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## **The Effect of Audio Visual Media on The Value of Humanity and Pro-Social Behavior of Students Class 5, SD Negeri Cilibur 04 Kabupaten Brebes on Civics Subjects**

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### **ABSTRACT**

Education plays a crucial role in shaping human personality, fostering good morals, and supporting overall personal growth, leading to smoother life experiences. The prevalence of antisocial behaviors such as bullying, promiscuity, and drug use among teenagers can be attributed to a lack of diverse values and prosocial behavior. Socio-economic differences among various classes, including civil servants, entrepreneurs, and laborers, further emphasize the need for understanding diversity values to create peace and harmony among students. This study utilizes primary data and focuses on 30 fifth-grade students from SDN Cilibur 04. The relationship between Audio Visual Learning and the understanding of diversity values shows a significant value of 0.000 ( $p < 0.05$ ), indicating a notable difference in understanding these values among students who use audio-visual learning media. Similarly, the relationship between Audio Visual Learning Media and prosocial behavior also reveals a significant value of 0.000 ( $p < 0.05$ ), demonstrating a difference in prosocial behavior between students who engage with audio-visual learning methods. The results of this research conclude that: 1) There is a significant difference in the understanding of diversity values among fifth-grade students at SDN Cilibur 04 when using audio-visual learning methods, with a significance value of 0.000. 2) There is a significant difference in prosocial behavior among fifth-grade students at SDN Cilibur 04 when employing audio-visual learning methods, with a significance value of 0.000.

**Keywords:** Audio Media, Diversity, Social.

### **INTRODUCTION**

Humans will never be separated from education. Education plays an important role in the formation of quality human resources. Education is the basis for shaping human personality, having good morals, and growing up; human life will also be smooth (Irwan et al., 2022; Yusuf & Syurgawi, 2020). The same thing is shown by Wulandari et al. (2023) Education is the growth of students so that they can develop their potential talents and skills in life (Burton, 2024). Therefore, the world of education must develop and change. Many things affect the school education system, one of the achievement targets to be achieved is none other than learning outcomes (Nurgiansah et al., 2023). Learning activities students must actively participate in the process of learning is shown by the seriousness of students paying attention to the teacher's explanation and asking about things that are not yet understood (Samuels et al., 2016; Wentzel, 2015). One indicator of improving the quality of education is the application and development of curriculum in accordance with the conditions and needs of society, the development of science and technology, learning support for

spiritual, intellectual, social, emotional, and kinesthetic aspects and the potential to be developed to students (Rosmana et al., 2022).

Of course, to achieve the best learning outcomes, innovations are needed that foster student motivation and interest in learning to create creative, innovative, critical and independent students (Birhan et al., 2021). With the development of the world of education, media technology is needed as an alternative to learning today (Syafriafdi, 2020). Learning media is anything that conveys messages that can stimulate the thoughts, feelings, attention, and willingness of learners to improve learning (Sutriyanti, 2020).

Many antisocial cases, such as bullying, promiscuity and drug use among teenagers, occur due to the lack of diverse values and prosocial behaviour (Drummond et al., 2015). Prosocial behaviour is behaviour that is intended for others. Ndoet et al. (2022) states that prosocial behaviour includes behaviours such as empathy, when children express love by comforting or pleasing someone in distress when children voluntarily take turns or happily grant wishes, and caring children help someone in need. In connection with the opinion expressed by Parker et al. (2021) states that prosocial behaviour is a behaviour that can be developed because it involves helping classmates, including others, to join groups, supporting marginalised classmates and respecting others. Prosocial behaviour is a sign of positive adjustment. Helping others as a prerequisite of social responsibility or prosocial behaviour involves being aware of the existence of others, interpreting the needs of others, and understanding that others need help (Birhan et al., 2021).

Prosocial behaviour supports children's social development and prevents children from engaging in antisocial behaviour. Developing behaviours, habits, and skills related to task development becomes the basis for future success when the skills are developed positively (Finishia et al., 2020). Education is one of the most important factors affecting the country's progress because education is required to develop and improve human resources in the country. This is emphasised by the importance of education as stated in Law No. 20 of 2003 concerning the National Education System which states that; Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential for religious and spiritual strength, self-control, personality, intelligence, noble character, and skills that are useful for themselves, society, nation, and themselves are needed by the state (Shaturaev, 2021).

School is an educational institution to educate the nation's life. Cilibur 04 State Elementary School is one of the schools in Brebes Regency. Then what is interesting about this school is that the students, teachers and educational institutions are of different ethnicities, religions, races and skin colors. In addition, there are socioeconomic differences between the lower, middle and upper classes, ranging from civil servants and entrepreneurs to labourers. Therefore, it is necessary to understand the values of diversity so that the peace and harmony of students can be created by building harmony between them. So that students are later expected to become of peace-loving and mutually tolerant people of different cultures, races tribes, and religions.

Audio-visual media is a type of learning media that uses the senses of hearing or hearing and the senses of sight or vision (Arifin & Setiawan, 2020; Daniel Febrian Sengkey et al., 2021). This type of learning environment produces messages in the form of sound and shape or form, for example: television, film and video. The use of audiovisual media should create a concrete basis for thinking, stimulate and motivate, make learning more interesting, make lessons more meaningful and memorable, and so on (Sudarmo et al., 2021).

This study aims to evaluate the effectiveness of audio-visual media in enhancing Grade 5 students' understanding of diversity values and promoting prosocial behaviors at Cilibur 04 State Elementary School. By doing so, it seeks to demonstrate how such media can foster empathy, cooperation, and respect among students from various ethnic, religious, racial, and socioeconomic backgrounds. The findings are expected to provide valuable insights for educators and policymakers on the potential of audio-visual tools in creating a more inclusive and harmonious educational environment, thereby contributing to the development of a generation that values peace and mutual tolerance across diverse communities.

## RESEARCH METHOD

This research uses a quantitative research design as it allows for systematic measurement and statistical analysis of data, facilitating the identification of patterns and hypothesis testing regarding the relationships between variables. According to Sugiyono (2018), quantitative research is very useful for studies that aim to quantify attitudes, opinions, behaviours, and other defined variables and to generalise results from a larger population. The sample for this study consists of all 40 fifth-grade students at SDN Cilibur 04. This number was chosen based on the school's total population of fifth-grade students, making it a census sample. According to Jossep et al. (2022), using a census sample in a small population ensures that the sample is representative of the entire population, thus providing more accurate and generalizable results.

The primary data source for this research is the responses collected through questionnaires. Primary data was chosen because it provides direct and specific information from the participants, which is crucial for understanding their perspectives and experiences in learning Civic Education (PPKN). The data was selected based on its relevance to the research objectives, involving understanding the attitudes and perceptions of fifth-grade students towards PPKN learning. This approach was chosen to ensure that the data collected aligns with the research questions and hypotheses. According to Mojahan (2020), collecting data relevant to the research questions enhances the validity and reliability of the study. Data was collected through questionnaires distributed to all fifth-grade students. This method was chosen because it allows efficient data collection from a large number of participants in a short time. According to Taherdoost (2022), questionnaires are an effective tool for gathering standardized information from respondents, making them suitable for quantitative analysis.

## RESULTS AND DISCUSSION

The Manova test is a statistical test used to measure the effect of independent variables with categorical scales on several dependent variables at once with quantitative data scales. This test is also used to determine whether there are statistically significant differences in several variables that occur simultaneously between two levels in one variable.

Descriptive Statistics				
	Audio_Visual	Mean	Std. Deviation	N
value_diversity	1	53.80	4.753	20
	2	46.70	4.143	20
	Total	50.25	5.683	40
pro-social behavior	1	80.25	5.955	20

	2	60.25	4.993	20
	Total	70.25	11.489	40
<b>Box's Test of Equality of Covariance Matrices<sup>a</sup></b>				
Box's M			.964	
F			.303	
df1			3	
df2			259920.000	
Sig.			.823	

The table above is a BOX TEST table used to determine the results of the covariance homogeneity test of each group. From this table, the significance value is 0.823 where the value is > from 0.05, meaning that there is no difference in the covariance of the matrix between groups so that the sample used is said to be **HOMOGEN**.

		<b>Multivariate Tests<sup>a</sup></b>					
Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.997	5329.875b	2.000	37.000	.000	.997
	Wilks' Lambda	.003	5329.875b	2.000	37.000	.000	.997
	Hotelling's Trace	288.101	5329.875b	2.000	37.000	.000	.997
	Roy's Largest Root	288.101	5329.875b	2.000	37.000	.000	.997
audio_visual	Pillai's Trace	.799	73.629b	2.000	37.000	.000	.799
	Wilks' Lambda	.201	73.629b	2.000	37.000	.000	.799
	Hotelling's Trace	3.980	73.629b	2.000	37.000	.000	.799
	Roy's Largest Root	3.980	73.629b	2.000	37.000	.000	.799

Next is the Multivariate test to determine the value of Wiks' Lamda which obtained the value of F = 73.629 and the significance value obtained is 0.000 where the value is smaller or  $0.0000 < 0.05$  so that Ho is rejected and Ha is accepted. It can be concluded that the Audio Visual Method has a difference in students' understanding of the values of diversity and prosocial behavior.

		<b>Levene's Test of Equality of Error Variances<sup>a</sup></b>			
		Levene Statistic	df1	df2	Sig.
value_diversity	Based on Mean	.338	1	38	.564
	Based on Median	.340	1	38	.563
	Based on Median and with adjusted df	.340	1	37.477	.563
	Based on trimmed mean	.344	1	38	.561
	Based on Mean	.220	1	38	.642

pro-social behavior	Based on Median	.187	1	38	.668
	Based on Median and with adjusted df	.187	1	35.988	.668

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + audio\_visual

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares		Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	nilai_kebhinekaan	504.100a	1	504.100	25.358	.000	.400
	prilaku_prososial	4000.000b	1	4000.000	132.462	.000	.777
Intercept	nilai_kebhinekaan	101002.500	1	101002.500	5080.878	.000	.993
	prilaku_prososial	197402.500	1	197402.500	6537.076	.000	.994
audio_visual	nilai_kebhinekaan	504.100	1	504.100	25.358	.000	.400
	prilaku_prososial	4000.000	1	4000.000	132.462	.000	.777
	nilai_kebhinekaan	755.400	38	19.879			
	prilaku_prososial	1147.500	38	30.197			
	nilai_kebhinekaan	102262.000	40				
	prilaku_prososial	202550.000	40				
	nilai_kebhinekaan	1259.500	39				
	prilaku_prososial	5147.500	39				

b. R Squared = .400 (Adjusted R Squared = .384)

c. R Squared = .777 (Adjusted R Squared = .771)

It can be concluded that, of the two variables used, there are differences in students who use learning with the Audio Visual method on Understanding the Values of Diversity and Prosocial Behavior in Grade 5 Students of SDN Cilibur 04 in PPKN Learning. This can be proven by the probability value obtained after learning using the Audio Visual Media teaching method, which is 0.000. So that the value is  $0.000 < 0.05$  that there are differences in

students' understanding of the values of diversity by using the Audio Visual teaching method. Furthermore, there is also a difference between students who learn by using audio visual media on student prosocial behavior where this is evidenced by the probability value of  $0.000 < 0.05$ .

## CONCLUSION

From the research results obtained, it can be concluded that: there are differences in Grade 5 Students of SDN Cilibur 04 in PPKN Learning on understanding the values of diversity using learning media with Audio Visual methods where a significant value is obtained 0.000. There is a difference in Grade 5 Students of SDN Cilibur 04 in PPKN Learning on prosocial behavior who do learning using the Audio Visual method where a significant value is obtained 0.000.

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