



Utilization of Smart TV s A Visual Learning Media for Indonesian Language Instruction at Dharma Wanita 3 Sedati Junior High School

Widia Ningarum¹

¹Master of Indonesian Language and Literature Education Study Program, Faculty of Education, Communication and Science, Universitas Muhammadiyah Surabaya

*Corresponding Author: Widia Ningarum

Email: widianingarumm@gmail.com

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Abstract

The development of information and communication technology has brought significant changes to the field of education, particularly in the learning process at schools. One of the technological innovations increasingly implemented is the use of Smart TV as a visual learning medium to support more interactive teaching and learning activities. This study aims to determine the utilization of Smart TV as a visual learning medium in improving students' Indonesian language learning outcomes at SMP Dharma Wanita 3 Sedati. This research is based on the issue of students' low interest in learning Indonesian, especially in writing skills, which are often considered difficult and less engaging. The presence of Smart TV is expected to provide a solution by creating more innovative learning through the integration of text, images, audio, and video. This research employed a descriptive qualitative method, with data collected through observation, interviews, and documentation. The findings show that the use of Smart TV can increase students' attention, motivation, and participation in the learning process. This medium helps teachers deliver material more attractively and enables students to understand the subject more easily, particularly in writing skills lessons. In addition, Smart TV provides a more contextual learning experience that aligns with the needs of 21st-century education. Therefore, the utilization of Smart TV as a visual learning medium can serve as an effective alternative to improve the quality of Indonesian language learning in junior high schools.

Introduction

The world of education is currently undergoing various changes in line with the rapid development of technology, particularly in the field of education. The teaching and learning process can be carried out more effectively and efficiently when supported by learning multimedia that assists teachers in delivering instructional materials. This is due to the increasingly broad and diverse range of information that needs to be conveyed to students (Anwar, 2023; Scott et al., 2003; Tzirides et al., 2024). The development of Information and Communication Technology (ICT) has brought fundamental changes to modern education. Learning in the 21st century requires a dynamic, collaborative, and experience-based learning process. In addition, learning emphasizes the importance of digital literacy, critical thinking skills, and readiness to adapt to continuously evolving technological advancements (Pramudya et al., 2025; Moustaghfir & Brigui, 2024; Bouwmans et al., 2024; Haryaka et al., 2025; Verma, 2024).

Television is categorized as an audiovisual medium because it combines sound and visual elements, thereby engaging both hearing and sight. In learning activities, the use of television can provide students with a more engaging learning experience and help stimulate their thinking abilities. Through the content presented, students can observe various new phenomena more realistically and directly. Therefore, television can support the creation of a more effective learning process that is easier for students to understand (Hamka, 2022; Hidayati & Manshur, 2024; Andriani, 2022).

In Indonesian language learning, there are four language skills that students must master: reading, listening, speaking, and writing. Among these skills, writing is considered one of the most difficult to implement because it requires individuals to express ideas, thoughts, and feelings logically and systematically in written form so that they can be understood by readers (Made et al., 2022; Fenuku, 2024; Khoa et al., 2023). Not all students are able to express their ideas and creativity through writing. Some students still experience difficulties in determining ideas that can be developed into written works. In the learning process, students' writing abilities greatly influence their learning outcomes.

Language learning in schools aims to develop both receptive and productive skills; however, writing remains the most difficult skill to master and is often considered boring by students. This issue is influenced not only by student-related factors but also by the lack of innovation in instructional practices. Therefore, teachers need to create engaging learning experiences that align with technological developments, such as the use of video-based media and digital applications (Arifin & Wardani, 2020; Khomyshak, 2024; Bandoni et al., 2025; Nurwendari et al., 2025). Through Smart TVs, teachers can present learning materials more interactively, display educational videos, and facilitate students in developing ideas and writing creativity, making learning more engaging, effective, and capable of improving students' writing skills.

Field observations indicate that students in the era of globalization tend to prefer technology-based learning (Ahmad et al., 2020, cited in (Nur & Hanifah, 2024)). One subject that particularly requires technological support in its implementation is the Indonesian language. The use of technology in Indonesian language learning is important to prevent students from becoming bored and to increase their interest in learning activities. Furthermore, the utilization of technology as a learning medium can enhance students' interest and motivation in understanding the material presented (Nursyam, 2019, cited in (Nur & Hanifah, 2024)).

The increasingly rapid development of technology can be utilized to improve the quality of learning through a system known as digital learning. Digital learning enables students to gain broader and more diverse learning experiences that are not limited to a single source or learning method (Westra, 2022, cited in (Nur & Hanifah, 2024)). Digital-based learning can serve as an alternative approach to improving the quality of learning processes that have often been monotonous and less innovative.

Schools need to provide adequate facilities and infrastructure to support technology-based learning. In addition, teachers must be equipped with sufficient skills and knowledge to effectively utilize technology in the learning process. One educational technology innovation that has increasingly been implemented is the use of Smart TVs as learning media in classrooms. The presence of Smart TVs is expected to provide solutions to various learning challenges by offering more interactive learning experiences through attractive multimedia features (Simamora & Winardi, 2024; Khan et al., 2022; Badshah et al., 2023; Staneviciene & Žekienė, 2025).

The use of Smart TVs in learning is expected to enhance students' learning motivation. This is in line with the opinion of Putri and Cahyani (2020, cited in (Saragih et al., 2025), who state that the use of audiovisual media in learning can increase students' motivation because learning materials are presented in an engaging and easily understandable manner. Students become more active, enthusiastic, and involved in the learning process. Therefore, technology-based learning media have significant potential to improve the quality of learning in junior high schools.

The use of Smart TVs as learning media provides a more authentic learning experience because it presents media that are closely related to students' real lives. This technology also encourages students to better understand the ongoing development of digital communication, thereby helping them build a deeper understanding of learning materials that are relevant to the future. Through Smart TVs, students can access various learning resources such as videos, music, and interactive digital media, making learning more engaging and collaborative. Furthermore, the integration of Android-based Smart TVs connected to the internet and other devices allows learning materials to be presented in various forms, including text, visuals, audio, and multimedia combinations. Thus, the use of technology-based media serves as a solution to overcome learning resource limitations while improving the effectiveness and efficiency of the learning process (Hamka, 2022; Anwar et al., 2023; Untung Suryadhianto & Mujiyanto, 2025).

Smart TVs, as digital learning media, represent an educational technology innovation that can be utilized to support interactive learning in junior high schools. This medium enables teachers to present video-based materials, animations, simulations, and a wider variety of digital learning resources. The utilization of Smart TVs in learning is consistent with multimedia learning theory, which states that learning becomes more effective when information is delivered through a combination of text, images, and sound (Iqbal et al., 2026; Liu, 2023; Perez, 2022).

Digital-based innovations in Indonesian language learning need to be implemented to create a more engaging and enjoyable learning environment for students. The use of information technology in learning can also encourage students' creativity and independence, enabling them to develop their potential optimally. In addition, information technology can increase students' motivation to continue learning and developing according to their abilities and individual potential (Budiarto et al., 2022, cited in (Nur & Hanifah, 2024).

The implementation of Smart TV at SMP Dharma Wanita 3 Sedati indicates that this medium can provide a more engaging learning experience. The teacher uses Smart TV to present learning materials in visual forms, while students are given opportunities to observe, respond to questions, express opinions, and participate in discussions. The learning process also involves reinforcement, question-and-answer activities, and individual opportunities for students to respond to the material. This learning pattern is important in the context of Indonesian language instruction because students require opportunities not only to receive information but also to process, discuss, and express ideas (Hoerudin, 2022).

Based on these conditions, the use of Smart TV can be positioned as a learning solution that responds to the specific characteristics of Indonesian language learning at SMP Dharma Wanita 3 Sedati. The problem of students' limited interest in Indonesian language learning, particularly writing activities, requires learning media that can provide concrete stimuli, increase attention, and encourage active participation. Smart TV offers these functions through the integration of text, images, audio, and video, while allowing teachers to connect instructional materials with students' real-life experiences. The implementation at the school also demonstrates that Smart

TV can support more varied and interactive learning activities, although its use still needs to be combined with appropriate teaching methods to prevent students from becoming bored. Therefore, this study aims to examine the utilization of Smart TV as a visual learning medium in Indonesian language learning at SMP Dharma Wanita 3 Sedati. The study specifically focuses on how Smart TV is utilized in the learning process and how its use supports students' attention, motivation, participation, and understanding of Indonesian language learning materials, particularly in activities related to reading and writing. The study is expected to provide a contextual description of the implementation of Smart TV as a technology-based learning medium and its potential contribution to improving the quality of Indonesian language learning in junior high schools.

Method

Research Design

This study employed a descriptive qualitative approach to examine the utilization of Smart TV as a visual learning medium in Indonesian language learning at SMP Dharma Wanita 3 Sedati. This approach was selected because the study aimed to describe the implementation of learning activities, teachers' use of Smart TV, and students' participation and responses during the learning process. The research focused on providing a contextual description of how Smart TV was integrated into classroom instruction, particularly in activities involving descriptive and procedural texts.

Research Location, Subjects, and Informants

The research was conducted at SMP Dharma Wanita 3 Sedati. The research subjects were Indonesian language teachers directly involved in implementing Smart TV-based learning. Informants were selected purposively based on their involvement in planning and conducting Indonesian language learning activities using Smart TV.

The study focused on classroom activities in which Smart TV was used to present learning materials through texts, images, and videos. Particular attention was given to descriptive and procedural text lessons because these materials provided opportunities for students to observe visual information, develop their understanding, and express their ideas orally and in writing.

Data Collection Techniques

Data were collected through classroom observation, in-depth interviews, and documentation.

Classroom Observation

Classroom observation was conducted to examine the implementation of Indonesian language learning using Smart TV directly. The observation focused on teachers' preparation and use of Smart TV, the presentation of learning materials, teacher–student interaction, students' attention and participation, questioning and discussion activities, and students' involvement in reading and writing tasks.

The observation instrument consisted of a structured observation guide covering the implementation of learning activities and the use of Smart TV as a learning medium. The observed aspects included lesson preparation, opening activities, reinforcement, explanation, the use of learning media, questioning techniques, responses to students' questions, variations in teaching techniques, lesson closure, and learning assessment. During the observed lessons, Smart TV was used to display relevant texts, images, and videos, while students were encouraged to read, observe, discuss, and respond to the displayed materials.

In-Depth Interviews

In-depth interviews were conducted with the Indonesian language teacher or teachers involved in implementing Smart TV-based learning. The interviews aimed to obtain information about the reasons for using Smart TV, the preparation of learning materials, its implementation during classroom activities, students' responses, and the perceived benefits of the medium in Indonesian language learning. The interview data complemented the observation findings by providing insights into teachers' experiences and considerations when integrating Smart TV into classroom instruction.

Documentation

Documentation was used to support and complement the data obtained through observation and interviews. The documentation included records of Indonesian language learning activities, learning materials presented through Smart TV, and photographs of classroom activities. These materials provided supporting evidence of the implementation of Smart TV as a visual learning medium at SMP Dharma Wanita 3 Sedati.

Data Analysis Techniques

The data were analyzed through three stages: data reduction, data presentation, and conclusion drawing, following the stages described by Sugiyono (2016, as cited in Hamka, 2022).

First, data reduction involved selecting, categorizing, simplifying, and summarizing information obtained from classroom observations, in-depth interviews, and documentation. This process focused on information relevant to the utilization of Smart TV in Indonesian language learning.

Second, data presentation involved organizing the reduced data into descriptive narratives to identify patterns related to the implementation of Smart TV, classroom interactions, students' participation, and the perceived benefits of visual learning materials.

Third, conclusions were drawn by interpreting the presented data and identifying the main findings concerning the utilization of Smart TV in Indonesian language learning. The conclusions were based on the information obtained from the three data collection techniques.

Data Credibility

Data credibility was established through technique triangulation and member checking. Technique triangulation was conducted by comparing information obtained from classroom observations, in-depth interviews, and documentation. Information provided by teachers during interviews was compared with classroom practices observed by the researcher and the available documentary evidence. This comparison was intended to examine the consistency of information regarding the implementation and utilization of Smart TV in Indonesian language learning.

Member checking was conducted by confirming the researcher's interpretation of interview information with the participating Indonesian language teacher or teachers. The confirmation focused on the implementation, purpose, and perceived benefits of Smart TV in the learning process. This procedure aimed to ensure that the researcher's interpretation accurately reflected the information provided by the informants.

Through these procedures, the study sought to establish a credible and comprehensive description of the utilization of Smart TV as a visual learning medium in Indonesian language learning at SMP Dharma Wanita 3 Sedati.

Result and Discussion

Definition of Learning Media

Learning media is one of the essential components in the teaching and learning process, alongside the methods or approaches implemented by educators. The existence of learning media supports the methods and approaches designed by teachers so that the learning process can be carried out more effectively according to the planned instructional scenario (Arifudin, 2021 cited in (Chadijah, 2023)). Learning media serves as a communication bridge between teachers and students. In teaching and learning activities, learning media can stimulate new desires and interests, encourage motivation and learning activities, and even create positive psychological effects on students. Likewise, in several subjects, media are needed as effective communication tools between teachers and students to increase learning interest and improve learning outcomes (Ilmiyah & Muslih, 2024). Learning media refers to tools used to support the teaching and learning process so that the messages being conveyed become easier to understand. Furthermore, according to Arafat Arroisi (cited in (Nadiroh & Sarjuni, 2026)), the use of learning media enables educational and instructional objectives to be achieved more effectively and efficiently. Learning can also be delivered through simulation video-based learning media displayed via Smart TVs.

Types of Learning Media

According to Suwarna (2005) cited in (Hamka, 2022), there are several types of learning media:

Human-Based Media

Human-based media are the earliest forms of learning media and can be combined with other visual media. This type of media is particularly useful when learning objectives focus on influencing students' attitudes or when educators wish to be directly involved in supervising the teaching and learning process.

Print-Based Media

Print-based media include textbooks, journals, lecture notes, magazines, and loose-leaf materials used in learning activities. Several elements should be considered when designing print media, such as consistency of format, content organization, visual attractiveness, font size, and the use of white space to enhance comprehension.

Visual-Based Media

Visual media play a very important role in contemporary learning activities. The use of visual media helps facilitate students' understanding of learning materials while strengthening memory retention. Furthermore, visual media can increase students' interest and potential and help connect learning materials with real-life situations.

Audiovisual Learning Media

Audiovisual media are learning tools capable of presenting both visual and auditory elements simultaneously. Media included in this category consist of sound films, television, and videos (Prasetya, 2016:18 cited in (Setiyawan, 2020)). Audiovisual media can also be defined as media that combine images and sound, allowing users to see and hear information at the same time. Examples include sound slides, films, video recordings, and other similar media (Sundayana, 2015:14 cited in (Setiyawan, 2020)).

Audiovisual media can create richer learning environments, support exploration, experimentation, and discovery activities, and encourage students to speak actively and express their ideas. Audiovisual media are categorized into two types: still audiovisual media and motion audiovisual media (Djamarah & Zain, 2010 cited in (Ampa, 2020). The advantages of audiovisual media include the clear presentation of oral and written messages, overcoming limitations of space, time, and sensory capabilities, and suitability for tutorial-based learning. Audiovisual media are considered highly attractive and more effective than many other forms of media (Wati, 2016 cited in (Setiyawan, 2020). The use of engaging audiovisual media can motivate students, increase their interest in learning, improve concentration during lessons, and encourage more diligent study habits, thereby enhancing learning effectiveness.

The Utilization of Smart TVs as Learning Media: A Transformation in Education

The utilization of technology in learning media has become increasingly common. Technology plays a crucial role in supporting effective learning processes. One digital learning medium that continues to develop is multimedia learning through Android-based Smart TVs (Android TV), which can be connected directly to the internet. Smart TVs represent an advancement from conventional televisions by incorporating data-processing capabilities and internet access, making them more interactive and enabling direct user engagement.

As learning media, Smart TVs offer various advantages. They can display learning materials in the form of images, audio, videos, and other interactive content suitable for both visual and auditory learning styles. The use of Smart TVs in education not only enhances the attractiveness of instructional delivery but also assists teachers in explaining complex concepts and enables more dynamic classroom interactions (Halizah, 2025).

Learning content delivered through Smart TVs presents illustrations and real-life situations relevant to students' everyday experiences. This makes learning materials easier to understand and provides meaningful context, helping students perceive learning as both theoretical and practical. Such relevance is an important factor in increasing students' intrinsic motivation, as they can directly recognize the benefits of what they learn. Furthermore, interactive digital media give students greater control over their learning process, including reviewing materials, adjusting learning pace, and participating in quizzes or interactive activities. This autonomy increases students' sense of responsibility for their own learning and fosters greater interest in learning (Escorial et al., 2023 cited in (Husraini & Damayanti, 2025).

Indonesian Language Education

Language plays a vital role in human life because it functions as a means of communication and social interaction. Through language, individuals can demonstrate their existence and roles within society. Language use also varies depending on the context, including educational settings. In the learning process, language serves as the primary medium through which teachers and students interact and understand learning materials to achieve educational objectives.

Through language, students can comprehend explanations provided by teachers and classmates. In learning activities, teachers must use appropriate language when giving commands, directions, or instructions so that students can understand them easily. Instructions are not always delivered directly; they may also take the form of questions, suggestions, or statements that imply guidance. In everyday life, language use emphasizes the communication of meaning. Indonesian is used by society as a communication tool in daily activities, both orally and in writing. In formal situations, Indonesian is used according to proper linguistic

rules and serves the purposes of communication and self-expression (Cahyani & Isah, 2013 cited in (Kusumawati et al., 2022).

Indonesian language learning is important because it helps students access information and improve both oral and written communication skills. Indonesian is also widely used across various media and everyday activities. To ensure effective learning, teachers must employ appropriate strategies and methods. Effective instructional strategies enable students to understand learning materials more easily and help achieve learning objectives optimally. Moreover, teachers should be capable of selecting and combining teaching techniques that suit instructional needs (Kusumawati et al., 2022).

The Utilization of Smart TVs as Visual Learning Media for Indonesian Language Learning at SMP Dharma Wanita 3 Sedati

Based on the implementation of Indonesian language learning at SMP Dharma Wanita 3 Sedati using Smart TVs as visual learning media, the utilization of this technology can be observed as follows.



Figure 1. Indonesian Language Learning Using Smart TVs at SMP Dharma Wanita 3 Sedati

Teacher's Ability to Prepare Written Lesson Plans (Lesson Implementation Plan/LIP), Including: a) The preparation conducted by the teacher can be categorized as good because the materials developed are aligned with the intended learning objectives. The materials are also connected to students' daily experiences to facilitate understanding; b) The teacher selected a discussion-based learning method, as reflected in students' active participation when expressing their opinions. In addition, the Smart TV was utilized to display videos, texts, and images that supported Indonesian language learning materials; c) The teacher established evaluation tools in the form of question-and-answer activities, exercises, and reading or writing assignments relevant to the learning materials being studied.

Skills in Opening the Lesson. The teacher conducted an apperception activity by linking previously learned materials with the new topic to be studied. Students were encouraged to recall prior lessons through simple questions. The teacher motivated students by displaying visual content through the Smart TV, such as educational videos, images, or texts related to the lesson materials. The teacher communicated the learning objectives so that students understood the competencies they were expected to achieve. Reinforcement Skills During the learning process, the teacher provided reinforcement for students' responses. This reinforcement took the form of verbal praise such as "good," "correct," or "well done." In addition, the teacher encouraged students by giving applause as a form of appreciation to enhance their enthusiasm.

Explanation Skills, Including: a) The language used by the teacher was simple and easy for students to understand. When difficult terms were encountered, the teacher provided additional

explanations; b) The teacher connected the learning materials to students' real-life experiences, particularly when teaching descriptive texts or procedural texts. c) The teacher and students collaboratively summarized the learning materials to strengthen students' understanding. Students' active participation was evident when the teacher utilized the Smart TV to present materials in the form of texts, images, and videos. Students were encouraged to read, observe, and discuss the displayed content, making the learning process more engaging. Skills in Using Questioning Techniques, Including: a) The teacher asked questions relevant to the materials that had been discussed; b) The teacher provided opportunities for students to ask and answer questions alternately; c) The teacher allowed students sufficient time to think before responding; d) The teacher avoided simultaneous responses from the entire class so that each student's level of understanding could be assessed individually.

The teacher answered students' questions according to the learning materials being studied. When students provided inaccurate responses, the teacher offered guidance and clarification, ensuring that students remained motivated to learn. The use of Smart TV introduced variation into the learning process through engaging visual presentations. However, teachers still need to combine Smart TV use with other instructional methods to prevent students from becoming bored during lessons. The teacher concluded the lesson by summarizing the materials together with the students. Afterwards, assignments were given as a form of final learning evaluation. Assessment was carried out through written, oral, and practical activities. In Indonesian language learning, students could be evaluated through reading, writing, discussions, and presentations. Based on the discussion above, it can be concluded that the use of Smart TV as a visual learning medium at SMP Dharma Wanita 3 Sedati supports a more effective Indonesian language learning process. This medium helps teachers present learning materials more clearly, attractively, and interactively, enabling students to understand the content more easily.

Utilization of Smart TV as an Audiovisual Learning Medium

The findings indicate that Smart TV was integrated into Indonesian language learning activities at SMP Dharma Wanita 3 Sedati as an audiovisual learning medium. Its utilization was not limited to displaying instructional materials but was incorporated into several stages of the learning process, including lesson opening, presentation of learning materials, discussion, questioning, reinforcement, and assessment. The teacher used Smart TV to display texts, images, and videos that were relevant to the learning materials. The classroom documentation also shows the use of Smart TV during Indonesian language learning activities at the school. The preparation of the learning activities was aligned with the learning objectives. The teacher prepared materials that were connected with students' daily experiences to make the content easier to understand. A discussion-based learning method was also implemented so that students could express their opinions regarding the materials presented. Smart TV was used to display videos, texts, and images that supported the Indonesian language materials.

Learning evaluation was subsequently conducted through question-and-answer activities, exercises, and reading or writing assignments. The observation further showed that Smart TV was utilized during the opening stage of the lesson. The teacher conducted apperception by connecting previously learned material with the new topic through simple questions. Afterward, visual materials such as educational videos, images, and texts related to the lesson were presented through Smart TV. This activity was used to stimulate students' attention before the teacher explained the learning objectives. During the explanation stage, the teacher used relatively simple language and provided additional explanations when students encountered

difficult terms. The learning materials were also connected with students' real-life experiences, particularly when discussing descriptive and procedural texts. At the end of the explanation, the teacher and students summarized the learning materials together. This finding demonstrates that Smart TV was used as supporting media within teacher-guided instruction rather than as a replacement for teacher explanation. The use of Smart TV was also accompanied by active student participation. Students were encouraged to read, observe, and discuss the texts, images, and videos displayed on the screen. The teacher asked questions related to the material and provided opportunities for students to ask and answer questions. Students were also given sufficient time to think before responding.

These activities indicate that Smart TV was incorporated into interactive learning activities rather than being used merely for passive viewing. The teacher also used reinforcement to maintain students' participation. Verbal appreciation, such as praise for correct responses, and applause were provided to encourage students during the learning process. When students provided inaccurate answers, the teacher gave clarification and guidance while maintaining their motivation to participate. Smart TV also provided variation in classroom instruction. The visual presentation of learning materials created a different learning experience compared with conventional verbal explanation. Nevertheless, the findings indicate that Smart TV should be combined with other instructional techniques because relying on a single medium may cause students to lose interest. The teacher therefore combined Smart TV with discussion, questioning, explanation, reinforcement, and learning assignments.

Smart TV and Student Participation in Indonesian Language Learning

The classroom observation indicates that the use of Smart TV was associated with students' active participation during Indonesian language learning. Students were involved in observing the materials displayed on the screen, reading texts, discussing the content, answering questions, and expressing their opinions. These activities are particularly relevant to Indonesian language learning because students are expected to understand information and subsequently communicate their understanding through oral and written language. The use of visual and audiovisual stimuli also provided students with concrete references for understanding learning materials. When teaching descriptive and procedural texts, the teacher connected the content with students' everyday experiences. The presentation of texts, images, and videos through Smart TV therefore provided additional representations that could help students relate the instructional content to situations that were more familiar to them.

The available documentation further supports this finding. The documented classroom activity shows the teacher using Smart TV while students participate in Indonesian language learning. The documentation provides visual evidence that Smart TV was actually integrated into classroom instruction rather than being discussed only as a potential learning medium. The interview data support and extend the observational findings. Smart TV was described as useful for focusing attention, making examples more concrete, stimulating ideas for writing, and creating opportunities for discussion. At the same time, the teacher cautioned that the medium is a support for instruction rather than a substitute for teacher explanation or classroom management. Because the interview transcript represents the perspective of the Indonesian language teacher and does not provide a separate student interview, claims about student responses should be understood as the teacher's observations rather than as direct testimony from students.

The teacher's account indicates that effective use of Smart TV requires advance planning and clear learning tasks. Without such guidance, students may concentrate on the visual presentation rather than the intended learning objective. The teacher therefore gives students specific points to observe before a video is played and combines the display with follow-up questions or assignments. These findings show that Smart TV is perceived as a useful instructional resource, but its contribution depends on technical readiness, appropriate content, and the teacher's pedagogical decisions.

"There are some technical obstacles, such as an unstable internet connection or difficulty opening certain materials. Therefore, teachers need to prepare the materials properly beforehand. The content must also be relevant to the lesson and suitable for the students' age. If a video is too long, the lesson time may be spent only on watching."
(Indonesian language teacher, interview transcript)

The interview also identified technical and pedagogical constraints. Unstable internet connectivity or difficulty opening online materials could interrupt the lesson, so the teacher tried to prepare the required materials in advance. Content selection was also considered important: videos and images needed to be relevant to the topic, appropriate for students' age, and short enough to preserve time for discussion and written work. The teacher explained:

Implementation constraints and content preparation

This explanation qualifies the positive observations of student participation reported above. Engagement depends not only on the presence of visual technology but also on how the teacher structures the learning activity and distributes opportunities to respond. The teacher described Smart TV as a supporting medium within a broader instructional sequence, including apperception, presentation, questioning, discussion, practice, lesson summarizing, and assessment.

"Smart TV is not only for displaying material. After showing a video, students should not simply watch it. They can observe, take notes, discuss the content, and express their opinions. The teacher still needs to manage the class, ask questions, give students time to think, and guide them to participate."

The teacher emphasized that Smart TV does not automatically make every student active. Although some students respond directly to questions, others need time to think or discuss an answer with classmates. The teacher therefore combines the medium with questioning, discussion, explanation, and assessment. As the teacher stated:

Teacher guidance and active participation

The teacher gave descriptive and procedural texts as practical examples. For descriptive writing, students can observe an image of a place or object and identify its characteristics before composing a description. For procedural writing, students can watch a video, identify the sequence of actions and any relevant tools or materials, and then reconstruct the sequence as a procedural text. The interview therefore indicates a specific instructional function for Smart TV: it provides a concrete reference from which students can organize information and formulate written content. The teacher also associated the medium with listening, speaking, and reading activities through viewing videos, retelling information, expressing opinions, and reading texts displayed on the screen.

“One difficulty students experience in writing is deciding what to write about. Sometimes they are asked to write but do not know what to write. Through Smart TV, we can first provide a stimulus, such as a picture, video, or sample text. After observing it, students can identify what they see and develop those observations into writing.”

The interview particularly highlighted the potential of visual stimuli to support writing, because students may have difficulty generating ideas before beginning a written task. According to the teacher, images, videos, and sample texts can help students identify details and develop them into written ideas. The teacher explained:

Support for writing and other language skills

This account suggests that the value of Smart TV lies in its capacity to attract attention and introduce learning content in a more varied format. The teacher also described the displayed material as a starting point for questions and discussion, rather than an activity intended only for watching. Students were asked to identify information, respond to prompts, and explain what they had understood from a video or image.

“Students nowadays are quite interested in visual media. If we only explain the material through lectures or ask students to keep reading books, some of them can quickly become bored. With Smart TV, teachers can provide variety, for example by displaying pictures, educational videos, or sample texts related to the material.”

The teacher explained that Smart TV was used selectively rather than in every lesson. Its use depended on the learning objectives and whether a topic would benefit from visual examples. The teacher noted that images, videos, and displayed texts could provide variety when compared with lessons based only on oral explanation or textbook reading. In the teacher’s words:

Smart TV as a stimulus for attention and engagement

The interview findings complement the classroom observations by explaining how the teacher selects and integrates Smart TV into Indonesian language instruction. Four recurring themes emerged from the interview: the use of visual materials to focus students’ attention, support for language skills particularly writing teacher-guided participation, and practical constraints in implementation. The excerpts below are translated from the Indonesian interview transcript; the transcript does not specify the interview date.

The Contribution of Smart TV as an Audiovisual Learning Medium in Indonesian Language Learning

The findings suggest that the contribution of Smart TV to Indonesian language learning is not simply related to its technological appearance. Its educational value lies in its ability to combine several forms of information and integrate them into teacher-guided learning activities. In this study, Smart TV was used to present text, images, and videos, while students were encouraged to observe, read, discuss, answer questions, and express their opinions. This finding can be explained through multimedia learning theory. Learning materials presented through multiple representations can provide students with complementary sources of information. Text can provide verbal information, whereas images and videos can provide visual representations of the concepts being discussed. In the present study, this combination was particularly useful because the teacher connected Indonesian language materials with students’ everyday experiences. When students encountered descriptive or procedural texts, visual representations displayed through Smart TV could provide concrete references that

supported their understanding of the material. Smart TV can therefore help teachers transform learning materials that may initially be difficult to understand into more concrete representations. Instead of relying solely on verbal explanations, teachers can display images or videos that illustrate the material. Students can then observe the displayed information while listening to the teacher's explanation and discussing the content with classmates. The learning process consequently involves the interaction of visual information, verbal explanation, and student activity.

The findings are also consistent with the characteristics of audiovisual learning media. Audiovisual media combine visual and auditory elements and can create richer learning environments that support exploration, discovery, active expression, concentration, and learning interest. In this study, Smart TV provided a technological platform through which audiovisual materials could be presented while the teacher simultaneously guided students through questions, discussion, and explanation.

The relationship between Smart TV and student engagement can therefore be understood through the learning activities that accompany the technology. The observation showed that students were not only watching the content displayed on the Smart TV but were also asked to read, observe, discuss, answer questions, and express opinions. This indicates that the increased engagement observed in the classroom was related to the combination of multimedia stimuli and active pedagogical strategies rather than the presence of Smart TV alone.

The findings are consistent with previous research cited in this study. Smart TV can present images, audio, videos, and interactive content and can assist teachers in explaining learning materials while creating more dynamic classroom interactions. Previous research has also indicated that interactive digital media can provide contextual learning experiences and encourage students to participate more actively in the learning process. The present study supports these findings in the context of Indonesian language learning by demonstrating the use of Smart TV in activities involving reading, observation, discussion, questioning, and writing assignments.

The findings also indicate that Smart TV should not be positioned as an independent instructional solution. The teacher continued to use discussion, questioning, explanation, reinforcement, and assessment alongside the technology. The teacher also varied instructional techniques to avoid excessive dependence on Smart TV and prevent students from becoming bored. Thus, the effectiveness of Smart TV depends not only on its multimedia capabilities but also on how teachers integrate the medium with appropriate instructional strategies.

Overall, Smart TV functions as an audiovisual learning medium that can support Indonesian language learning by providing multiple representations of instructional content and creating opportunities for students to observe, process, discuss, and communicate information. The findings at SMP Dharma Wanita 3 Sedati demonstrate that the medium was integrated into different stages of classroom instruction and supported student participation. Its contribution should therefore be understood as part of an integrated learning strategy involving technology, teacher guidance, and active student engagement.

Conclusion

Based on the research results, the use of Smart TV as an audio-visual medium in Indonesian language learning at SMP Dharma Wanita 3 Sedati has a positive impact on the teaching and learning process. The use of Smart TV helps teachers present material in a more engaging, interactive, and easily understood manner. Furthermore, this medium can also increase student

motivation, participation, and interest in learning Indonesian. Therefore, the use of technology-based learning media can be an effective innovation in supporting the improvement of the quality of learning in schools.

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