

EVALUATING THE EFFECTIVENESS OF AUDIOVISUAL-BASED INFORMATION SERVICES IN PROMOTING STUDENT RESILIENCE

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Abstract

This study aims to determine the effectiveness of information services using audio-visual media techniques in improving student resilience. This study uses a Quasi-Experimental approach, involving two groups (experimental group and control group), without randomization. The second group was given a Pre-Test and Post-Test to determine the effect of treatment. This study aims to examine the effectiveness of information services using audio-visual media techniques in enhancing students' resilience at SMA Negeri 1 Palika. A quasi-experimental approach was employed, involving two groups (experimental and control) without randomization. Both groups were administered a pre-test and post-test to assess the impact of the treatment on the variables studied. The study population consisted of 48 eleventh-grade students at SMA Negeri 1 Palika, divided equally into a control group ($n = 24$) and an experimental group ($n = 24$), selected through purposive sampling. A resilience instrument adapted from Daulay (2024) was used to measure student resilience. Audio-visual media served as an engaging and interactive tool for delivering information. The results of the Independent Samples T-Test revealed that the post-test mean score of the control group was 86.67, while the experimental group achieved a higher post-test mean score of 96.88. A significant difference was found between the two groups ($p\text{-value} = 0.001 < 0.05$), indicating that the null hypothesis was rejected and the alternative hypothesis accepted. Therefore, it can be concluded that the use of audio-visual media in information services is effective in improving students' resilience on the variables studied. The study population was 48 students of class XI SMA N I Palika divided into two groups, namely a control group of 24 people and an experimental group of 24 people, selected using the Purposive Sampling method. To measure resilience, a resilience instrument adapted by Daulay (2024) was used. Audio-visual media is used as a means of delivering interesting and interactive information. The results of the Independent Sample T-Test Post-Test for the Control Group (mean 86.67) while the results of the Post-Test for the Experimental Group (mean 96.88). This means that students who were treated with audio-visual media techniques were higher than the group that did not use audio-visual media techniques. And there is a significant difference between the control group and the experimental group ($t = (P\text{-Value}) 0.001 < 0.05$) then H_0 is rejected and H_a is accepted. Thus, it can be concluded that the use of audio-visual media in information services is effective in increasing student resilience.

Keywords: *Guidance services, Information services, Audio Visual Media, Resilience*

Introduction

Education is a fundamental aspect experienced by most individuals throughout their lives, often accompanied by various pressures that require resilience. The higher the level of education pursued, the greater the demands and responsibilities faced by students. When students are exposed to prolonged academic and psychological stress, they may experience academic burnout a condition characterized by exhaustion from completing academic tasks and responsibilities, resulting in pessimism, disinterest in assignments, and frustration due to failure (Aprianti & Mashun, 2023).

Students experiencing academic burnout are often in a poor psychological state and require external support. However, every individual inherently possesses protective factors that enable them to cope with challenges. These protective factors are central to the study of resilience. Academic resilience refers to an individual's capacity to adapt and persevere in the face of academic difficulties (Oktaviani & Marsofiyati, 2025).

According to Damra et al. (2021), every individual is born with a certain level of resilience, making it not a spectacular trait but a process that all individuals undergo. Essentially, everyone has the potential for resilience; what distinguishes individuals is the quality of their academic resilience.

Resilience is not only needed to overcome severe adversity but also plays a critical role in managing everyday challenges, particularly within academic contexts. Academic resilience is understood as the individual's ability to maintain or improve educational outcomes despite encountering academic hardships (Irawan et al., 2022).

To achieve academic success, students must be able to overcome their difficulties by becoming resilient individuals. Resilience offers several benefits, including enhancing emotional intelligence, fostering creative thinking (Rahmadani & Daulay, 2023), helping students face academic pressure (Damra et al., 2021), reinforcing self-confidence in managing stress (Setyawan, 2021), and promoting greater perseverance, self-assurance, satisfaction, positive relationships, and success (Saufi et al., 2022).

In today's increasingly complex and challenging educational landscape, resilience is a crucial skill for students. The ability to recover from adversity, adapt to changes, and persist is foundational for success in both academic settings and everyday life. Therefore, the role of school counselors (Guru BK) is vital in this process. Counselors serve not only as academic support figures but also as guides who assist students in developing resilience. Through empathetic approaches and targeted strategies, counselors can help students identify and overcome their challenges via guidance and counseling services.

Counselors can foster student resilience through various counseling services, including orientation services, information services, placement and distribution services, content mastery services, individual counseling, group guidance, group counseling, mediation, and consultation services (M. D. Siregar et al., 2014).

Among these, information services play a significant role. Information services are designed to enable students to access and understand various types of information that support decision-making and personal development (Siregar et al., 2023). Typically delivered in a classroom setting, these services aim to enhance students' insight, knowledge, skills, values, and attitudes—collectively known as WPKNS. Consequently, these help individuals develop the ability to think, feel, behave, act, and take responsibility (BMB3).

Improving the quality of information services can be achieved through the use of engaging media that stimulate student interest and motivation, ultimately fostering resilience. To ensure effectiveness, counselors should first identify students' challenges before selecting appropriate media for information service delivery. Information services aim to help individuals acquire the necessary knowledge for making informed decisions and planning for future goals. This includes understanding oneself, the educational

environment, society, and learning resources. Access to such information supports better planning and decision-making (Mathison, 2013).

The importance of information services in building student resilience has been supported by several studies. For example, Siregar et al. (2023) demonstrated the effectiveness of information services in enhancing academic resilience among guidance and counseling students. Zahro and Wirastania (2022) also confirmed the effectiveness of animation-based information services in improving academic resilience.

The use of audio-visual media is one of the techniques that can enhance the delivery of information services. Audio-visual media are effective in combining images and sound simultaneously, making communication and information delivery more engaging. Such media allow researchers to convey content related to academic resilience more clearly and effectively (Fatimah et al., 2022).

Hapinas et al. (2025) highlighted that in today's digital era, innovative and engaging educational media are essential. Audio-visual media enhance learning motivation by presenting content in a more engaging and comprehensible manner compared to conventional methods such as lectures. These can include videos, animations, interactive presentations, and other dynamic formats.

Audio-visual media offer various benefits in education: they help establish initial concepts, stimulate interest, improve understanding, complement other learning resources, diversify teaching methods, stimulate intellectual curiosity, reduce unnecessary repetition, improve retention, and introduce new concepts beyond students' everyday experiences (Antoro & Sridiyatmiko, 2022).

Research using audio-visual techniques has also validated their significance in supporting student resilience. For instance, Tobing et al. (2023) demonstrated their usefulness in resilience education, while Yeni (2022) confirmed the effectiveness of group counseling using audio-visual media to improve students' understanding of drug abuse. Similarly, Usna and Siregar (2023) found that information services using audio-visual media effectively enhanced students' motivation and learning independence.

Method

The present study employed a quantitative research method with a quasi-experimental design. A quantitative approach was selected because this study aimed to measure the effectiveness of information services using audiovisual media in enhancing students' resilience, with the results expressed numerically and analyzed statistically. The research design utilized was quasi-experimental, involving two groups (an experimental group and a control group) without random assignment. Both groups were administered a pre-test and a post-test to determine the effect of the treatment on the variables under investigation.

The independent variable in this study is the information service utilizing audiovisual media, while the dependent variable is students' understanding of how to enhance resilience at SMA Negeri 1 Palika. The research was conducted at SMA Negeri 1 Riau, located in Pasir Limau Kapas Sub-district, Rokan Hilir Regency, Panipahan City.

The data collection technique employed in this study involved the use of a scale. The resilience scale used was adapted by Daulay (2024) and consists of five indicators: personal competence, instinct trust, positive acceptance, self-control, and spiritual influence, comprising a total of 25 statement items. An example of an item is: "I am unable to find appropriate solutions to my problems." The type of resilience scale is a Likert scale with response options ranging from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), to Strongly Agree (SA). The instrument used in this study was a questionnaire with a reliability coefficient (Cronbach's alpha) of 0.294 for the resilience scale.

The population of this study consisted of 120 students. A purposive sampling technique was used to select the research sample, based on the criterion of students who were identified as having low resilience, as measured by the resilience scale. Based on the results, 48 students with low to moderate levels of resilience were selected as the sample. These students participated in four treatment sessions of information service delivery using audiovisual media.

Each session, from the first to the fourth, focused on key aspects of resilience and incorporated audiovisual materials such as videos. The stages of each session included an opening, delivery of core material using audiovisual media, group discussion, and student reflection on their resilience experiences in academic life. The data were analyzed using a paired sample t-test with the assistance of SPSS version 29.00 for Windows.

Result and Discussion

Based on the results of the Paired Sample T-Test, it was found that there were statistically significant differences between the pretest and posttest scores in both the control group and the experimental group. For the control group, the significance value (p-value) was 0.014, which is less than the threshold of 0.05. This indicates that there was a statistically significant difference between the pretest and posttest scores. However, the mean difference was relatively small, at -6.625, suggesting that although there was an increase in resilience, the improvement was not substantial in practical terms. Therefore, the null hypothesis (H_0) is rejected, but the increase in resilience is not considered highly meaningful.

In contrast, the experimental group showed a significance value (p-value) of < 0.001, which is far below the 0.05 threshold. This implies a highly significant statistical difference between the pretest and posttest scores. Moreover, the mean difference was -16.500, indicating a substantial increase in resilience after students received the intervention through information services using audio-visual media. Thus, the null hypothesis (H_0) is rejected, and it can be concluded that information services delivered through audio-visual media are effective in enhancing students' resilience.

Tabel. 1 Paired Sample t Test Results for Pre-Test, Post-Test, Control and Experimental Groups

Paired Sample Test										
Paired Differences		95% Confidence Interval Of The Difference							Significance	
		Mean	Std. Deviation	Std.Err or Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	-PreTest Control Group	-6.625	12.176	2.485	-11.766	-1.484	-2.666	23	.007	0.14
	-PosTest Control Group									
Pair 2	-PreTest Eksperimen t Group									
	-PosTest Eksperimen t Group	-16.500	12.559	2.564	-21.803	-11.197	-6.436	23	0.01	0.01

Based on the results of the Independent Samples T-Test on the posttest resilience scores between the control and experimental classes, the findings are as follows: The Levene's Test for Equality of Variances showed a significance value of 0.529 (> 0.05), indicating that the variances of the two groups are equal or homogeneous. Therefore, the analysis proceeds using the "Equal variances assumed" row.

The t-test result showed a t-value of -3.885 with a significance level (p-value) of 0.001 (< 0.05). This indicates that there is a statistically significant difference between the posttest resilience scores of students in the control and experimental groups. Since the p-value is less than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, meaning there is a significant difference between the control and experimental groups. It can be concluded that the information service using audio-visual media is highly effective in increasing students' resilience at SMA N 1 Palika.

In this study, the posttest mean score for the experimental group was 96.88, while the control group had a mean score of 86.67. Moreover, there was a significant difference between the two groups, as indicated by a p-value of 0.001 (< 0.05) and a t-value of -3.885.

Meanwhile, the pretest mean score for the experimental group was 80.38, increasing to 96.88 in the posttest. For the control group, the pretest mean was 80.04, rising to 86.67 in the posttest. These results show an improvement in resilience scores for both groups; however, a more substantial increase was observed in the experimental group that received the treatment. This suggests that information services using audio-visual media are significantly effective in enhancing student resilience at SMA N 1 Palika.

Tabel 2. Independent Samples Test
Group Statistics

Group Statistics										
Class					N	Mean	Std. Deviation	Std. Error Mean		
Posttest Results Control Group and Experimental Group	PosTest (Control Group)				24	86.67	9.756	1.992		
	PosTest (Eksperiment Group)				24	96.88	8.399	1.715		
Independent Samples Test										
Levene's Test For Equality Of Variances					t-test for equality of means				95% Confidence Interval of the Difference	
	f	Si	t	df	One-Sided p	Two-Sidep p	Mean Differ ence	Std.Error Differ ence	Lowe	Upper
Equal Variances Assumed	.403	.529	-3.885	46	<.001	<.001	-10.208	2.628	-15.498	-4.919
Equal Variance Not Assumed			-3.885	45.005	<.001	<.001	-10.208	2.628	-15.501	-4.916

The findings of this study indicate that information services delivered through audio-visual media have a significant effect on enhancing students' resilience. This is evident from the increase in resilience scores after students received the intervention. The use of audio-visual media presents a unique appeal for students, making the messages conveyed through the information services easier to understand, more memorable, and capable of fostering self-awareness and personal reflection regarding the experiences and challenges they face. Audio-visual media provide multi-sensory stimuli (visual and auditory) that help reinforce understanding and information retention (Ramadhani & Utama, 2024).

In the context of resilience development, such media allow the delivery of content such as inspirational stories, simulations of challenging situations, and coping strategies, all presented in an engaging and contextualized manner. From a psychopedagogical perspective, information services utilizing audio-visual approaches support diverse student learning styles, particularly those who are more responsive to visual and auditory stimuli. The effectiveness of this method is further reinforced by students' emotional engagement while receiving the information. This engagement fosters empathy, self-awareness, and an understanding of the importance of resilience in dealing with pressure or failure (Siregar et al., 2023). Consistent with Effendi (2023), the study confirmed that information service interventions significantly improve students' academic resilience.

During the intervention period, the increase in students' resilience was reflected in their enhanced ability to understand themselves, identify sources of stress, and respond more adaptively to challenges. Similarly, Usna and Siregar (2023) found that systematically delivered information services provided students with insights into the importance of positive thinking, emotional regulation, and developing a resilient mindset in facing difficult situations. With the delivery of relevant and contextual materials, students began to exhibit positive changes in attitude, such as increased self-awareness, willingness to seek solutions, and the ability to remain calm and responsible under pressure.

Information services are one of the core components in guidance and counseling, aimed at providing students with knowledge and understanding in various life domains such as personal, social, academic, and career development (Silvia et al., 2022). In the context of resilience, information services serve as a means to equip students with knowledge that enables them to understand themselves, recognize challenges, and find strategies to constructively address stress or difficulties. Through information services, students gain insights into positive thinking, emotional regulation, and the ability to recover from difficult situations with maturity and responsibility (Zahro & Wirastania, 2022). The effectiveness of these services is significantly enhanced when using audio-visual media techniques, as they not only capture students' attention but also clarify the material, facilitate comprehension, and strengthen messages both emotionally and cognitively (Pradikta, 2019).

The role of audio-visual media in strengthening resilience is also supported by previous studies. For example, Sasmita et al. (2021) found that information services using audio-visual media positively influence students' motivation and learning independence. Likewise, Nursaidah (2022) reported that such services are effective in improving students' comprehension. Furthermore, Yanti (2020) concluded that information services using audio-visual media significantly increase students' understanding of bullying behavior.

This study holds both theoretical and practical significance. Theoretically, it enriches the body of knowledge in the field of guidance and counseling, particularly in exploring the effectiveness of information services delivered through audio-visual media in fostering student resilience. The findings can serve as a reference for future researchers interested in developing media-based counseling strategies.

Practically, this study provides meaningful insights for guidance and counseling teachers at SMA N 1 Palika in selecting more engaging and effective methods for delivering information to students. The integration of audio-visual media in information services not only enhances comprehension and student interest but also fosters their engagement and helps build a resilient attitude in facing pressures and challenges.

Moreover, the study offers valuable input for schools in designing guidance and counseling programs that are adaptive to technological advancements and current student needs. The researcher concludes that information services based on audio-visual media

are highly effective in increasing students' resilience. By using audio-visual techniques, students can better understand the materials presented, reinforcing the conclusion that information services using audio-visual media are an effective intervention for enhancing resilience among students at SMA N 1 Palika.

This study has several limitations. It did not comprehensively account for other potential factors influencing student resilience, such as family environment or social conditions. Therefore, future research should consider a broader scope and a longer observation period to obtain more in-depth and accurate results.

Conclusion

Based on the findings of this study, it can be concluded that information services delivered through audio-visual media are proven effective in enhancing students' resilience at SMA Negeri 1 Palika. The use of audio-visual media in delivering information successfully captures students' attention, facilitates their understanding of the material, and fosters emotional engagement that supports the internalization of resilience-related values. Students demonstrated improvements in positive thinking, emotional regulation, and readiness to face pressure or difficulties constructively. Audio-visual-based information services can thus be considered an effective strategy for strengthening students' psychological aspects, particularly in developing resilient, responsible, and adaptive attitudes toward life's challenges.

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Author Contributions Statement

ND: Conceptualization, Software, Formal Analysis, Writing -Review & Editing, Supervision, Project Administration, Methodology and Validation; and AF: Investigation, Resources, Data Curation, Writing -Original Draft, and Visualization

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