

## INTEGRATING AUDIOVISUAL MEDIA TO ENHANCE LEARNING CONCENTRATION IN EARLY CHILDHOOD SETTINGS

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**Abstract:** *This study aims to enhance early childhood learning concentration by applying audiovisual media in classroom activities. This research employed a Classroom Action Research (CAR) design, carried out in two cycles, each comprising planning, action, observation, and reflection stages. As a practitioner and researcher, the teacher used a variety of audiovisual tools to improve children's attention during learning. Data were collected through structured observations and performance assessments that focused on behavioural indicators of concentration, including attentiveness, responsiveness, participation, and task completion. Initial findings revealed that students demonstrated low concentration due to the limited and less engaging use of learning media. To address this issue, diverse audiovisual materials—such as laptops, televisions, sound systems, pop-up cards, posters, and microphones—were systematically integrated into classroom activities. The implementation of these tools resulted in a substantial improvement in students' concentration, increasing from 58% in Cycle I to 92% in Cycle II. The findings indicate that the structured application of audiovisual media not only enhances focus and engagement but also creates a more interactive and stimulating learning environment in early childhood education settings.*

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**Keywords:** *Early Childhood Education, Learning Concentration, Audiovisual Media, Classroom Activities, Teaching Strategies.*

## A. Introduction

Early childhood education serves as a crucial foundation for the development of personality, health, and overall well-being, influencing motivation, independence, and children's potential for lifelong learning (Sahirah, 2025). Numerous studies confirm that children's visual attention and comprehension are closely linked to the quality of audiovisual input they receive. Lauricella et al. (2022) demonstrated that synchronous video book-reading significantly improves young children's focus and understanding of learning content. This developmental period is often referred to as the "*Golden Age*" (Hurlock, 1979) marked by rapid growth across physical, cognitive, emotional, linguistic, and social domains (Kristiawan et al., 2021). Local empirical evidence from early childhood institutions in Ngawi also shows that visual-based activities such as finger painting can effectively stimulate children's focus and engagement during classroom learning (Setiyowati et al., 2022). Accordingly, early childhood education programs such as Raudhatul Athfal (RA) are formally recognised in Indonesian law as part of Early Childhood Education (PAUD) and are intended to provide educational stimulation that supports children's physical, social, emotional, and cognitive development so they are ready to progress to the next level of education (Republic of Indonesia, Law No 20/2003; Depdiknas/Kemendikbud PAUD guidelines).

However, maintaining concentration during learning remains a persistent challenge for early childhood learners. Studies show that over 60% of children in early education settings struggle to sustain focus for more than 10–15 minutes during structured learning activities (UNESCO, 2023). Low attention spans often lead to limited participation and hinder teachers' ability to achieve targeted learning outcomes. Similarly, Strouse et al. (2022) found that children's physiological engagement—measured through electrodermal activity—increases during interactive, screen-based storytelling sessions, emphasising the role of audiovisual stimulation in sustaining attention. This issue is frequently linked to conventional teaching practices that rely heavily on verbal explanations, providing little visual or interactive stimulation. However, not all audiovisual exposure benefits learning; background television, for example, can distract and reduce focus during cognitive tasks (O'Toole, 2021). This indicates that purposeful

integration, not mere exposure, determines effectiveness. As a result, classroom dynamics become teacher-centred, reducing children's enthusiasm, participation, and creativity. Family involvement has also been found to play a crucial role in supporting young children's concentration during learning. Collaboration between teachers and parents is essential for sustaining attention in early learning (Prasetyo & Widyawati, 2021).

The growing adoption of digital technology in schools has encouraged teachers to integrate audiovisual media into their daily classroom practices, as highlighted by (Prasetyo, 2022) in a study on technology-based learning implementation during the COVID-19 period. Recent advances in educational technology have expanded the range of tools available to support early learning. Educational play media—especially audiovisual materials—have proven effective in increasing engagement and comprehension by combining sound and imagery (Ezer et al., 2021). Audiovisual media stimulate multiple senses simultaneously, making learning experiences more interactive and enjoyable (Aminah, 2019). A recent review by Swider-Cios et al. (2023) synthesized multiple findings showing that screen-based media can both enrich and challenge early learning, depending on how audiovisual content is designed and mediated by adults. Despite this potential, many teachers still lack adequate understanding or skills in selecting and applying appropriate media for early childhood classrooms (Nurchayanti & Tirtoni, 2023). This limited integration of multimedia tools results in lessons that remain monotonous and less meaningful for young learners.

Previous research on audiovisual media in early childhood education has focused mainly on improving language skills, motivation, or academic achievement (Rahayu, 2023). While these studies demonstrate the effectiveness of audiovisual tools in enhancing communication and engagement, very few have examined their specific impact on learning concentration, a crucial cognitive foundation for later academic success. Furthermore, Pi et al. (2024) revealed that even subtle changes, such as peers turning on their cameras during online activities, significantly enhance learning engagement, supporting the argument that visual interactivity improves attention. This underexplored area represents a significant research gap, particularly in RA (Islamic

kindergarten) contexts, where concentration directly influences children's readiness for primary education. At the household level, Mannell et al (2024) reported that families' digital-media habits also affect children's attention span and emotional regulation, implying that audiovisual learning should be viewed as part of a broader socio-technological ecosystem.

Theoretical foundations of audiovisual attention date back to Lorch & Anderson (1979) who identified a direct correlation between children's visual focus and their comprehension of televised educational content—an insight still relevant to current multimedia learning contexts. Addressing this gap, the present study applies Classroom Action Research (CAR) to examine how audiovisual media can enhance concentration during learning among RA B students at RA PSM Sumberjo. By incorporating a variety of audiovisual tools, such as laptops, televisions, sound systems, and interactive visual aids, learning activities are designed to be more enjoyable, participatory, and cognitively stimulating. This approach is expected not only to improve concentration but also to foster better comprehension and language responsiveness among children.

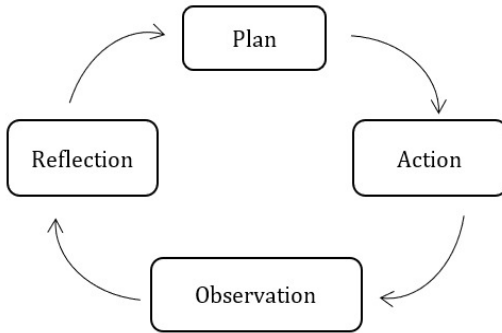
Considering the challenges outlined above, the present study aims to determine whether integrating audiovisual media can effectively improve the concentration of RA B students at RA PSM Sumberjo. Furthermore, the study seeks to understand how the Classroom Action Research (CAR) framework can be applied systematically and iteratively to optimise the use of audiovisual media in fostering children's sustained attention, participation, and cognitive engagement during classroom learning activities.

## **B. Method**

This study employed the Classroom Action Research (CAR) method. According to Hardjodipuro in (Depdiknas, 2003) CAR is an approach designed to improve educational quality through systematic and reflective change. It encourages teachers to critically examine their teaching practices and make continuous improvements to enhance learning outcomes (Kemmis & McTaggart, 1988; Kristiawan et al., 2021).

CAR was implemented in two cycles, each consisting of four key stages: planning, action, observation, and reflection (see Figure

1). Through these iterative stages, teachers act as both educators and researchers—designing, applying, and evaluating strategies to improve students’ concentration.



**Figure 1.** Flowchart of the CAR Cycle

Each stage aims to identify problems, implement interventions, observe changes, and reflect on outcomes to achieve continuous improvement.

**Table 1.** Research Setting and Participants

| Aspect                  | Description  |
|-------------------------|--|
| Location                | RA PSM Sumberjo, Ginuk Village, RT 004/RW 003, Karas District, Magetan Regency |
| Academic Year           | 2024–2025  |
| Duration                | September – November 2024 (3 months)   |
| Cycles                  | 2 (Cycle I: 4 meetings, Cycle II: 3 meetings)                                  |
| Participants            | 13 students (9 girls, 4 boys) – RA B class                                     |
| Teacher–Researcher Role | Acts as planner, implementer, observer, and evaluator                          |

The research setting was selected because it represents a typical early childhood classroom where low learning concentration is often observed. Data were collected using three main techniques:

1. Observation: Direct observation during class activities using structured checklists.
2. Field notes: Qualitative notes recorded during and after teaching sessions.
3. Performance checklists: Used to quantify students' concentration based on behavioural indicators.

In this study, learning concentration is operationalised using behavioural-engagement indicators. Following previous empirical research (Andriani et al., 2024; Mardiana et al., 2024; Sihotang et al., 2021), concentration is assessed based on students': (1) paying attention to the teacher's instruction and learning materials, (2) comprehending and responding appropriately to the material, (3) actively engaging by asking questions or contributing opinions, (4) correctly answering teacher's questions or tasks, and (5) maintaining focus and orderly behavior during learning activities. To ensure validity and reliability, observations were conducted collaboratively with a peer teacher. Data were analysed descriptively by comparing the concentration levels achieved between the two cycles using percentage analysis. The improvement percentage was calculated using the following formula:

Where:

P = improvement percentage,

S1 = average concentration in Cycle I, and

S2 = average concentration in Cycle II.

This two-cycle CAR design allowed the teacher to identify and address problems through continuous action and reflection systematically. Similarly, Setiawati et al. (2024) demonstrated that audiovisual interactive media in mathematics learning can increase students' sustained engagement, further proving the cross-disciplinary applicability of such methods. The use of audiovisual media—as the primary intervention—increased engagement and concentration, thereby enhancing overall learning quality in early childhood classrooms. Afandi et al. (2024) also noted that audiovisual learning media significantly raise

students' interest and participation, highlighting the motivational dimension of visual-auditory approaches.

### C. Results and Discussion

This study aimed to enhance early childhood learning concentration through the application of audiovisual media in classroom activities at RA PSM Sumberjo. The implementation followed the Classroom Action Research (CAR) framework, consisting of planning, action, observation, and reflection stages conducted over two cycles.

Before implementing the actions in Cycle I, a pre-cycle assessment was conducted to obtain an initial overview of the children's learning concentration. The observation used the same instrument applied in the subsequent cycles, covering five behavioural indicators: (1) paying attention to the learning material, (2) understanding instructions, (3) asking questions or responding appropriately, (4) answering the teacher's questions, and (5) maintaining focus during activities.

The pre-cycle findings indicated that most children were not yet able to sustain attention consistently during classroom activities. They were easily distracted, often left their seats, responded minimally to the teacher, and required repeated instructions to complete simple tasks. Overall, the pre-cycle concentration level reached only 42%, placing the children in the low category and below the expected developmental standards. The distribution of the pre-cycle results is presented in Table 2.

**Table 2.** Pre-Cycle Observation Results of Children's Learning Concentration

| Development Category         | Number of Children | Percentage |
|------------------------------|--------------------|------------|
| Very Well Developed (BSB)    | 0                  | 0%         |
| Developed as Expected (BSH)  | 3                  | 23%        |
| Beginning to Develop (MB)    | 5                  | 38%        |
| Not Yet Developed (BB)       | 5                  | 39%        |
| <b>Average Concentration</b> | -                  | <b>42%</b> |

The pre-cycle data reveal that the majority of children fell into the *Beginning to Develop* and *Not Yet Developed* categories. This condition indicates several underlying problems:

1. Learning media were insufficiently engaging, resulting in minimal visual and auditory stimulation.
2. Teacher instructions were predominantly verbal, making it difficult for children to maintain focus.
3. The level of classroom interaction was low, causing children to lose interest quickly.
4. Children's attention span was short, requiring a more multisensory and interactive learning approach.

These baseline findings justified the need for intervention in Cycle I using audiovisual media to improve children's engagement and concentration during learning activities.

Learning activities were designed under the theme "*My Animals*" using various audiovisual-based approaches such as video storytelling, interactive discussions, and collage-making. In Cycle I, the students' concentration level averaged 58%, indicating that several children still struggled to maintain focus, understand instructions, and complete assigned tasks. Reflection on this phase revealed that unclear instructions, large group settings, and limited interactivity were major obstacles.

In Cycle II, improvements were introduced through simplified verbal guidance, minor group divisions, and the integration of more dynamic audiovisual media (animated videos, sound effects, and interactive visual prompts). Consequently, the students' average concentration increased significantly to 92%. The improvement aligns with Kim & Yi (2025), who explained that young children process audiovisual information through dual-task mechanisms, allowing multisensory input to reinforce attention and memory retention. These findings are consistent with (Prasetiyo & Reni, 2025), who emphasised that strengthening teachers' competence in using colour- and audiovisual-based media directly enhances young learners' engagement and concentration., with most learners categorised as *Very Well Developed* or *Developing as Expected*.

**Table 3.** Comparison of Students' Concentration between Cycle I and Cycle II

| Cycle | Very Well Developed (BSB) | Developing as Expected (BSH) | Beginning to Develop (MB) | Not Yet Developed (BB) | Average Concentration | Success Rate |
|-------|---------------------------|------------------------------|---------------------------|------------------------|-----------------------|--------------|
| I     | 1                         | 5                            | 4                         | 3                      | 58%                   | Moderate     |
| II    | 6                         | 5                            | 2                         | 0                      | 92%                   | High         |

The improvement from 58% to 92% demonstrates that integrating audiovisual media *effectively* enhanced students' focus and engagement in learning activities. This finding is consistent with Saodi (2023), who found that structured audiovisual models—such as the Audiovisual Talk-Time Playing (ATTP) framework—enhance not only concentration but also expressive language skills among early learners. Similarly, Aminah (2019) asserts that multisensory learning enriches children's cognitive processing and memory retention. Moreover, Kristiawan et al. (2021) emphasise that reflective teaching cycles, such as those in CAR, empower teachers to improve classroom dynamics and learning quality systematically. Complementing this, Manulang et al. (2023) found through a meta-analysis that audiovisual media consistently yield higher cognitive learning outcomes than conventional instruction, reinforcing the pedagogical value of such media.

The data interpretation further indicates that audiovisual media foster concentration by providing multisensory *experiences* that engage both sight and hearing, enabling children to construct meaning concretely. This result resonates with (Ezer et al., 2021), who emphasised the importance of interactive digital media and parental facilitation in optimising young children's concentration during learning. This aligns with Santrock (2006) theory of cognitive development and Slavin (2018) view of meaningful learning, where active engagement through multiple sensory channels strengthens comprehension and sustained attention.

Compared with existing literature, this study not only supports it but also contributes an empirical modification—contextualising the use of audiovisual media within a CAR framework that enables iterative improvement through reflection and action. Such a model positions teachers as *reflective practitioners* who continuously

identify challenges, design targeted interventions, and observe their impact on learners' behavioural and cognitive engagement.

Accordingly, this research reinforces previous local studies that utilised creative visual media—such as finger-painting activities—to improve early childhood concentration and fine-motor performance (Setiyowati et al., 2022). Comparable findings in Indonesian early-childhood contexts (Delvia & Khadijah, 2024) showed that tailored audiovisual interventions improve cognitive focus in 5- to 6-year-olds, supporting the results of this CAR-based study. Despite these promising outcomes, this study recognises certain limitations. The relatively small sample size (13 children) limits generalisation, and the three-month duration may not adequately capture long-term concentration trends. However, as noted by (Fitri et al., 2024), interactive audiovisual techniques can yield consistent improvements in attention, even across diverse classroom conditions, suggesting the model's potential scalability. Future studies should explore broader samples and incorporate digital interactivity or gamification elements to assess sustained engagement and motivation across diverse early childhood contexts.

In conclusion, the integration of audiovisual media through Classroom Action Research effectively enhanced early learners' concentration, raising performance from 58% to 92%. The findings confirm that audiovisual-based learning not only strengthens focus but also encourages reflective, adaptive, and innovative pedagogical practices in early childhood education.

#### **D. Conclusion**

This study concludes that the application of audiovisual media effectively enhances the learning concentration of RA B students at RA PSM Sumberjo. Before intervention, students exhibited low attention and frequent distractions during classroom activities. Through two cycles of Classroom Action Research (CAR), their concentration significantly improved from 58% in Cycle I to 92% in Cycle II. The findings demonstrate that integrating audiovisual media not only strengthens focus and engagement but also enhances linguistic responsiveness through multisensory learning experiences. The novelty of this research lies in revealing that audiovisual media, beyond their motivational

and communicative benefits established in prior studies, directly contribute to improving early childhood learning concentration. Based on these results, teachers are encouraged to incorporate a variety of interactive audiovisual tools to maintain children's attention and enrich classroom interaction. Finally, broader pedagogical reviews such as (Ramona & Cholimah, 2025) remind educators that balanced integration of audiovisual and traditional media promotes not only concentration but also moral and social learning. Future studies may further explore long-term impacts and digital-based innovations of audiovisual learning in diverse early childhood settings.

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