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THE INFLUENCE OF AUDIO VISUAL MEDIA ON CRITICAL THINKING IN CIVICS LEARNING FOR ISLAMIC ELEMENTARY SCHOOL

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Abstract

This research examines the effect of using audio-visual media on critical thinking in Civics learning in class V Min 4 students in Medan City. This research is quantitative research using experimental research methods. The population used in this research was all classes V Min 4 in Medan City for the 2023/2024 academic year, totaling 108 students. The sampling technique that researchers will use is nonprobability sampling, the Purposive sampling model. The sample in this research was 21 class VA students and 18 class VB students. They were collecting research data through interviews, observation, documentation, and Testing, collecting research data, interviews, observation, and documentation and using a 5 question Essay Test for critical thinking skills. The inferential statistical technique used is prerequisite analysis for normality tests, homogeneity tests, and *independent t-tests* to test hypotheses. Based on the research results, there are differences in students' average critical thinking learning outcomes in the control and experimental classes, which shows the influence of audio-visual media on critical thinking in civics learning. Based on the criteria for the effectiveness of using audio-visual media on students' critical thinking, they are at the third level. or effective enough to be used in learning.

Keywords Audiovisual; Critical thinking; Civics Learning; Media

INTRODUCTION

Learning in the 21st century demands skills that students must have to survive in conditions that continue to develop. In 21st-century learning, students must develop higher-order thinking skills; one of the 21st-century skills is critical thinking. According to Ennis (1989), *critical thinking is reasonable, and reflective thinking is focused* on *deciding what to believe or do,* which means critical thinking is a reflective thinking process that focuses on deciding what to believe or do. Meanwhile, according to Redecker, critical thinking skills include accessing, analyzing, and synthesizing information that can be learned, trained, and mastered. According to Chukwuyenum (2013), critical thinking is a person's effort with logical reasoning to collect, interpret, analyze, and evaluate information obtained by analyzing, interpreting, and evaluating so that they can make logical decisions according to existing facts. Critical thinking is the evaluation, aiming to study scenarios, events, topics, or problems with the hope of obtaining existing hypotheses or conclusions so that they can be safely justified. (Ennis, 1989) Describes critical thinking indicators into five activities, namely, basic *clarification,* explaining the reasons underlying decision-making *(the basis for the decision),* providing conclusions *(inference), and* advanced classification *(advice). Clarification),* combining conjectures *(supposition and integration* (Abdullah & Maryati, 2019). Through critical thinking, students will be trained to find ways out of their problems. People who think critically can conclude what is known, know how to use the information, and pay close attention to the information they get. In principle, critically thinking people do not simply accept or reject information (Alwi & Wandini, 2023).

Apart from that, in meeting the challenges of the 21st century, educators must be able to create something new to improve the quality of education. One way that can be used is through learning media. It is hoped that through this learning media, students will be able to fulfill one of the competency demands that must be possessed, namely, critical thinking. From an educational perspective, media is a strategic instrument in determining the success of the teaching and learning process. Because its direct presence can provide its dynamics to students. According to (Hamalik, 1989), learning media are tools, methods, and techniques combined to make communication and interaction between teachers and students more effective in school education and the teaching process**.** Learning media makes teaching and learning activities easier and more interesting for students (Chairunnisa & Lubis, 2023).

The learning media used in this research is audio-visual-based learning media. "Audio-visual media is a combination of audio and visual media created by yourself, such as slides combined with audio cassettes." Meanwhile, Wina Sanjaya says, "Audiovisual media is media with sound and image elements that can be seen." Audio-visual media combines two aspects, namely, the audio aspect (sound) and the visual aspect (images). By using audio-visual media, teachers are helped to convey learning material, especially Civic learning material. According to (Zamorni, 2005), Citizenship Education is democratic education aiming to prepare citizens or students to think critically and act democratically. Furthermore, according to Ministry of National Education (2006), citizenship education is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become Indonesian citizens who are intelligent, skilled, and with character as mandated by Pancasila and the 1945 Constitution of the Republic of Indonesia.

In previous research conducted by (Friska et al., 2018), it was concluded that the research results showed that there was an influence of audio media on listening ability, there was a difference in the influence of audio media and not using audio-visual media on the listening ability of class IV students at SDN Buring Malang. Other research (Gabriela, 2021) concluded that audio-visual-based learning media improved elementary school students' learning outcomes. Finally, research conducted (Trilling, B., & Hood, 1999) shows that the use of audio-visual media has a significant influence. The difference between this research and previous research is that this research focuses more on critical thinking. As written above, the previous research only focused on learning outcomes, motivation, and children's listening ability (Arif et al., 2016).

Based on observations made by researchers, there are many obstacles to learning Civics. Researchers observed that Civics learning at Madrasah Ibtidaiyah (MI) was not optimal because they thought studying Civics was boring. Therefore, students were too lazy to learn when learning, teachers only used conventional lecture methods, and most teachers only assessed the aspect of ability. Children's cognitive abilities have not yet reached aspects of critical thinking. In line with this, choosing learning media also needs to be done because if you don't choose the right media, learning will become less interesting, and students will become passive and only listen to the teacher when explaining Civics material. Using learning media can create a learning atmosphere that is more concrete or real and truly exists for students (Latini et al., 2024a).

Furthermore, the questions made by teachers in elementary schools show that questions oriented toward higher-level thinking skills are still not fulfilled with a percentage of less than 8%.

The questions mostly included answers to remembering, understanding, and applying C1-C3, while C4-C6 still received less attention (Handayani et al., 2021). The researcher interviewed the homeroom teacher of class V MIN 4 Medan City, who stated that students' ability to think critically was still relatively low, students' ability to solve problems during the learning process was still lacking, and curiosity was still low. Apart from that, most students immediately take information at face value without considering that their data is correct. Only 60% of students' critical thinking skills have yet to reach the KKM, and in-class V, the KKM is 75.

Moving on from the problems above that have been explained, an alternative is needed to make it easier for teachers to train students' critical thinking skills in Civics learning. One is using creative and innovative learning tools, namely, audio-visual media, so that children can think critically during Civics learning and audiovisual media is considered appropriate for application to civic subjects. This research aims to determine the influence of audio-visual media on critical thinking in Civics learning for class V MIN 4 students in Medan City.

METHOD

This research was conducted at MIN 4 Medan City, Jl Karya Seju, Sei Agul, West Medan District, even during the semester of the 2023/2024 academic year. This research is quantitative research using experimental research methods. Experimental methods are included in quantitative research. The experimental method is a research method that can be used to look for the effect of certain treatments on others under controlled conditions through treatment. This research uses an experimental method with the research design that will be used, a quantitative quasi-experimental type with a nonequivalent control group d*esign*. There were two groups in this study, using a pretest before treatment and a posttest after treatment. The population used in this research was all classes V Min 4 in Medan City for the 2023/2024 academic year, totaling 108 students.

In this research, the data used is quantitative, and the primary data sources used are data such as the results of observations, interviews, and five essay test questions. The secondary data used in this research is data on student learning outcomes obtained from the teacher concerned. The sampling technique that researchers will use is nonprobability sampling, the Purposive sampling model. Purposive sampling is a technique for determining samples with certain considerations (Sugiyono, 2018).

Based on this, the sample in this study was determined to be 21 class VA students and 18 class VB students. Class VB was an experimental class whose learning used audio-visual media, and class VA was a control class whose learning did not use audio-visual media—collecting research data, interviews, observation, and documentation and using a 5-question Essay Test for critical thinking skills. To analyze and test the feasibility of the test instrument, we were given to students who were higher than the research class because they had first understood the material in the research. In contrast, the researcher chose class VI students as respondents in this test and then carried out the instrument's feasibility through validity and reliability tests. The data analysis technique used is descriptive analysis to calculate the average value, median, mode, standard deviation (SD), and variance. The inferential statistical technique used is carrying out prerequisite analysis for normality tests, homogeneity, tests, and *independent t-tests* to test hypotheses with the help of *the Statistical Program for Social Science* - SPSS version 27.0 application.

FINDINGS AND DISCUSSION

Findings

This part of the discussion discusses the presentation of the results of calculations of learning outcomes data that have been carried out by students, both pretest and posttest, through audio-visual media regarding critical thinking in the experimental class and the control class without using media but using conventional learning with social and cultural diversity material In Indonesia. Data collection uses essay test questions.

Description of eaning Outcomes in the Control Class

Pre-test Data

After testing students' critical thinking learning outcomes in the control class, no students received the very good category, none; the maximum score obtained by students was 60, and the lowest score was 35. For more details, see the table below:

Table 1. Distribution of *re-test rResults* for the ontrol Class

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 – 44	12	Very low
2.	45 – 64	9	low
3.	65 - 70	-	Enough
4.	71 – 84	-	Good
5.	85 – 100	-	Very good
	Amount	21	

The table shows the pre-test results of the students who obtained the very low score category, totaling 18 students and three students in the low category. From the results of the learning outcome categories above, a decision can be made to classify the completeness of student learning outcomes. The following is a classification table for the completeness of learning outcomes.

Table 2. Classification of Completeness of Control *Pre-test Learning Results*

Minimum Standards	Category	Frequency
≥70	Complete	-
< 70	Not Completed	21
Amount		21

Based on the table above, it can be concluded that all students do not meet the criteria for complete learning outcomes.

Post-test

Table 3. Frequency Distribution of *Post-test* Control Class

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 - 44	-	Very low
2.	45 – 64	7	Low
3.	65 -70	9	Enough
4.	71 – 84	5	Good
5.	85 – 100	-	Very good
Amount		21	

Based on the table above, it can be seen that the number of students who received very low and very good grades was none. There were seven students in the low category, nine in the fair category, and five in the good category. From the results of the learning outcome categories above, a decision can be made to classify the completeness of student learning outcomes. The following is a classification table for the completeness of learning outcomes.

Table 4. Classification of Mastery of Control Class *Post-test Learning Results*

Minimum Standards	Category	Frequency
≥70	Complete	14
< 70	Not Completed	7
Amount		21

Based on the table above, it can be concluded that only 14 students met the criteria for completing the learning outcomes, while the other seven students were in the incomplete category.

Overview of Experimental Class Learning Results

Pre-test

After testing students' critical thinking learning outcomes in the experimental class, no students received the very good category; none of the maximum scores obtained by students was 65, and the lowest score was 35. For more details, see the table below:

Table 5. Frequency Distribution of P *re-test* Experimental Class

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 - 44	5	Very low
2.	45 – 64	12	Low
3.	65 -70	1	Enough
4.	71 – 84	-	Good
5.	85 – 100	-	Very good
	Amount	18	

Based on the table above, it can be seen that the number of students who received a very low score was five students, and one student in the fair category. From the results of the learning outcome categories above, a decision can be made to classify the completeness of student learning outcomes. The following is a classification table for the completeness of learning outcomes.

Table 6. Classification of Completeness of Experimental Class *Pre-test Learning Results*

Minimum Standards	Category	Frequency
≥70	Complete	1
< 70	Not Completed	17
Amount		18

Based on the table above, it can be concluded that only one student completed it, while the other students did not meet the criteria for complete learning outcomes.

Post-test

Table 7. *Post-test* Frequency *Distribution for* Experimental Class

No.	Value Interval	Frequency	Learning Outcome Category
1.	0 - 44	-	Very low
2.	45 – 64	1	Low
3.	65 -70	9	Enough
4.	71 – 84	5	Good
5.	85 – 100	3	Very good
	Amount	18	

Based on the table above, it can be seen that the number of students who got the fair score category was nine students: five students in the good category and three students in the very good category. From the results of the learning outcome categories above, a decision can be made to classify the completeness of student learning outcomes. The following is a classification table for the completeness of learning outcomes.

Table 8. Classification of Mastery of Experimental *Post-test Learning Results*

Minimum Standards	Category	Frequency
≥70	Complete	17
< 70	Not Completed	1
Amount		18

Based on the table above, it can be concluded that as many as 17 students completed it, and one student in the experimental class, based on the results of the post-test scores, did not complete it. Therefore, in this class, there is a significant improvement.

Descriptive Test

After carrying out the descriptive test, the average value of the experimental and control classes was obtained, both in the pre-test and post-test results. For more details, the values are presented in the table below.

Table 9. Recapitulation of Descriptive Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	18	30	65	47.22	9.583
Postest_ Experiment	18	60	85	73.33	7.276
Pretest_Control	21	30	60	42.14	8.452
Postest_Control	21	45	80	65.00	8.515
Valid N (listwise)	18				

Based on the test results above, there is an average difference in students' critical thinking between students who were given learning using audio-visual media. See the table above for the average score of the experimental class in the *pre-test results*, namely 47, and *post-test results*, namely 73. This means there is an increase in the average score for the experimental class by 26. Meanwhile, the average score in the control class in the *pre-test results is* 42, the *post-test* is 65, and the increase in the average score for the control class is 65. 20.

Research data shows differences in critical thinking using audio-visual media, which is applied to the class (V-B), and classes without using media, which is applied to the control class (V-A). This is proven by the calculation results of the average pre-test score for the experimental class, namely 47.22, and post-test, namely 73.33. Meanwhile, in the control class, the average learning outcome in the pre-test was 42.14; in the post-test, it was 65. From the explanation above, it can be concluded that there is a difference in critical thinking using audio-visual media and classes without audio-visual media.

Normality Test

The normality test aims to see whether experimental and control class students' critical thinking results are normally distributed. The results were tested using Two-Sample-Kolomogrof-Smirniv to carry out the normality test. Data is declared normally distributed if the significance is greater than 0.05. Normality test using the IBM application (SPSS Ver 27). So, the results of normality testing for the influence of audio-visual media on students' critical thinking can be seen in the table below:

Table 10. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Pretest_Experiment	.170	18	.184	.950	18	.427
PostTest_Eksperimen	.185	18	.105	.953	18	.475
PreTest_Control	.151	18	.200 *	.937	18	.258
PostTest_Control	.183	18	.112	.925	18	.156

Based on the table above, it is obtained that because the sample is less than 50, it can be seen in the Shapiro-Wilk table calculation. Sig obtained the normality test calculation results for the experimental class from the pre-test results. 0.427 > 0.05, and the *post-test results* obtained were Sig. 0.475. So, it can be seen that the experimental class data is normally distributed. Furthermore, the pre-test results obtained a Sig value for the control class data. 0.258 > 0.05, and the *post-test results* obtained a Sig. 0.156 > 0.05 is also normally distributed. So, based on the table above, it can be concluded that the pre-test and post-test data results are normally distributed for the experimental and control classes.

Homogeneity Test

The homogeneity test aims to determine whether the research subjects come from a homogeneous population—lavene homogeneity testing with the help of IBM SPSS Statistics Versions 27. Testing decisions and conclusions are taken at a significance level of 0.05. If the probability value is smaller than 0.05, then H_o is accepted, which means that audio-visual media does not influence thinking in Civics learners. Hence, the data comes from homogeneous variants. Suppose the probability value is smaller than 0.05. In that case, H_ is accepted, which means that using audio-visual media influences critical thinking in civics learning for class V Min 4 students in Medan City. Hence, the data comes from data that is not the same (heterogeneous). Variant data. The homogeneity test results can be seen in the table below:

Table 11. Homogeneity Test Results

Test of Homogeneity of Variance						
			Levene Statistic	df1	df2	Sig.
Critical Skills	Thinking	Based on Mean	.027	1	37	.869
		Based on Median	.122	1	37	.729
		Based on the Median and with adjusted df	.122	1	37.000	.729
		Based on trimmed mean	.047	1	37	.829

Based on the table above, information is obtained that the homogeneity test results produce a significance value greater than 0.05, namely 0.869. Thus, it can be concluded that the data obtained from *the pre-test* and *post-test* in the experimental class and control class are the same (homogeneous).

Normalize Score Test (N-Gain)

Normalize Score test aims to measure how effective audio-visual media is on students' critical thinking. After testing via the SPSS application, the ***Normalize Score results*** are presented in more detail in the following table.

Table 12. *Normalize Score Test* (N-Gain)

Descriptives				
		Kelas	**Statistic**	**Std. Error**
NGain_Persen	Eksperimen	Mean	60.4649	4.43321
		95% Confidence Interval for Mean Lower Bound	40.1116	
		95% Confidence Interval for Mean Upper Bound	68.8182	
		5% Trimmed Mean	65.0039	
		Median	66.9231	
		Variance	353.760	
		Std. Deviation	18.80852	
		Minimum	12.50	
		Maximum	72.73	

	Range	60.23	
	Interquartile Range	25.32	
	Skewness	-.724	.403
	Kurtosis	0.329	0.788

The results of the N-Gain Score calculation show that the average value for the experimental class is 60.4649 or 60%. This value is included in the classification as quite effective, so it can be concluded that audio-visual media increases students' critical thinking abilities. If you look at the percentage criteria for the interpretation category of Hake's N-gain effectiveness, the RR table is as follows:

Table 13. Classification of N-gain Effectiveness Interpretations

Percentage (%)	Interpretation
< 40	Ineffective
40-55	Less effective
56-75	Effective enough
>75	Effective

Hypothesis Test (T-Test)

Hypothesis testing aims to determine whether audio-visual media influences students' critical thinking. The data needed for this test is on post-test results from the experimental and control classes to test the hypothesis. The Independent T-test is used to test this hypothesis, so the requirements for this T-test are that the data must be normal and homogeneous. The provisions for making this decision are based on the criterion that if Sig (2-tailed) < 0.05, then (H_o) is rejected, which means there is no influence of the use of audio-visual media on critical thinking in Civics learning and (H_a) is accepted, which means the influence of audio-visual media on critical thinking in Civics learning. The following are the results of the *Independent T-Test*, which are presented in the table below.

Table 14. Independent Samples Test Hypothesis Testing Results

Independent Samples Test				
		t-test for Equality of Means		
		Sig. (2-tailed)	**Mean Difference**	**Std. Error Difference**
Critical Thinking	Equal variances assumed	.000	16.944	2.245
	Equal variances not assumed	.000	16.944	2.149

The Sig value was obtained based on the Independent T-Test results. (2-tailed) which is 0.000, which means 0.000 < 0.05, so based on the criteria in decision making, then H_o rejected and H_a accepted, and it can be concluded that audio-visual media influences students' critical thinking.

Discussion

The Influence of Audio-Visual Media on Critical Thinking

The influence of the use of audio-visual media on the critical thinking of class V Min 4 students in Medan City, based on the results of the hypothesis test, the results shows that there is a significant influence on the post-test results between the experimental class and the control class, so it can be concluded that there is an influence of audiovisual media on students' critical thinking, in Civics learning for class V Min 4 students in Medan City. According to constructivist learning theory, visualization and auditory experiences provided by audio-visual media help students build better understanding. These findings support this view by showing a significant increase in critical thinking abilities (Fahmi et al., 2021; Firdaus et al., 2023; Firdausi et al., 2021).

These results align with the statement (Kahfi et al., 2021) that audio-visual media serves as a medium for conveying information or messages by presenting images and sound elements to make the material conveyed clearer and more complete. Using audio-visual media makes learning more concrete because it can be observed and heard directly by students during the learning process. This is in line with research conducted by researchers in the field, where when using audio-visual media in learning activities, students initially did not pay much attention to the material being presented and were not enthusiastic about completing assignments, and this resulted in students' critical thinking becoming less (Marlena et al., 2019; Sukma, 2018) and when students used audio-visual media more enthusiastic in paying attention to the material provided because some sounds and images are concrete and make it easier for students to complete assignments by thinking critically (Bean & Melzer, 2021; Seçer et al., 2015; Xu, 2024).

Research in the field supports the effectiveness of audio-visual media in educational contexts. Initially, students exposed to traditional teaching methods showed a lack of engagement and enthusiasm, adversely affecting their ability to complete assignments and think critically (Kirwan et al., 2023). This lack of interest can be attributed to the passive nature of traditional learning approaches, where students are often mere recipients of information rather than active participants. However, introducing audio-visual media into the learning process marked a significant shift (Bal-Gezegin, 2014). Incorporating sound and visual elements captured students'

attention and made the learning material more relatable and interesting. As a result, students became more enthusiastic and invested in their learning activities, leading to improved critical thinking skills and better performance in completing assignments (Ghajarieh et al., 2024).

The impact of audio-visual media on student engagement and critical thinking is profound. When students interact with content that includes both auditory and visual components, they are more likely to remain focused and motivated (Wang, Gong, Cao, Lang, et al., 2023). This dual-sensory stimulation helps to maintain their interest and encourages deeper cognitive processing (Ismail et al., 2010). The sounds and images' concrete nature makes abstract concepts easier to understand and apply in practical scenarios (Shorey et al., 2021). Consequently, students are more inclined to participate actively in learning, ask questions, and engage in discussions. This active participation fosters a more stimulating and effective learning environment, where students not only absorb information but also develop the critical thinking skills necessary to analyze, evaluate, and apply knowledge in various contexts (Wang, Gong, Cao, & Fan, 2023).

The results of this research are also supported by the research findings (Limbong, 2023), which show a significant influence on classes that use audio-visual media for learning achievement, especially students' critical thinking skills. Based on relevant research conducted by (Samsudin & M. 2023) (Gabriela, 2021), the research and writing results prove that audio-visual media can improve students' critical thinking abilities. Furthermore, other research conducted by (Saputra, 2015) showed that implementing critical thinking skills using media in thematic learning had increased regarding teacher and student aspects. Even though it is applied to different subjects, it has been proven that audio-visual media used as an appropriate learning medium can improve students' critical thinking skills (Nopia et al., 2016) (Handayani et al., 2021b).

Effectiveness of Using Audio-Visual Media for Critical Thinking

Based on research data shows that critical thinking in the control and experimental classes can significantly improve students' critical thinking, which can be seen from the pre-test and post-test scores; this is proven in the N-Gain calculation where the average class N-Gain score is obtained. Experiment, namely 60 with the quite effective category. So, it can be concluded that students' critical thinking abilities are improved using audio-visual media, compared to the control class using conventional media (Hidayat et al., 2019; Ülker & Korkut, 2023).

Based on hypothesis testing using the t-test, a sig (2-tailed) value of 0.000 < sig value of 0.05 was obtained. This proves that audio-visual media is effective in class students' critical thinking abilities (Nuritha & Tsurayya, 2021). Thus, this aligns with the research results that learning using audio-visual media makes students actively involved, starting from identifying problems and analyzing and distributing problems, which is also a critical thinking level process (Pradilasari et al., 2020). Therefore, audio-visual media can easily support students' critical thinking processes. When educators provide material to students, students identify problems and then analyze the problem by discussing the problem in groups so that students can critically evaluate the problems given by the educator (Kwon & Yu, 2023; Nurparida & Srirahayu, 2021).

From the statement above, it is found that there is a connection or effectiveness of the use of audio-visual media in improving critical thinking skills, so the use of audio-visual media can stimulate critical thinking by resolving the situation and being problem-oriented (Ningrum & Dahlan, 2023; Prasasti & Anas, 2023). Therefore, this research was conducted to determine the characteristics of learning using audio-visual media that are compatible and mutually supportive (Siever & Siever, 2023). Learning stages that are easy to understand are necessary for implementing learning so that students are not burdened with complex integration but can focus on concrete learning processes to improve their critical thinking abilities (Latini et al., 2024b).

The above results align with (Vera & Wardani, 2018), which states that audio-visual media can improve students' critical thinking skills. This finding is confirmed because audio-visual media helps students understand Civics material presented by the teacher and provides an understanding that triggers Students' critical thinking caused by information related to complete material. Using audio-visual learning aids, students can clearly understand events/material the teacher explains that students have not experienced directly (Kangas et al., 2017; Peranginangin et al., 2021). Therefore, teachers can use audio-visual media to increase student involvement and understanding in Civics learning. This shows that investment in developing audio-visual-based learning materials can be very beneficial in stimulating students' critical thinking abilities (Monalisa et al., 2017).

CONCLUSION

Based on the results of research conducted in class V MIN 4 Medan City with material on socio-cultural diversity in Indonesia, it can be concluded that audio-visual media influences students' critical thinking. This can be proven based on the results of hypothesis testing via the T-

test (*Independent T-Test)*, which shows a Sig. (2-tailed) is 0.000 < 0.05, which means H_o It is rejected, and H_aAccepted means a significant influence exists between the control and experimental classes. So, there are differences in average learning outcomes *in students' critical* thinking in the control and experimental classes; for the control class, when learning used lecture or conventional methods, the average learning result in *the pre-test* was 42.00, and the *post-test* was 65.00. Meanwhile, for the experimental class, when learning used media, the average learning result in *the pre-test* was 47.2, and in the *post-test,* namely 73.33. Then, based on the results of *the Normalize Score (N-Gain) test*, the results show an average value of 60.4649, which, based on the criteria for the effectiveness of using audio-visual media on students' critical thinking, is at the third level or is quite effective for use in learning.

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