Uncovering Instructional Media Choices: Teachers Preferences and Shaping Factors

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Abstract

Process of implementing instruction media, teachers consider design of classroom activity and instruction that is related to instructional media used. Arrangement of scheming content and instructional media build a noble atmosphere of effective learning. This research aimed to explore teacher preferences of instructional media and its shaping factors. This research was conducted at one of vocational school and addressed to 20 teachers as subject. This research portrayed based on open- ended questionnaires that found text media that is used by the teachers are hand out books or other reference books. Two subjects that employed visual media utilize graphic and picture. Motion media that is employed by teachers is video. Computer- based media as the most employing media of teacher assisted teacher and student to get information. Open educational resources are employed by teachers to get learning material. Moreover, teachers occupied Artificial Intelligence as a medium in the learning process such as canva, quizzizz, Kahoot and quizwhizzee. Audio media and real objects are rarely used by teachers. Moreover, the picture showed that the most occupied media is computer based media. Teachers utilized it since they intended to provide an innovative, attractive and effective learning process. 15% of our subjects utilized Artificial intelligence (AI). Twenty subjects of this study employed digital tools or digital instructional media and integrated digital technology or Artificial Intelligent (AI). The teacher approved that digital and digital tech instructional design boost effective learning process and evaluate the learning outcome effortlessly.

Keywords: Instructional Media, Preferences, Shaping Factor

Introduction

Instructional design defines the implementing, developing and adjusting learning aspect to acquire the effective learning process. It distinguishes organized acquisition of learning instruction and theory of instructional design to confirm instructional design quality (West, 2018). Those entire procedures need analysis of learning outcomes and cultivate ways of needs. It embraces improvement of material and instruction and evaluation of instructional design. It involves a constructed process of screening need, scheming content, foster materials, implementing the instruction and evaluating learning outcomes. Elaborating among design,

development of teaching strategy and implementation of instructional media elevate experience of effective learning.

Process of implementing instruction media, teachers consider design of classroom activity and instruction that is related to instructional media used. Arrangement of scheming content and instructional media build a noble atmosphere of effective learning. Learning media is useful as a means of conveying flexible messages that can be used for all levels of education (Maulidya & Astuti, 2025). This leads being certain that teachersmust conduct sucessful learning activities in their role as learning managers (Mandasari & Aminatun, 2022). The input and guided activities have to be there too, just as the simple activity have to be there alongside the more challenging (Scott & Ytreberg, 2001). The emergence of technology as a source of information directs the creation of new model for education and their implementation (Xiangjun & Lei, 2024). Subsequently, teachers are supposed to apply innovative instructional media in order getting creative and effective learning.

Instructional media picked out by teachers lead the learning process being an interactive learning atmosphere. Teachers are required to apply digital instructional media or digital technological media. The intention of learning media employment in the learning process is a complete process of learning that attracts student attention, but it trains to ease teaching and learning process (Hikmah, 2019). Technology has revolutionized education, transforming traditional teaching and learning processes into dynamic and interactive experiences (Abareta & Prudente, 2025). Integration of technology creates a more attractive learning atmosphere which can design more innovative learning to motivate students to participate, to collaborate, and to think (Xiangjun & Lei, 2024).

Instructional media as a tool that is integrated with teaching strategy escalates students' understanding related to the subject taught. Media as tools of learning has six types or categories that are text, audio, people, visual, object, and visual. Those types of instructional media have an occupation to carry information to the receiver. The purpose of media is to facilitate communication and learning (Russel, 2014). For instance, the type of media that can be used in first grade is much more limited than those suitable for a high school class or a class for adult learners who are brushing up on their technical expertise (Gagne et al., 1992). It also useful as a means of conveying flexible messages that can be used for all levels of education (Maulidya & Astuti, 2025). It provides response and change for various stimuli and focus on learning approach in shaping experiences for learning (Mallillin, 2024).

In integrating media in learning, teachers should concern the features of the learning process. The feature of the learning process that is considered to assist teachers in learning outcome achievement. Gagne classified feature of learning process into (1) job competence decision (consequences of error), (2) central broad- cast decision, (3) self-instruction with learner-readers, (4) self-instruction with nonreaders, (5) instructor with readers, and (6) instructor with nonreaders (Gagne et al., 1992). Decision of instructional media selection that employs in the process of learning by considering those features promote successful learning outcomes. The most fundamental is the application of learning media must be adapted to the facilities owned by the school since not all learning media can be applied in all schools.

Teacher decision in occupying instructional media is shaped by factors that teachers require to observe and analyze to get a fit instructional media. Teachers must be capable of using

suitable instructional media in different student's classroom contexts (Akmal et al., 2024). Moreover, Akmal stated that in teaching English, the right instructional materials are essential because, when used effectively, they can pique students' interest (Akmal et al., 2024). Teachers should consider the media proper to the material that is taught. Gagne categorized factors in instructional media into the media's physical features, the task's features and the learner's traits (Gagne et al., 1992).

Integrating digital technology that is employed by teachers enhances the innovation of effective learning. Subsequently, information and communication technologies (ICT) must be integrated into the educational system in order to ensure that they are in line with a strong framework and to enable their efficient use (Hava & Babayiğit, 2024). Akmal (2024) noted that teachers employed instructional media to assist students' learning by delivering material and practice. It asserts instructional media foster the effectiveness of learning. Raehang et al (2025) claimed that by serving as a means for delivering knowledge, AI-based instruction media is an intelligent pedagogical agent that adjusts to the cognitive abilities of its users, promotes active participation and fosters more effective learning. Moreover, Buranasinvattanakul, (2024) stated that classroom management by employing instructional media in board game is an attractive approach which is boosting and exultation learning to lead developments of effective learning. Most prior research has revealed the effectiveness of the instructional media and integrating digital- technology media enhances innovation of learning. Previous studies stated teacher belief of instructional media and the benefit of instructional media. Meanwhile, this study revealed teacher preference of vote for instructional media toward getting innovative and effective learning.

Method

This research is designed to portray teacher preferences of instructional media and pedagogical motivation. The researcher requires to employ qualitative design that highlights a descriptive approach. Qualitative research is suitable when the research questions in a study deal with the aspect of "what question" in an inquiry manner (Adeniran, 2024). This approach assisted the researcher to explore and describe the data of teacher preferences of instructional media and pedagogical motivation. This research enlightens instruction media preferences and pedagogical motivation of vocational school. Subjects of this research are 20 teachers at one of vocational school that have moderate to significance level of teaching experiences. The data of this research is teacher preferences and shaping factors while this data is collected by using open- ended questionnaire. Questionnaire of this research conduct to obtain respondent characteristic, basic knowledge of instructional media, preferences of instructional media and underlying reason of instructional media preferences. Furthermore, underlying reason of instructional media also reveals shaping factor of instructional media preferences.

Results and Discussion

Result

Teacher Preferences of Instructional Media

Subject of this study is 20 teachers of one of vocational school that classified into 3 categories based on work experience as the entire table 1.

Tabel 1

Category of Subject Teaching Experience

Subject	Teaching Experience
T1	> 15 years
T2	6- 10 years
T3	11- 15 years
T4	6- 10 years
T5	11- 15 years
T6	11- 15 years
T7	11- 15 years
T8	11- 15 years
T9	11- 15 years
T10	> 15 years
T11	11- 15 years
T12	11- 15 years
T13	6- 10 years
T14	6- 10 years
T15	6- 10 years
T16	6- 10 years
T17	11- 15 years
T18	> 15 years
T19	> 15 years
T20	> 15 years

Table 1 was obtain through questionnaire that reveal the criteria of this subject of this research. Categories of the subject is used to recognize teacher experiences of teaching experience. based on the data, those subjects have a moderate to high experiences of teaching. The entire table present media that is occupied by teacher.

Table 2

Instructional Media Preferences

| Subject of Research	Text Media	Audio Media	Visual Media	Motion Media	Real Object Media	Computer Based Media	Artificial Intelligent
T1							V
T2				v		v	
T3						v	
T4	v					v	
T5						v	V
T6						v	
T7	v			v		v	
T8				v			
T9	v			v		v	
T10				v			
T11				v			
T12	v			v		v	
T13						v	V
T14				v			
T15			v	v			
T16			v	v		v	
T17				v		v	V
T18	v			v		v	V
T19	v			v		v	
T20						v	V

Table. 2 was obtained by open-ended questionnaire of instructional media. The table showed that the teacher applied various media in teaching process. Each teacher has their own reason for employing instructional media. They employed more than one instructional medium. Table 2 presents that six of twenty subjects employed text media and two of the subjects employed visual media. Motion media is employed by thirteen subjects and fourteen subjects employed computer- based media. Artificial intelligence is employed by six subjects. Audio media and real objects are media that lack employment.

Real media is rarely employed by teacher than other instructional media. Subject of this research argued that they prefer providing media by using text media to encourage student in

reading. Moreover, teacher employing digital media than real media as it is more effective and captivating. T12 and T13 claim that motion media is effective and convenient.

Based on collecting data by researchers, found text media that is used by the teachers are hand out books or other reference books. Two subjects that employed visual media utilize graphic and picture. Motion media that is employed by teachers is video. Computer- based media as the most employing media of teacher assisted teacher and student to get information. Open educational resources are employed by teachers as a facilitator to get learning material. Moreover, teachers occupied Artificial Intelligence as a medium in the learning process such as canva, quizzizz, Kahoot and quizwhizzee. Audio media and real objects are rarely used by teachers. Data of this research also reveal that subject of this research rarely employes real object. teacher often used digital media and motion media. they stated that they provide latest and innovative learning media. they also argued that it is more effective.

Figure 1

Occupying of Instructional Media
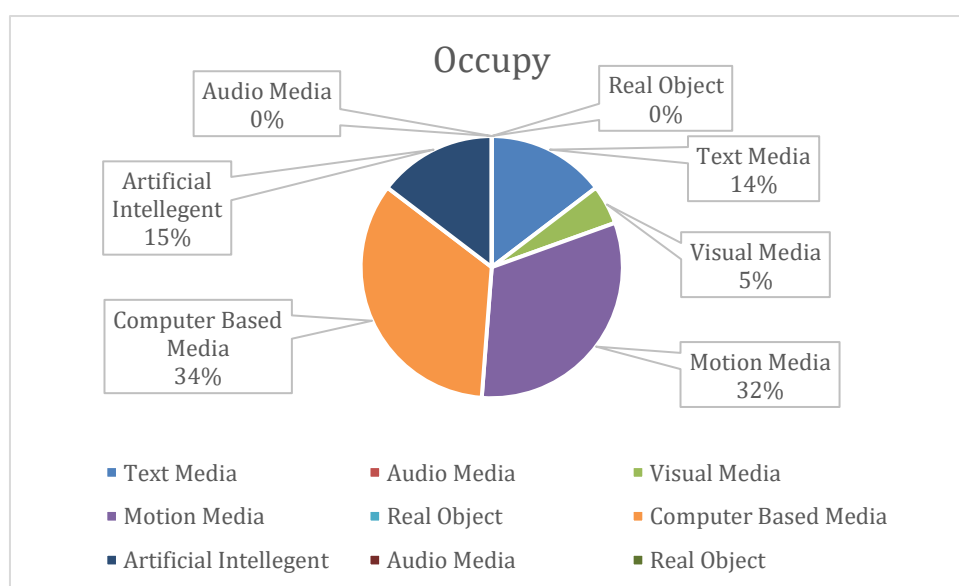
The picture showed that the most occupied media is computer based media, teachers utilized it since they intended to provide an innovative, attractive and effective learning process. 15% of our subjects utilized Artificial intelligence (AI). Twenty subjects of this study employed digital tools or digital instructional media and integrated digital technology or Artificial Intelligent (AI).

Influencing Factor of Teacher's Instructional Media Preferences

The evidence of this research portrayed premises of teachers in employing instructional media as well as the type of instructional media that employed. Teachers decided employing conventional flexibilities in line with T1, T2, T3, T4, T5 and T12. They declared that conventional instructional media have convenience in use. Moreover T16 stated that conventional instructional media are still relevant to be used. On the other hand teachers employed digital and digital tech instructional media as well conventional instructional media. The teacher declared that digital and digital tech instructional media conveyed new experiences of learning and formulated the boredom stayed away. T9 and T10 agreed that digital and digital tech instructional media are

more attractive and boost students' creativity. Moreover T11, T18 and T20 affirmed that it helps them to evaluate effectively. The teacher approved that digital and digital tech instructional design boost effective learning process and evaluate the learning outcome effortlessly.

Discussion

This discussion revealed that this study has collected and analyzed data. This study found that all subjects have been employed in digital instructional and digital technology instructional media. The result showed that text media has 14%, visual media is 15%, motion media is 32%, Computer- based media is 34%, artificial intelligence has 15% and audio media and real objects is zero. In line with Abareta and Prudente (2025), the transformative role of Digital Technology Tools (DTT) in education, highlighting its efficacy in both online and face-to-face learning settings. As well as revealing instructional media, this study unveiled the employing of Artificial Intelligent. 15% of subjects have been employing artificial intelligence e.g canva, Kahoot, and quizizz etc. According to Raehang (2025) students' ability to understand, reason, and convey learning material in both verbal and nonverbal forms is greatly improved when Artificial Intelligence (AI) is incorporated into madrasah learning material.

This research unveiling that teacher rarely employed audio media and real media in their learning process. Real media is rarely employed by teacher than other instructional media. Subject of this research argued that they prefer providing media by using text media to encourage student in reading. Moreover, teacher employing digital media than real media as it is more effective and captivating. T12 and T13 claim that motion media is effective and convenient. This result is in line with Maulidya & Astuti (2025) the use of interactive media based on power point on the learning outcomes and motivation of fifth grade students in the subject of social studies. Moreover, Taembo (2023) stated that teacher preferred using digital learning media since she believed that optimizing the integration of digital technology in learning could make English learning more effective and engaging.

This research also portrayed factors that influence teachers 'preferences. They declared that conventional instructional media have convenience in use. Moreover T16 stated that conventional instructional media are still relevant to be used. On the other hand teachers employed digital and digital tech instructional media as well conventional instructional media. The teacher declared that digital and digital tech instructional media conveyed new experiences of learning and formulated the boredom stayed away. T9 and T10 agreed that digital and digital tech instructional media are more attractive and boost students' creativity. Moreover T11, T18 and T20 affirmed that it helps them to evaluate effectively. The teacher approved that digital and digital tech instructional design boost effective learning process and evaluate the learning outcome effortlessly. This research inline with Raehang (2025) that stated how Instructional media can assist differentiated instruction, effective and democratize access to high quality learning sources, particularly in under-resourced religious schools.

Conclusion

Instructional media cultivate achieving learning outcomes. Teachers provide various instructional media in implementing instructional design. This study reveals that text media has 14%, visual media is 15%, motion media is 32%, Computer- based media is 34%, artificial intelligence has 15% and audio media and real objects is zero. As well as instructional media,

integrating AI in the process of learning has been done by teachers in order to boost learning outcome achievement. This study also reveals that teachers occupied computer based media such as the internet in the process of teaching. Most teachers operate the internet to cultivate the learning process. As well as preferences, this research also reveals teachers' pedagogical motivation of employing instructional media. The teacher approved that digital and digital tech instructional design boost effective learning process and evaluate the learning outcome effortlessly.   This research implies that instructional media assist teachers in implementing instructional design. Instructional media has been selected by teachers to provide a good atmosphere in teaching learning. Teachers occupy more than one type of instructional media. Thus educators can provide various types of instructional media to avoid boredom in the process of learning. Teachers can integrate AI in the process of learning to cultivate learning outcome achievement.

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