

Learning Media and Participant Engagement in an English Training Class at Balai Pelatihan Vokasi dan Produktivitas Bantaeng

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Abstract

Learning media are crucial in English language teaching, particularly in vocational training contexts where learners have specific practical and occupational needs. This study aims to examine the types of learning media used and participant engagement during English learning activities in a vocational training institution. A qualitative case study design was employed in an English training class at Balai Pelatihan Vokasi dan Produktivitas (BPVP) Bantaeng. The study was based on reflective teaching practices, classroom observations, and document analysis conducted over a four-year period from 2019 to 2022. The findings show that various types of learning media were used in the training class, including digital media, audio-visual media, and printed instructional materials. These media were supported by adequate classroom facilities and infrastructure. Participant engagement was observed in behavioural, emotional, and cognitive dimensions, particularly during interactive, media-supported, and vocationally relevant activities. Digital and audio-visual media, such as videos and interactive tasks were found to encourage active participation and positive learning attitudes. However, the study also identified several challenges in the use of learning media, including technical constraints, time limitations, differences in participants' digital readiness, and instructor preparedness. These challenges affected the consistency and depth of media use during learning activities. Overall, the study suggests that learning media can effectively support participant engagement in vocational English training when they are carefully selected, contextually relevant, and supported by appropriate instructional strategies. This research contributes context-specific insights into learning media use and engagement in vocational EFL settings.

Keywords: EFL Classroom, Learning Media, Participant Engagement, Qualitative Case Study, Vocational English Training

1. Introduction

In recent years, the integration of diverse types of learning media in English language classrooms has become a central focus in educational research due to its potential to enhance learner engagement and improve instructional effectiveness. Learning media refers to tools or resources both physical and digital that support the teaching and learning process by providing access to language input, opportunities for interaction, and varied modes of content representation (Ristika et al., 2020). Learning media, broadly defined, encompass a variety of tools, resources, and technologies that facilitate the transmission of information and promote meaningful interaction between teachers and learners (Majid et al., 2025). These media include audio-visual materials, digital applications, printed instructional materials, and interactive platforms that can be integrated into English for Foreign Language (EFL) contexts.

In English language education, particularly in vocational or training contexts, media such as video, interactive digital platforms, and instructional materials are often employed to foster students'



active participation and engagement. Studies on instructional media have shown that when used appropriately, media can help learners understand complex linguistic concepts, maintain attention, and remain motivated throughout the activity (Maulana & Rini, 2025; Ristika et al., 2020).

Engagement is widely recognized as a multidimensional construct involving behavioural, emotional, and cognitive aspects of learner participation in instructional environments (Lestari, 2025). Behavioral engagement encompasses the observable actions learners take during learning activities, such as participating in discussions or completing tasks; emotional engagement reflects students' affective reactions like interest or enjoyment; and cognitive engagement involves learners' investment in comprehending and mastering the material. Research in English as a Foreign Language (EFL) context highlight that implementing varied learning media, including digital and interactive materials, positively influences these engagement dimensions by making lessons more relevant and accessible to learners. For example, video media has been associated with increased comprehension and motivation among vocational school learners when appropriately integrated into lesson plans (Maulana & Rini, 2025). In junior high school classrooms, teachers reported that audio-visual materials were effective in engaging students' attention and facilitating understanding of accents and conversational contexts, although infrastructure challenges were frequently mentioned (Harahap et al., 2025).

Despite growing evidence that learning media can enhance engagement, empirical investigations specifically focused on English training class settings in vocational institutions remain limited. Most available studies, such as by Ristika et al. (2020), concentrate on secondary school contexts or general classroom settings. While informative, these studies do not fully capture the unique dynamics of vocational training environments where learners often have specific occupational objectives and practical needs that influence their engagement with media and instructional activities. Similarly, research exploring social media or influencer content engagement suggests that learners actively use such platforms for self-directed English learning outside formal classroom settings (Safitri & Tari, 2025).

In addition, research on EFL learners' perceptions of digital learning technologies underscores the importance of interactivity and accessibility in media selection, showing that learners are typically more engaged when they perceive media as relevant to their linguistic goals and daily life (Safitri & Tari, 2025). Research has consistently shown that digital technologies can support student engagement by facilitating interaction, collaboration, and active participation during learning activities (Nkomo et al., 2021). These findings point to a broader theoretical trend that learning media whether traditional instructional materials or digital platforms can function as catalysts for learner engagement. However, there is a need for more context-specific, empirical case study research investigating how a combination of these media functions within a single English training class, particularly in vocational training institutions such as Balai Pelatihan Vokasi dan Produktivitas.

Therefore, this study aims to address these gaps by examining the use of learning media and participant engagement in an English training class at a vocational training institution. Through a qualitative case study, this research seeks to provide detailed insights into how and why certain media influence learners' engagement in a real instructional setting, thereby contributing to both theoretical understanding and practical guidance for educators.

2. Methods

This study employed a qualitative approach to explore the use of learning media and participant engagement in an English training context. A case study design was used to examine the learning process in a real classroom setting at Balai Pelatihan Vokasi dan Produktivitas (BPVP) Bantaeng. The study involved trainees participating in the English training program and relied on multiple qualitative

data sources, including reflective teaching notes, classroom observations, and document analysis. The collected data were analyzed using qualitative content analysis to identify patterns and themes related to learning media use and learner engagement. Further details of the research design, participants, data collection procedures, and data analysis are presented in the following sub-sections.

2.1. Research Design

This study employed a qualitative case study design to gain a depth understanding of the use of learning media and participant engagement in an English training context. The research was conducted in English training class at Balai Pelatihan Vokasi dan Produktivitas Bantaeng (formerly known as BLK Bantaeng). This study was based on reflective teaching practices and classroom observations conducted over a four-year period from 2019 to 2022.

In this study, the researcher also acted as the instructor, allowing direct access to classroom activities and instructional practices. The case study approach was chosen because it enables an intensive examination of a single setting within its real life context (Yin, 2018). his approach is commonly used in qualitative educational research to explore instructional practices and learner engagement in natural settings (Creswell & Poth, 2018). The focus of the study was not to measure learning outcomes quantitatively, but to describe and interpret how learning media were used and how participants engaged during classroom activities.

2.2. Participant

The participants of this study were trainees enrolled in English training class at BPVP Bantaeng. The participants came from diverse educational and occupational backgrounds and attended the training program to improve their English skills for vocational and professional purposes. All participants were involved naturally in the learning process and no special treatment or experimental intervention was applied during the study. To maintain ethical considerations, the identities of the participants were kept anonymous. In this study, the data were reported in a general and descriptive manner.

2.3. Data Collection

Data were collected using multiple qualitative data collection techniques to obtain a comprehensive understanding of the case. The primary data source was reflective teaching notes written by the researcher after each teaching session which documented classroom activities, the use of learning media, and participant engagement. Classroom observations were also conducted during the learning process to record participants' responses, interactions, and levels of involvement. In addition, document analysis was carried out on learning materials used in the training, such as modules, handouts, and instructional media, to support and triangulate the observation data.

2.4. Data Analysis

The collected data were analyzed qualitatively using content analysis. The analysis process began with organizing and reviewing the data from reflective notes, observations, and documents. Initial coding was guided by the research questions, focusing on instances of media use and indicators of behavioral, emotional, and cognitive engagement. These codes were then grouped into broader themes through an iterative process of review and refinement. The data were then coded and categorized to identify recurring patterns and themes related to learning media use and learner engagement (Krippendorff, 2019). These themes were interpreted to provide meaningful insights into how learning media supported classroom activities and influenced participant involvement. The findings were presented descriptively to reflect the actual conditions of the English training class (Miles et al., 2014).

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3. Results and Discussion

The results of this study are presented in three main themes: types of learning media, participant engagement, and challenges in using learning media. The findings describe how learning media were used in the English training class and how participants responded during learning activities. These results are discussed by comparing them with previous studies to explain their relevance to vocational English training.

3.1. Research Results

3.1.1. Types of Learning Media Used in the English Training Class

The English training class at Balai Pelatihan Vokasi dan Produktivitas (BPVP) Bantaeng utilized various types of learning media to support instructional activities. As a vocational training institution under the Ministry of Manpower, BPVP Bantaeng is well known for providing adequate learning facilities and infrastructure. Each classroom is equipped with air conditioning, computers, a smart television, a digital whiteboard, a projector, a printer, and a sound system. These facilities create a supportive learning environment and allow instructors to integrate different types of media during the teaching and learning process. Previous studies indicate that the effective integration of digital technologies in learning is closely linked to the availability of supportive technological conditions, which enable instructional media to meaningfully engage learners and enhance learning experiences (Nkomo et al., 2021).

The learning media used in the English training class can be categorized into digital media, audio-visual media, and printed instructional materials. Digital media included presentation slides, digital modules, and online materials accessed through computers or displayed on smart TVs and projectors. These media were mainly used to present learning objectives, vocabulary explanations, and example dialogues. Digital media are commonly used in English language classrooms because they allow flexible content delivery and easy integration of visual elements, which can help learners understand language input more clearly (Safitri & Tari, 2025).

Audio-visual media, particularly instructional videos and listening materials were also frequently used in the training class. Videos were displayed using the smart TV or projector and were selected to match the vocational context of the participants, such as workplace conversations and service-related interactions. The use of audio-visual media enabled participants to observe authentic language use, including pronunciation, intonation, and situational context. According to Maulana & Rini (2025), audio-visual materials are effective in supporting learners' comprehension and maintaining attention, especially in vocational and practical learning environments.

In addition to digital and audio-visual media, printed instructional materials such as handouts and training modules were used to support learning activities. These materials were usually distributed to participants for reading tasks, grammar practice, and note-taking. Printed materials played an important role in reinforcing lesson content and providing learners with tangible references during and

after classroom activities. Richard E. Mayer's multimedia learning theory suggests that instructional content combining multiple modes (visual, auditory, and text) enhances learners' understanding and engagement more effectively than text-only presentations, because it promotes deeper cognitive processing via dual channels (Mayer, 2020). Overall, the combination of well-supported facilities and diverse learning media at BPVP Bantaeng enabled flexible and effective English instruction in the training class.

3.1.2. Participant Engagement during English Learning Activities

Participant engagement in the English training class at BPVP Bantaeng was observed across several indicators during lesson activities. Engagement was defined as participants' active involvement in tasks, attention to instruction, and willingness to participate in interactions (Nur Hasanah et al., 2025). In the vocational training environment, many learners demonstrated behavioural engagement by responding to instructors' questions, participating in group discussions, and completing assigned tasks. This finding aligns with previous research indicating that when instructional activities involve clear roles and tasks, learners tend to show observable engagement behaviours (Barus et al., 2022).

Emotional engagement was also apparent in the training sessions, particularly when learning media fostered positive affective responses. For example, when participants watched relevant video clips or used interactive digital platforms, they often expressed interest and enjoyment which was recorded in the reflective notes. Similar results were found in research showing that students' emotional engagement increases when learning activities are meaningful and enjoyable (Maulana & Rini, 2025). Emotional involvement is important because it reflects learners' interest and satisfaction with the learning process (Nur Hasanah et al., 2025).

Cognitive engagement was demonstrated by participants' efforts to understand complex English forms and meanings, especially during listening and vocabulary activities. Learners were observed to ask clarification questions and attempt to explain language points during peer discussions. These behaviours reflect deep processing and investment in comprehension which has been identified in other EFL contexts as a sign of learner engagement when tasks require thoughtful participation (Barus et al., 2022).

While many participants showed active involvement, the level of engagement varied among individuals. Some trainees were more proactive in contributing ideas and asking questions, whereas others participated more passively, especially during grammar-focused tasks. Observational data revealed that tasks perceived as more interactive and applicable to real-world contexts such as role-plays or communication-based activities elicited higher engagement levels than traditional drills. This pattern supports findings from digital storytelling research where interactive and creative tasks promoted higher motivation and engagement (Azqiya, 2025).

In addition, engagement was influenced by instructional strategies that encouraged collaboration among trainees. Pair work, group discussions, and task-based learning activities appeared to increase participation and provide opportunities for learners to interact in English. These interactive learning approaches have been shown to enhance engagement because they require learners to communicate actively and support one another in achieving task goals (Maulana & Rini, 2025). However, some challenges to sustained engagement were noted. Reflective teaching notes recorded instances where participants showed less involvement during longer lectures or when technological issues occurred, such as delays in computer use. These observations are similar to general trends in EFL learning contexts where engagement can fluctuate based on task design, classroom interaction, and learners' individual motivation (Nur Hasanah et al., 2025). Understanding these patterns helps instructors adapt their teaching strategies to maintain engagement throughout the learning activities.

3.1.3. Challenges in Using Learning Media

Although the English training class at BPVP Bantaeng had strong facility support, several challenges emerged in the use of learning media during instructional activities. One major challenge involved technical constraints, such as unstable internet connectivity and limited availability of devices when many participants needed to access online content or applications simultaneously. Similar challenges were documented in research showing that unreliable internet access and lack of sufficient digital devices hinder the smooth integration of digital media in language classrooms (Majid et al., 2025).

Another challenge related to teacher/instructor preparedness and digital competence. Even with infrastructure available, effective use of advanced media like interactive platforms requires specific skills and confidence from instructors. Studies on EFL teachers' experience with digital technologies found that teachers often faced difficulties due to limited training and confidence in designing and implementing technology-enhanced learning activities (Harahap et al., 2025).

Participants also experienced variability in access to personal technological tools. Some trainees were less familiar with digital tools or hesitant to use them, which affected their engagement during activities that required interactive applications or digital tasks. This issue is in line with research showing differences in students' digital readiness and confidence which can influence how media are used effectively in language classrooms (Majid et al., 2025).

In addition, content design and quality posed practical challenges. Some learning materials needed adaptation to fit the vocational context or were less effective when media lacked interactivity or relevance. Research on digital media effectiveness in English instruction also identifies content quality and relevance as important factors that can either support or hinder learning engagement (Melati, 2025). Finally, time constraints during lessons affected how deeply media could be used in activities. Long explanations or technical preparation for media use sometimes reduced time for active learning tasks, leading to less engagement during the class. Similar patterns have been observed in EFL settings where lesson pacing and media integration must be balanced carefully to avoid reduced participation (Majid et al., 2025)

3.2. Discussion

The findings of this study indicate that the use of varied learning media in the English training class at BPVP Bantaeng played an important role in supporting participant engagement. The availability of adequate facilities allowed instructors to combine digital, audio-visual, and printed media during instruction. This combination supported different engagement dimensions, particularly behavioural and emotional engagement, as participants were more active and showed positive responses during interactive and media-supported activities. This finding supports previous research which states that learning media can function as a catalyst for learner engagement when integrated appropriately into instructional practices (Nkomo et al., 2021; Ristika et al., 2023).

The results also show that participant engagement increased when learning activities were perceived as relevant to vocational needs and real-life communication. Video-based materials and interactive tasks helped learners connect language use with practical contexts, such as workplace communication. This finding aligns with studies in EFL vocational and secondary education settings, which report that learners are more engaged when instructional media reflect authentic language use and practical purposes (Maulana & Rini, 2025; Safitri & Tari, 2025). This suggests that relevance and contextualization are key factors in maximizing the effectiveness of learning media in vocational English training.

However, the challenges identified in this study indicate that the presence of learning media alone does not guarantee sustained engagement. Technical issues, time constraints, and varying levels of digital readiness among participants sometimes limited the effective use of media. These challenges are consistent with previous studies highlighting that infrastructure, teacher preparedness, and lesson management influence how well media support engagement in EFL classrooms (Majid et al., 2025; Harahap et al., 2025). This reinforces the idea that instructional planning and teacher competence are as important as media availability.

Overall, the findings suggest that learning media in vocational English training function most effectively when they are supported by appropriate instructional strategies and aligned with learners' goals. The case of BPVP Bantaeng demonstrates that combining multiple media types can enhance engagement, but careful selection, adaptation, and classroom management are necessary to address practical constraints. These results contribute to the growing body of research on learning media and engagement by providing context-specific insights from a vocational training institution which has been less explored in previous EFL studies.

4. Conclusion

This study examined the use of learning media and participant engagement in an English training class at BPVP Bantaeng through a qualitative case study approach. The findings show that the integration of various learning media, including digital, audio-visual, and printed materials, supported participant engagement during learning activities. Adequate facilities and infrastructure enabled instructors to implement different media types, which contributed to learners' behavioural, emotional, and cognitive engagement. Media that were interactive and relevant to vocational contexts were particularly effective in encouraging active participation and maintaining learners' interest in English learning.

However, the study also identified several challenges in using learning media, such as technical constraints, time limitations, and differences in participants' digital readiness. These challenges suggest that effective media use requires not only adequate facilities but also careful instructional planning and teacher competence. Overall, this study highlights the importance of selecting and adapting learning media that align with learners' vocational needs and classroom conditions. The findings provide practical insights for English instructors in vocational training institutions and contribute to the growing discussion on learning media and learner engagement in EFL contexts.

5. References

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