because it met two main aspects: clarity of presentation and relevance to the teaching material. Clarity of presentation means that the message conveyed through the video is well received by students, both in terms of language, visual appearance, and storyline. Meanwhile, relevance to the teaching material confirms that the video content is not merely entertainment but truly supports the achievement of learning objectives.

4. Question : Do you feel actively involved when watching learning videos?

Answer : Yes, I feel involved because we are required to understand the message of the video being shown.

Analysis and conclusion: According to Ayu, audiovisual media not only serves as a tool to attract students' attention, but also encourages them to play an active role in the learning process. Through video displays, students are not just passive spectators, but are encouraged to understand the content, take notes, and participate in discussions and questions and answers. This condition shows that audiovisual media is able to stimulate students' cognitive, affective, and psychomotor involvement in a balanced manner.

5. Question : Is the video shown able to show good character values (e.g. honesty, responsibility)?

Answer : In my opinion, the video media that has been broadcast really highlights a person's character values, starting from their responsibility, as well as their attitude and behavior.

Analysis and Conclusion: Ayu assessed that the video media presented in the learning not only conveyed the material but also emphasized aspects of character building. The most prominent values according to students were responsibility, attitude, and positive behavior. This indicates that the moral message in the video was successfully conveyed and understood by students, so that the audiovisual media functioned not only as a means of conveying information but also as a medium for internalizing character values.

6. Question : Can you mention the positive character values from the video shown?

Answer : Yes, such as the values of honesty, loyalty and responsibility.

Analysis and conclusion: Video media is effective in conveying character values to students. Students are able to grasp and clearly articulate positive values such as honesty,

loyalty, and responsibility, proving that audiovisual media supports the achievement of character education goals in schools.

7. Question : Do you feel motivated to behave better after watching the learning video?

Answer : Yes, I feel motivated.

Analysis and Conclusion: Students stated that the instructional videos shown had a motivational impact. This demonstrates that audiovisual media not only conveys material but also encourages students to improve their attitudes and behavior. This brief but positive response demonstrates the media's direct influence on students' self-awareness and the drive to become better individuals.

8. Question : Do you feel any changes in your way of thinking or attitude after learning using videos?

Answer : Yes, I feel that after understanding and paying attention to the video that was shown, I experienced changes in my way of thinking and attitude.

Analysis and Conclusion: Students stated that the video had a significant impact on their thinking and attitudes. This demonstrates that audiovisual media not only serves as a tool to aid understanding but also influences the affective aspect, namely shaping thought patterns and behavior. This response indicates that the messages contained in the video were successfully internalized by the students, resulting in positive changes (Winarto et al., 2020).

9. Question : Have you and your friends ever discussed or shared opinions after watching a video in class?

Answer : Yes, there was a time when a friend still didn't understand what the video meant, there we shared opinions and discussed so that we could understand what was being shown.

Analysis and Conclusion: Students explained that after watching the video in class, they engaged in discussions and shared opinions, especially when a classmate didn't understand the video's content. This demonstrates that audiovisual media encourages collaborative learning. These discussions help students complement each other's understanding, allowing for a deeper understanding of the video's message.

10. Question : Does the classroom atmosphere become more lively and active when learning uses audio-visual media?

Answer : Yes, I feel the class atmosphere is more active because after watching the video the teacher also gives the opportunity to ask questions and discuss.

Based on the interview results, Naomi Kezia Zebua also emphasized that audiovisual media is very helpful in the learning process. According to her, the use of videos makes learning clearer, easier to understand, and encourages active student engagement through questions and discussions. She stated that videos create a more lively and interactive classroom atmosphere than traditional methods.

Furthermore, Naomi was able to grasp the positive character values displayed, such as honesty, responsibility, and mutual respect, which then motivated her to make behavioral changes for the better. Naomi supports the continued use of audiovisual media, although she emphasizes the need for teachers to continue providing supplementary explanations. Specifically, she also approves of the use of videos to instill Christian character values because it makes learning more meaningful and enjoyable.

Based on the results of teacher interviews, it can be concluded that the implementation of audiovisual media in learning has been proven to have a significant positive impact. This aligns with Sadiman's opinion, which states that audiovisual media can clarify the presentation of messages, thereby streamlining the learning process and improving student understanding. Furthermore, in line with Arsyad's view, this media can also foster motivation and encourage active student involvement in learning activities.

Furthermore, audiovisual media is also effective in instilling character values such as discipline, responsibility, and manners. This is relevant to the goals of vocational education, which emphasize not only cognitive mastery but also equip students with attitudes and life skills to prepare them for the world of work. With concrete and contextual presentation, character values can be internalized more easily and meaningfully by students.

However, as Sudjana and Rivai noted, the use of learning media is not without challenges, such as limited facilities and time allocation. However, with school support and teacher creativity in planning learning, audiovisual media can still be optimized. Thus, in line with existing theory, the results of this study confirm that audiovisual media is an innovative, engaging, and relevant learning strategy for today's education needs. (Wahyu bagia sulfemi, 2019) .

Furthermore, based on interviews with seven students, it was concluded that the use of audiovisual media in Christian Religious Education learning at vocational schools also had a positive impact, both on material comprehension and character development. Students felt more engaged, motivated, and active when learning with videos, and they also found it easier to grasp the lesson content. This supports Mayer's findings in Multimedia Learning, which show that delivering information through visual and auditory channels simultaneously can improve student comprehension and retention.

Videos can also instill positive character values such as responsibility, honesty, discipline, mutual respect, and harmony, which impact changes in students' attitudes and ways of thinking. Furthermore, the classroom atmosphere becomes more lively and enjoyable due to discussions and interactions, as emphasized by Rajagukguk that the use of audio-visual media in PAK can increase student learning activity. Therefore, most students support the continued use of audio-visual media in learning, although it still needs to be balanced with direct teacher explanations. (Revelation, 2023) .

When it comes to character building for students, the use of audiovisual media in learning plays a crucial role. Through videos showcasing positive values such as honesty, responsibility, discipline, and mutual respect, students are encouraged to emulate these

behaviors in their daily lives. Interviews show that students experience changes in their thinking and attitudes, such as being more motivated to be responsible, disciplined in their studies, and having greater respect for others. This aligns with Rendi's theory, which emphasizes that Christian education aims to shape individuals who resemble Christ through internalizing the values of love, honesty, responsibility, and forgiveness. Thus, audiovisual media is an effective means of internalizing character values, as students not only hear theory but also see concrete examples that they can emulate and reflect on.

CONCLUSION

Based on the results of the data presentation and discussion above, several points can be concluded as follows:

1. The implementation of audiovisual media in Christian Religious Education learning at SMK Negeri 1 Medan has proven effective because it is systematically planned in the Lesson Implementation Plan (RPP). Teachers not only use it as a supplement but also integrate it as part of the learning strategy, thereby improving understanding, participation, and the effectiveness of the teaching and learning process.
2. Audio-visual media has been proven to increase students' interest and motivation in learning by presenting more engaging and less monotonous learning; facilitating understanding of the material by presenting concrete examples that complement oral explanations; and encouraging student engagement in discussions, Q&A sessions, and reflection after watching videos.
3. Videos shown during learning not only serve as a medium for delivering material but also as a means of internalizing character values, such as responsibility, honesty, discipline, mutual respect, cooperation, and harmonious living. As a result, students not only gain cognitive understanding but also experience affective changes, reflected in their thinking and attitudes. This is evident in student testimonies that demonstrate increased responsibility, discipline, and mutual respect for others.
4. The use of audio-visual media is in line with the vision of vocational schools which emphasizes not only mastering technical skills, but also on the formation of students' character as provisions for facing the world of work.

Suggestion

Based on the research results and conclusions, the implementation of audiovisual media has proven beneficial but still faces several challenges. Therefore, the researchers offer suggestions for teachers, schools, and students to ensure optimal and sustainable implementation of this media.

1. For Teachers: It is hoped that they will continue to utilize audiovisual media in learning because this media has been proven to improve student understanding, motivation, and character development. The selection of videos should not only be tailored to the subject matter, but also contain positive moral and character values, and be balanced with direct

explanations and reflective discussions so that students are not just passive spectators, but actively involved in the learning process.

2. For Schools: Support for the use of audiovisual media is expected by providing adequate supporting facilities, such as projectors, speakers, internet access, and a collection of learning videos. Furthermore, schools can hold training or workshops for teachers to be more creative and innovative in developing learning media. This support will be even more optimal if the application of audiovisual media is not limited to Christian Religious Education but also expanded to other subject areas.

For students: The implementation of audiovisual media should be interpreted not only as a means to understand the subject matter, but also as motivation to internalize the positive values conveyed. Students are expected to be more active in discussions, reflect on the content of the presentation, and apply attitudes of responsibility, discipline, and mutual respect in their daily lives

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