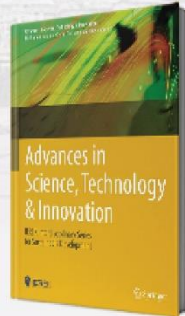


The 4th International Conference on:
**Sustainability in Creative
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Universitas Ciputra,
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The Role of Audio—Visual to Teach SDGs in Schools

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Background



Climate change affects ecosystems, economy, and health.

Requires global and local educational actions.

Outline / Today's presentation / Agenda / ...etc.

1. Background
2. Research Purpose
3. Methodology
4. Discussion
5. Conclusion

1. Education and SDGs



Education is key in achieving SDGs

- Build knowledge, skills, and sustainable values
- Encourages critical thinking and social awareness

2. Why Audio-Visual?



- Enhances comprehension through visual and auditory input
- Boosts motivation and memory
- Depicts dynamic environmental change effectively

3. Research Purpose

To explore how audio-visual media enhance students' understanding and engagement with SDG topics in Indonesian schools through literature review.

Methodology

- Qualitative literature review (Snyder, 2019)
- Databases: Web of Science & SINTA
- Keywords: “audio-visual,” “SDGs,” “schools”
- Inclusion: last 5 years, school level
- 5 relevant papers selected
 - Pranata et al. (2022) – Animated videos on clean living
 - Aprillianti et al. (2022) – Stop-motion for environmental care
 - Padrian et al. (2020) – Motion-graphic infographics
 - Ardianti et al. (2023) – Stop-motion on global warming
 - Karuana et al. (2023) – Stop-motion for ecoliteracy.

Common Findings

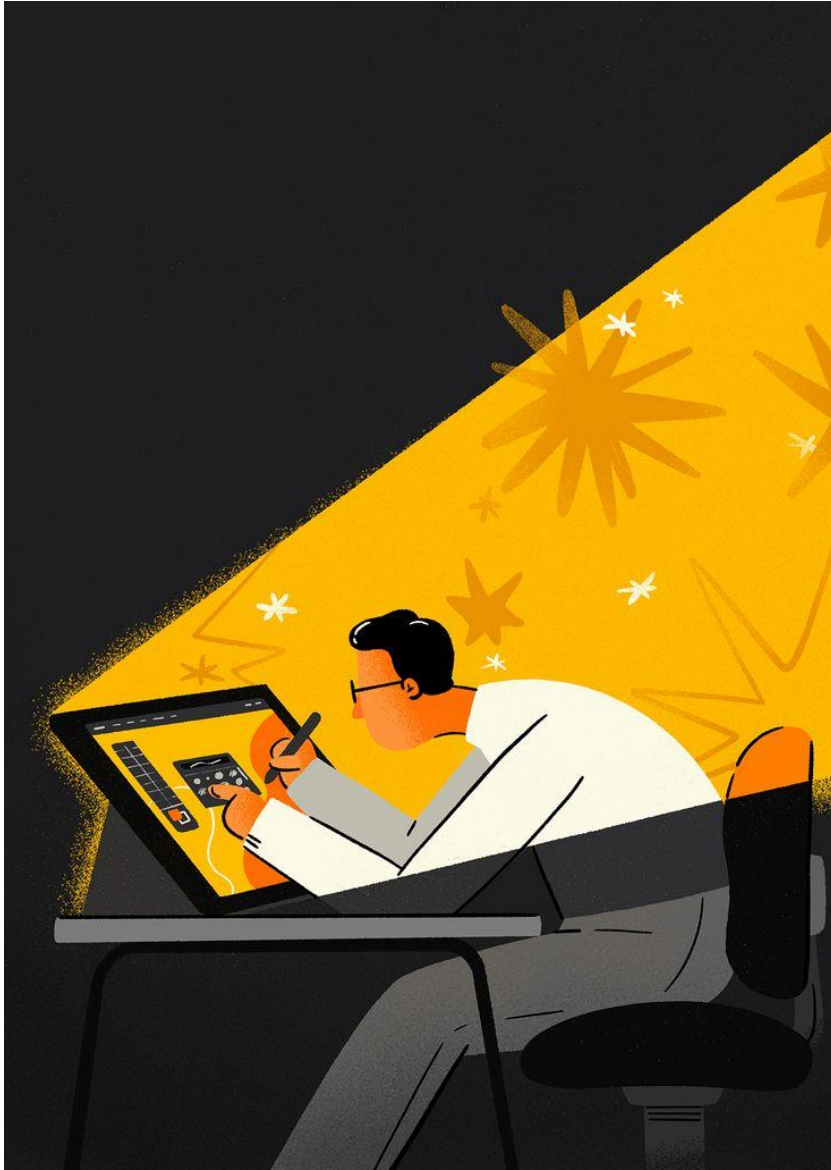
- Increase engagement and attention span.
- Strengthen conceptual understanding.
- Encourage sustainable behavior.
- Improve eco-literacy scores (71.2 → 90.1).
 - Interest & Motivation: story-driven visuals.
 - Comprehension: make SDG issues tangible.
 - Retention & Application: apply learning to daily life.

Discussion: Educational Implications



- Audio-visuals bridge SDG concepts and local contexts.
- Promote systems thinking and participation.
- Local relevance increases student connection.

Teachers' Role



- Select and adapt suitable media.
- Facilitate reflection and discussion.
- Integrate assessment and follow-up activities.
- Offer inclusive learning alternatives

Plan → Teach → Assess → Reflect.

Recommendations for Future Research

- Compare audio-visual vs. print vs. hands-on.
- Test student-created vs. teacher-made media.
- Analyze long-term behavioral effects.
- Identify ideal clip length & pacing.

- Audio-visual media enhance SDG education effectively.
- Teachers turn awareness into action.
- Visual communication bridges learning and sustainable habits.

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“Through education, we turn climate concern into
action and the SDGs into everyday habits.”

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