



Teachers' Perspectives on Learning Media Integration for Young Learners in a Thai Anubanwangmai Primary School

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Abstract

This study examines the implementation of learning media by teachers for young learners at Anubanwangmaisat School, Satun, Thailand. Teachers play a crucial role in the educational process, particularly in selecting and applying instructional methods and media that support the achievement of learning objectives. The effectiveness of teaching largely depends on how appropriately teachers align methods and media with students' characteristics, subject matter, and classroom situations. This research employed a descriptive qualitative approach. Data were collected through classroom observations and semi-structured interviews with teachers to explore their perspectives and practices regarding the use of learning media. The findings indicate that teachers utilize various learning media to create engaging classroom environments. The use of appropriate and interesting media contributes to increased student participation, active interaction, and improved confidence in expressing ideas or questions during lessons. Overall, the study highlights the importance of strategic media integration in supporting instructional effectiveness and enhancing learning experiences for young learners. The findings suggest that thoughtful selection and implementation of learning media can significantly contribute to achieving educational goals in primary education settings.

| Kata Kunci | Abstrak |
|---|---|
| Media Pembelajaran; Pembelajar Usia Dini; Perspektif Guru; Strategi Pembelajaran; Thailand. | <p><i>Penelitian ini mengkaji penggunaan media pembelajaran oleh guru untuk pelajar usia dini di Sekolah Anubanwangmaisat, Satun, Thailand. Guru memiliki peran penting dalam proses pendidikan, khususnya dalam memilih dan menerapkan metode serta media pembelajaran yang mendukung pencapaian tujuan pembelajaran. Efektivitas pengajaran sangat bergantung pada sejauh mana guru mampu menelaraskan metode dan media dengan karakteristik siswa, materi pelajaran, serta situasi kelas. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi kelas dan wawancara semi-terstruktur dengan guru untuk mengeksplorasi perspektif dan praktik mereka dalam penggunaan media pembelajaran. Hasil penelitian menunjukkan bahwa guru memanfaatkan berbagai media pembelajaran untuk menciptakan lingkungan kelas yang lebih menarik. Penggunaan media yang tepat dan menarik berkontribusi terhadap peningkatan partisipasi siswa, interaksi aktif, serta kepercayaan diri siswa dalam menyampaikan pendapat atau pertanyaan selama proses pembelajaran. Secara keseluruhan, penelitian ini menegaskan pentingnya integrasi media pembelajaran secara strategis dalam mendukung efektivitas pengajaran dan meningkatkan pengalaman belajar bagi pelajar usia dini. Temuan ini menunjukkan bahwa pemilihan dan penerapan media pembelajaran yang tepat dapat secara signifikan membantu pencapaian tujuan pendidikan pada jenjang pendidikan dasar.</i></p> |

A. Introduction

Education plays a crucial role in producing high-quality human resources capable of responding to social, cultural, and technological changes. In the Indonesian context, this aligns with Law No. 20 of 2003, Article 1, which defines the National Education System as a conscious and planned effort to create a learning atmosphere and process in which students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and skills required by themselves, society, nation, and state. This definition emphasizes that education is not merely the transmission of knowledge but a comprehensive developmental process aimed at optimizing human potential.

In practice, the success of education is often reflected in students' learning achievement. Learning achievement serves as a measurable indicator of educational quality and is assessed based on students' cognitive, affective, and psychomotor development during the learning process (Maimunah, 2016). At Anubanwangmaisasaranat School in Thailand, particularly for young learners, the primary learning goal is to develop students'

cognitive skills and comprehension of instructional materials in ways that are developmentally appropriate and engaging.

Learning achievement, as explained by Harsiwi (2020), represents evidence of success attained after engaging in learning activities, often measured through evaluation instruments such as tests. Similarly, Mulyasa (2022) defines learning achievement as the outcomes achieved through participation in educational activities, encompassing changes in knowledge, skills, attitudes, and behavior. These definitions highlight that learning achievement is multidimensional and influenced by a range of interacting factors within and beyond the classroom.

Adriano (2019) categorizes the factors influencing learning achievement into internal and external dimensions. Internal factors include physical health, intelligence, attention, interest, talent, motivation, maturity, and readiness. External factors include family environment, economic conditions, parenting styles, school climate, curriculum, teacher-student relationships, discipline, learning media, and broader community influences (Zaman, 2010). Among these external factors, learning media and instructional strategies are particularly significant because they directly shape classroom interaction and learning engagement.

Learning media function as tools that bridge instructional content and learners' understanding. According to Tafonao (2018), learning media serve as communication instruments that help clarify messages and stimulate students' interest in learning. Similarly, Wulandari et al. (2023) emphasize that effective learning media can enhance students' motivation and facilitate deeper comprehension by presenting information in visual, auditory, or interactive forms. These perspectives suggest that learning media are not supplementary elements but integral components of instructional design.

The role of perception in educational practice is equally important. Husna (2023) explains that perception is a process of interpreting experiences and messages, influencing how individuals view objects, events, and relationships. In the context of teaching, teachers' perceptions of learning media significantly affect how they select, integrate, and evaluate instructional tools. Teachers who perceive media as beneficial and meaningful are more likely to adopt innovative strategies that enhance classroom engagement. Conversely, negative perceptions may lead to minimal or ineffective use of media.

The relationship between teacher perception and instructional practice is closely linked to pedagogical competence. Rejeki (2020) states that teaching methods

are fundamental tools for achieving instructional objectives. The effectiveness of teaching depends on how well teachers align methods, materials, and media with learning goals and students' characteristics. When teachers select appropriate methods and media suited to subject matter and classroom conditions, learning becomes more interactive and meaningful.

In the context of young learners, the use of learning media becomes even more critical. Children in early and primary education stages tend to learn more effectively through concrete, visual, and experiential activities rather than abstract verbal explanations. As noted by Septy Nurfadhillah (2021), instructional media in early education must be designed to stimulate curiosity, creativity, and active participation. Therefore, teachers' ability to integrate appropriate media directly influences students' engagement and comprehension.

Despite the theoretical importance of learning media, practical challenges often hinder optimal implementation. Observations and preliminary surveys conducted by the researcher at Anubanwangmaisasaranat School indicate that the use of learning media is still suboptimal. Teachers frequently rely on conventional, less engaging media, leading to student passivity and reduced classroom interaction. Students sometimes appear disengaged, reluctant to ask questions, and distracted during lessons. Such conditions may negatively affect learning achievement and motivation.

This situation reflects a gap between theoretical expectations and classroom realities. While literature consistently emphasizes the benefits of learning media in enhancing motivation and achievement (Harsiwi, 2020; Tafonao, 2018; Wulandari et al., 2023), empirical understanding of how teachers perceive and implement media in specific multicultural contexts, such as Thailand, remains limited. Particularly at Anubanwangmaisasaranat School, where educational practices are influenced by cultural diversity and institutional constraints, there is a need to explore how teachers conceptualize and operationalize learning media in daily instruction.

Furthermore, previous studies tend to focus primarily on the effectiveness of specific media types rather than on teachers' perspectives and the contextual challenges of implementation. Understanding teachers' viewpoints is essential because they act as key decision-makers in selecting and adapting instructional media. Without examining teachers' perceptions and practices, discussions of media effectiveness remain incomplete.

Therefore, this study aims to explore teachers' perspectives on the use of learning media as a tool to achieve educational goals at Anubanwangmaisasaranat School in Satun, Thailand. Specifically, this research seeks to analyze how teachers implement learning media, identify challenges encountered in practice, and examine how media usage influences student engagement. By doing so, the study contributes to a deeper understanding of the implementation of instructional media for young learners in a multicultural educational environment.

Educators at Anubanwangmaisasaranat School strive to provide comprehensive learning experiences that not only transfer knowledge but also foster communication skills and cultural awareness. Through diverse instructional approaches, teachers attempt to build students' confidence and prepare them to navigate a multicultural world. However, achieving these goals requires strategic integration of learning media aligned with pedagogical objectives and student characteristics.

It is expected that this study will provide empirical insights into how learning media are implemented at the school level and offer recommendations for improving instructional practices. Ultimately, strengthening teachers' competence in media utilization may contribute to enhancing student engagement, learning achievement, and overall educational quality.

B. Method

This study employed a descriptive qualitative research approach to explore teachers' implementation of learning media at Anubanwangmaisat School, Satun, Thailand. Qualitative research is used to examine natural phenomena in their authentic context, where the researcher acts as the primary instrument for data collection and interpretation (Sugiyono, 2016). This approach prioritizes understanding meaning and contextual depth rather than statistical generalization. In this study, the researcher did not manipulate variables but observed and documented phenomena as they naturally occurred within the school environment.

The research site was Anubanwangmaisat School in Satun, Thailand. The participants consisted of four teachers selected through purposive sampling. This technique was chosen to ensure that the selected informants had direct experience and sufficient knowledge regarding the use of learning media in classroom instruction. The selection criteria included active teaching status and involvement in implementing learning media for young learners.

Data were collected through three primary techniques: classroom observations, semi-structured interviews, and documentation analysis. Classroom observations were conducted to examine how learning media were implemented during instructional activities. Semi-structured interviews were used to explore teachers' perspectives, strategies, and challenges in utilizing learning media. Documentation, including lesson plans and teaching materials, was analyzed to support and validate observational and interview data. Interview guidelines were prepared to ensure systematic data collection and to maintain focus on the research objectives. In qualitative research, the researcher serves as the main instrument (Sugiyono, 2016). Therefore, field notes, interview recordings, and documentation files were carefully organized and managed to ensure data credibility and traceability. Triangulation of data sources and techniques was applied to enhance the validity of the findings.

Data analysis was conducted concurrently with the data collection process and continued until data saturation was achieved. The study followed the interactive analysis model proposed by Miles and Huberman (in Sugiyono, 2016), which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing on, and simplifying raw data obtained in the field. Data display was conducted by organizing information into descriptive narratives and summary tables to facilitate interpretation. Finally, conclusions were drawn through systematic reflection and verification of patterns emerging from the data.

Through this methodological framework, the study aimed to provide a comprehensive and contextual understanding of how teachers implement learning media in supporting instructional processes for young learners.

C. Results and Discussion

This section presents the findings of the study based on classroom observations, semi-structured interviews with four teachers, and analysis of documentation conducted at Anubanwangmaisat School, Satun, Thailand. The findings describe how teachers implement media in classroom instruction for young learners, the media used, the strategies employed to integrate media into lessons, the challenges encountered, and students' responses during the learning process. The results are presented as an integrated narrative to reflect the holistic nature of qualitative inquiry.

1. Results

The use of learning media is a way teachers adapt teaching materials to help students understand lessons. For learning media to be effective, they must align with the learning objectives, content, and strategies employed. According to Riana (2016), learning media are tools used in the educational process to enable students to gain knowledge through various forms such as video, audio, images, and text. The integration of media into education is critical, as it facilitates and accelerates learning.

Data from interviews indicate that teachers at Anubanwangmaisat School recognize the importance of learning media as a supporting tool in achieving instructional objectives. All four teachers stated that learning media help clarify explanations, attract students' attention, and improve classroom interaction. However, the types of media used vary depending on subject matter, available facilities, and teachers' individual competencies.

Observation results show that visual media are the most frequently utilized tools. Teachers commonly use charts, printed pictures, diagrams, posters, flashcards, and short instructional videos. In one observed Islamic religious education lesson, the teacher used visual slides featuring images and key concepts related to the topic. Students appeared more attentive and responded more actively when images were displayed than when the teacher relied solely on verbal explanation. Similarly, in language lessons, teachers used illustrated storybooks and projected slides to support storytelling activities.

Textual media such as textbooks, worksheets, and printed handouts remain dominant in everyday instruction. Teachers explained that printed materials are practical and accessible because they do not depend on technological infrastructure. Students regularly complete worksheets individually or in small groups as reinforcement activities. Based on observation notes, worksheet-based activities often serve as the main form of practice after explanation sessions.

In addition to visual and textual media, teachers also employ auditory tools such as storytelling, recorded recitations, and verbal repetition techniques. These are particularly common in language and religious lessons. During one session, a teacher played a short audio recording to accompany visual slides, which helped students focus and follow pronunciation more accurately. Although auditory media are not as dominant as visual tools, they complement instruction effectively.

Digital and interactive media are used selectively. Teachers reported occasional use of multimedia presentations, simple educational games, online quizzes, and video-based learning platforms. However, their implementation depends heavily on internet connectivity and the availability of projectors or digital devices. When digital media were used successfully, classroom dynamics shifted noticeably. Students showed enthusiasm, asked more questions, and participated more actively.

The distribution of learning media usage among the four teachers is summarized in the following table:

Table 1. Distribution of Learning Media Usage

| Type of Media | Frequency of Use | Observed Impact on Students |
|----------------------|-------------------------|---------------------------------------|
| Visual Media | High | Increased attention and participation |
| Textual Media | High | Reinforcement of understanding |
| Auditory Media | Moderate | Improved listening and recall |
| Digital/Interactive | Moderate-Low | High enthusiasm when available |

The findings also reveal that teachers do not use media at random but attempt to align it with instructional objectives. Teachers stated that before selecting media, they consider the learning goals and students' characteristics. For example, visual media are typically used when introducing new concepts that require concrete representation. Interactive games are employed during review sessions to evaluate understanding in an engaging way. Worksheets are used to assess comprehension individually.

Lesson plan documentation shows that learning media are included in instructional planning. However, the level of detail varies. Some teachers explicitly describe how media support specific competencies, while others list the media without elaborating on their instructional function. This suggests differences in the depth of pedagogical integration.

Despite the recognized importance of learning media, several challenges were identified. The most prominent challenge is technological limitations. Teachers reported unstable internet connections and limited digital equipment. In some classrooms, projectors are shared among teachers, reducing flexibility in scheduling digital-based lessons. Consequently, teachers often revert to printed or manually prepared materials.

Another challenge relates to resource constraints. Budget limitations restrict the procurement of advanced digital tools or subscription-based learning platforms. Teachers frequently create their own materials using simple design software or by preparing visual aids manually. While this demonstrates teacher initiative, it also indicates systemic limitations.

Teacher competence in digital media integration varies. Two teachers expressed confidence in operating multimedia presentations and online tools, while others admitted limited familiarity with advanced digital features. This variation influences the diversity of media used across classrooms. Teachers noted that professional development opportunities related to educational technology are limited.

Student-related factors also influence media implementation. Young learners tend to have relatively short attention spans and require varied instructional approaches. Observations revealed that when teachers relied solely on verbal explanation for extended periods, several students became distracted or engaged in off-task conversations. In contrast, when media such as videos or colorful slides were introduced, students' focus improved significantly.

Students' responses to learning media were generally positive. During lessons involving visual and interactive tools, students demonstrated higher engagement levels. Indicators of engagement included raising hands, responding verbally, participating in group discussions, and completing tasks with enthusiasm. Teachers reported that students were more confident asking questions when visual aids were present.

To illustrate students' behavioral responses, the following observational summary is presented:

Table 2. Observed Student Responses to Media-Based Instruction

| Instructional Approach | Student Engagement Level | Behavioral Indicators |
|-------------------------------|---------------------------------|---|
| Verbal explanation only | Moderate-Low | Limited participation, occasional distraction |
| Visual-supported explanation | High | Active questioning, focused attention |
| Interactive digital activity | Very High | Enthusiastic participation, collaborative interaction |
| Worksheet-based practice | Moderate | Individual focus, limited verbal interaction |

The findings further show that teachers evaluate the effectiveness of learning media informally. Evaluation methods include observing students' ability to answer questions, monitoring task completion rates, and reviewing assignment scores. Although formal evaluation instruments specific to media effectiveness are not consistently used, reflective practice remains important. Teachers reported adjusting their media choices based on students' reactions in previous lessons.

Overall, the data indicate that learning media play an essential role in classroom instruction at Anubanwangmaisat School. Visual and textual media remain dominant due to accessibility and practicality, while digital and interactive tools are used when resources permit. Teachers demonstrate awareness of the importance of aligning media with instructional goals, yet implementation depth varies based on competence and contextual constraints.

The findings portray a learning environment in which media integration is recognized as beneficial but shaped by infrastructural and professional limitations. When used strategically, learning media contribute positively to student engagement and comprehension. However, consistent and diversified integration requires stronger institutional support, improved technological infrastructure, and enhanced teacher training.

To provide a clearer synthesis of the patterns emerging from interviews and classroom observations, the teachers' responses were categorized into several dominant themes. These themes reflect recurring ideas expressed by the four participating teachers regarding how learning media are selected, implemented, evaluated, and constrained within the school context. The summary presented in Table 3 highlights the central tendencies across participants and illustrates the degree of agreement among them concerning key aspects of media utilization.

Table 3. Summary of Teachers' Responses on Learning Media Implementation

| Theme | Key Patterns Identified | Number of Teachers Mentioning |
|-------------------------------------|--------------------------------|--------------------------------------|
| Media Selection Based on Objectives | Alignment with learning goals | 4 |
| Technological Constraints | Limited internet and devices | 3 |

| Theme | Key Patterns Identified | Number of Teachers Mentioning |
|-----------------------------------|-------------------------------------|--------------------------------------|
| Student Engagement Improvement | Increased participation | 4 |
| Evaluation Through Reflection | Informal assessment and feedback | 4 |

As shown in Table 3, all four teachers consistently emphasized that media selection must be aligned with instructional objectives, indicating a shared understanding of pedagogical relevance. Similarly, all teachers reported that the use of learning media positively influences student participation and engagement. Technological constraints were mentioned by three of the four teachers, highlighting infrastructure as a significant, though not universal, barrier. Additionally, all teachers indicated that evaluation of media effectiveness is conducted primarily through informal reflection and observation rather than structured measurement tools.

Overall, the findings reveal that the implementation of learning media at Anubanwangmaisat School is guided by pedagogical awareness but influenced by contextual realities. Teachers demonstrate a shared commitment to using media strategically, yet their practices are shaped by available resources and individual competencies. The data show that while media integration has positive effects on classroom engagement and comprehension, achieving sustained, diversified implementation requires institutional reinforcement and systematic professional development. These empirical insights provide a grounded understanding of how instructional media function within the observed educational setting and establish a foundation for further analytical discussion in the next section.

2. Discussion

The findings of this study reveal that learning media play a significant role in shaping classroom interaction and student engagement at Anubanwangmaisat School. However, the implementation of learning media is not merely a technical matter; it is closely intertwined with teachers' pedagogical understanding, contextual constraints, and institutional support. This discussion interprets the empirical findings in relation to established theoretical perspectives and previous research on instructional media.

The consistent emphasis among teachers on aligning media selection with instructional objectives reflects a fundamental pedagogical principle. Effective learning media must support specific learning outcomes rather than function as decorative additions. This finding aligns with Tafonao (2018), who argues that learning media serve as communication instruments that clarify instructional messages and enhance student understanding. Similarly, Maimunah (2016) highlights that instructional effectiveness depends on how media are integrated into teaching strategies to improve learning achievement. The teachers' awareness of aligning media with objectives demonstrates a pedagogical orientation consistent with these theoretical frameworks.

The dominance of visual media observed in this study is also theoretically grounded. According to Riana (2016), visual media such as images, diagrams, and videos are particularly effective in simplifying abstract concepts and facilitating comprehension. For young learners, concrete representations are essential because cognitive development in the early stages relies heavily on sensory experience. Kustiawan (2016) emphasizes that media for early childhood education must stimulate visual and experiential learning processes. The findings of this study, which show increased student engagement during visually supported instruction, reinforce these theoretical claims.

Moreover, the positive impact of media on student participation and motivation corresponds with previous empirical research. Harsiwi (2020) found that interactive learning media significantly improve students' learning outcomes in elementary settings. Wulandari et al. (2023) similarly stress that appropriate media usage increases students' enthusiasm and active involvement in classroom activities. The current findings, which demonstrate higher participation levels during media-supported lessons, confirm that instructional media can act as motivational catalysts when integrated strategically.

However, the study also reveals that media effectiveness depends on teacher competence. This observation aligns with Rejeki (2020), who states that teaching methods and media selection are critical tools for achieving instructional objectives. Media does not replace the teacher; rather, the teacher's role becomes more strategic in orchestrating media use. Septy Nurfadhillah (2021) further explains that media integration requires pedagogical planning, creativity, and technical skill. In this study, variations in teachers' digital literacy influenced the diversity of media implemented.

Teachers with stronger technological confidence demonstrated more varied instructional practices.

Technological constraints identified in this study reflect broader systemic challenges in educational contexts. Batubara (2020) emphasizes that effective media integration requires infrastructural readiness, including reliable internet access and adequate devices. The limited availability of digital tools at Anubanwangmaisat School hindered consistent use of interactive platforms. This finding suggests that while teachers may hold positive perceptions of media use, structural conditions significantly shape implementation practices.

The reliance on informal evaluation methods observed in this study also warrants discussion. Teachers primarily assessed media effectiveness through classroom observation and reflective practice rather than structured assessment tools. Husna (2023) notes that perception influences decision-making processes, including evaluation practices. Teachers' reflective evaluation indicates an intuitive and experience-based approach. While this aligns with qualitative pedagogical practice, it also highlights the need for more systematic evaluation frameworks to measure the direct impact of media on learning achievement.

Furthermore, the findings demonstrate that student engagement increases when media are integrated dynamically. This supports Tafonao's (2018) argument that media can stimulate both the cognitive and affective dimensions of learning. Learning media not only transmit information but also create interactive environments that foster active participation. Dananjaya (2023) adds that active learning media encourage students to construct understanding collaboratively rather than passively receive information.

However, the study also reveals that media integration remains predominantly visual and textual, with limited diversification into fully interactive digital platforms. This suggests that while teachers understand the importance of media, transformation toward digital pedagogical innovation is gradual. Wiwit (2015) highlights that rapid technological development demands adaptation in educational practice. Without systematic professional development, teachers may struggle to fully exploit digital media potential.

The presence of infrastructural and competence-related challenges also relates to Adriano's (2019) classification of external factors influencing learning achievement.

School-related factors such as facilities, curriculum support, and teacher preparation directly affect instructional quality. Zaman (2010) further identifies school environment and resources as determinants of educational success. The current findings confirm that media implementation cannot be separated from broader institutional conditions.

Importantly, the positive student responses observed in this study underscore the transformative potential of media integration. Mulyasa (2022) defines learning achievement as changes in knowledge, skills, and behavior. Although this study did not employ quantitative measurement of achievement gains, qualitative indicators such as increased participation and improved comprehension suggest alignment with Mulyasa's conceptualization of learning outcomes.

From an international perspective, contemporary educational discourse emphasizes digital literacy and technology-enhanced learning. According to OECD (2021), digital tools can enrich learning environments when supported by adequate infrastructure and teacher training. Similarly, UNESCO (2022) highlights that effective digital integration requires systemic planning rather than isolated initiatives. The findings of this study resonate with these global perspectives, particularly in recognizing that technological infrastructure and teacher professional development are essential components of sustainable media integration.

Pedagogically, the findings illustrate a transitional phase in instructional practice. Teachers demonstrate awareness and partial implementation of media integration, yet full digital transformation remains constrained. This transitional dynamic suggests the importance of capacity-building programs that focus not only on technical skills but also on instructional design principles.

The study also contributes to the understanding of media implementation within multicultural educational settings. At Anubanwangmaisat School, teachers aim to develop communication skills and cultural understanding alongside cognitive competencies. Learning media serve as bridges connecting abstract knowledge with diverse student backgrounds. In this sense, media integration supports broader educational goals beyond academic achievement.

Nevertheless, it is important to recognize that media alone do not guarantee improved learning outcomes. As Rejeki (2020) asserts, teaching methods remain central to instructional effectiveness. Media must be embedded within coherent pedagogical frameworks. Without alignment with objectives and structured

evaluation, media risk becomes a superficial enhancement rather than a meaningful learning tool.

In summary, the discussion highlights three central interpretations. First, learning media significantly enhance engagement and comprehension when aligned with instructional objectives. Second, teacher competence and infrastructural readiness determine the depth and diversity of media integration. Third, sustainable improvement in media implementation requires institutional support and systematic professional development. These findings extend previous research by illustrating how theoretical principles of instructional media operate within the contextual realities of a primary school in Thailand.

D. Conclusion

This study examined teachers' implementation of learning media for young learners at Anubanwangmaisat School in Satun, Thailand. The findings demonstrate that teachers recognize learning media as an important instructional tool that supports student engagement and comprehension. Visual and textual media remain the most frequently used resources due to their accessibility and practicality. In contrast, digital and interactive media are utilized selectively depending on infrastructural availability and teacher competence. The study confirms that when learning media are aligned with instructional objectives and adapted to students' characteristics, they contribute positively to classroom participation and conceptual understanding.

The findings further indicate that teachers' pedagogical awareness plays a central role in determining the effectiveness with which learning media are integrated into classroom practice. Teachers generally select media based on learning goals and student needs, reflecting a strategic orientation toward instructional planning. However, the depth of integration varies depending on individual competence, technological literacy, and institutional support. Technological limitations, including inconsistent internet access and limited digital devices, constrain the consistent implementation of interactive media. Moreover, evaluation of media effectiveness is conducted primarily through informal observation and reflective practice rather than structured assessment instruments.

These findings suggest that while learning media hold significant potential for enhancing instructional quality, sustainable and diversified implementation requires

systematic institutional reinforcement. Strengthening technological infrastructure and providing ongoing professional development for teachers are essential steps toward improving media-based instruction. Learning media should not be viewed as supplementary tools but as integral components of pedagogical design that shape students' learning experiences.

Despite its contributions, this study has several limitations. First, the research was conducted in a single school context with a limited number of teacher participants. As a result, the findings may not fully represent broader educational settings with different institutional conditions. Second, the study relied primarily on qualitative data derived from observations and interviews. Although these methods provide rich and contextual insights, they do not measure the direct quantitative impact of learning media on student achievement. Third, the evaluation of student engagement was based on observable behavioral indicators rather than standardized measurement instruments.

Future research should expand the scope by including multiple schools with varying levels of technological readiness to enable comparative analysis. Incorporating mixed-method approaches that combine qualitative insights with quantitative assessment of learning outcomes would provide a more comprehensive understanding of media effectiveness. Additionally, further studies could explore the long-term effects of integrating digital media on student achievement and teacher professional development. Investigating structured evaluation frameworks for measuring the effectiveness of instructional media may also contribute to more systematic pedagogical improvement.

Finally, learning media play a meaningful role in supporting instructional objectives and enhancing student engagement in primary education contexts. However, maximizing their potential requires continuous institutional support, professional development, and strategic pedagogical planning. Through sustained effort and systematic improvement, learning media can significantly advance educational quality across diverse learning environments.

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Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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