

DEVELOPING ENGLISH AUDIO-VISUAL LEARNING MEDIA TO IMPROVE EFL LEARNERS' LEARNING OUTCOMES FOR TIME-READING MATERIALS

¹*Tabitha Widya Asmarani, ¹Arif Widagdo

¹Study Program of Elementary School Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, East Java, Indonesia

*Corresponding Author Email: widyaasmaranitabitha@gmail.com

Article Info	Abstract
Article History Received: July 2024 Revised: September 2025 Published: January 2025	<i>The use of learning media plays a crucial role in enhancing student learning outcomes; however, suboptimal utilization negatively impacts these results. This research aims to develop audio-visual learning media to address this issue. The study employs the Research and Development (R&D) method, utilizing the ADDIE development model, which consists of five phases: analysis, design, development, implementation, and evaluation. Data collection methods include interviews, observations, tests, questionnaires, and documentation. Instruments used in this research comprise interview guides, documentation forms, questionnaires, and pre-test and post-test results. Data analysis is conducted through normality tests, t-tests, and n-gain tests. The t-test result ($0.000 < 0.05$) indicates a significant difference between pre-test and post-test outcomes. Additionally, the n-gain test yields a score of 76.45, demonstrating the effectiveness of the media before and after implementation. The research subjects consist of fourth-grade EFL learners at elementary schools. Assessments from media experts, material experts, teachers, and students indicate that the developed media is suitable for use in the learning process. The study concludes that audio-visual learning media effectively enhances the learning process and outcomes for EFL elementary school students.</i>
Keywords Audio Visual Media; Learning Outcomes; Reading skills; Reading materials; Reading strategies;	
How to cite: Asmarani, T.W., & Widagdo, A. (2025). Developing English Audio-Visual Learning Media to Improve EFL Learners' Learning Outcomes for Time-Reading Materials, <i>JOLLT Journal of Languages and Language Teaching</i> , 13(1), 472-482. DOI: https://doi.org/10.33394/jollt.v13i1.12517	

INTRODUCTION

One of the means of communication used by teachers to support learning activities is learning media (A. P. Wulandari et al., 2023). Learning media is very important for the smooth delivery of material by teachers in learning. Teachers can increase interest, motivation and stimulation of learning and even have a psychological influence on students through learning media (Fitriana et al., 2022). Various forms of learning media that can be applied to deliver material. One of the learning media used by teachers to deliver material is audio visual media. Audio visual learning media consists of sound and image elements (Isnaeni & Radia, 2021).

The existence of media in learning is very important to attract students' interest in science and fluency in communication, and improve student learning outcomes (Rusmiati et al., 2024). The use of audio-visual learning media containing moving animation images and sounds that are in accordance with the material can make students more motivated during teaching and learning activities (Aprianto et al., 2022) and media make teaching and learning activities more effective and efficient (Winarto et al., 2020). Achieving learning goals and student learning outcomes cannot be avoided from the application of learning media. Based on research conducted by (Harsiwi & Arini, 2020), the use of learning media has an effect on improving student learning outcomes. This is marked by the achievement of learning goals set by teachers. Every learning process has a learning medium that is crucial to its existence in order to achieve

learning goals (A. P. Wulandari et al., 2023). Learning that uses audio-visual media provides many benefits for students, namely increased problem-solving (Setyani et al., 2021).

One of the topic taught at school is English, to achieve the set learning goals, teacher can use learning media that are in accordance with the material and characteristics of the students (Salim & Utama, 2020). Teaching English in elementary schools in the implementation of the independent curriculum aims to develop their language skills. The English learning process consists of models, media, or methods and personality of students so that they can understand it. Based on observations, students are confused about using the words 'quarter past' and 'quarter to' (Sehmuliati, 2021). In learning, teachers using simple learning media can make learning activities monotonous and make students less interested in the subject matter (Mubarok et al., 2021). Increasing student interest is influenced by teacher creativity in classroom learning, for example creative use of media (H. Wulandari & Nisrina, 2020). Teachers who are less creative can make learning less monotonous and boring.

To overcome these problems, teachers need to develop integrated media for teaching and learning activities. learning in English subjects (Sumartiwi et al., 2022). There needs to be learning media that are appropriate and relevant to the learning material, one of them is audio-visual media that facilitates students to understand the content (Mashuri et al., 2021). Audio-visual media consists of audio (sound) and visual (image) which contain messages and information, this can stimulate the sense of hearing and the sense of sight at the same time (Cahyani et al., 2024). The use of audio-visual media helps students understand the subject matter because the media has sound and images (Ramandha & Alyani, 2024), because the media combines two learning styles, namely audio and visual (Kotimah, 2024).

Previous research on the use of audio-visual learning media has an impact on student learning outcomes (Isnaeni & Radia, 2021). The application of audio-visual learning media can attract students' attention and make students concentrate on relevant learning materials (Saputro et al., 2021). Audio-visual media can increase student motivation which is shown by confidently answering questions that have been done without being influenced by friends' answers. (Widhayanti & Abduh, 2021) and audio-visual media can help students think critically (Marlena et al., 2019). Learning media in previous research only used pictures of clocks, so it was less interesting in addition. There has been no research regarding audio-visual learning media for time-reading material in English subjects. Based on the above explanation, the research on the development of video-based audio-visual media aims to improve student learning outcomes in line with teachers' efforts in teaching and learning activities more effectively and efficiently.

RESEARCH METHOD

Research Design

This study is research and development (R&D) methods that produce products and their effectiveness will be tested (Sugiyono, 2017). The development of a product begins with a needs analysis and to find out how effective the product can be done in stages with the aim of producing a product that can be used by everyone. This research uses the ADDIE development model with five stages, namely analysis, design, development, implementation, and evaluation (Mesra et al., 2023). This study explains how effective the results of video-based audio-visual learning media products are for students of year four in elementary school.

The initial stage is an analysis of existing problems through interviews with teachers and classroom observations aimed at identifying problems faced by fourth grade students in elementary school. The results of the analysis stage are that students have difficulty using 'quarter past' and 'quarter to'. To overcome this problem, the author developed audio-visual learning media in the form of videos. The design stages in this research are designing the learning media concept, preparing materials and evaluation, making expert validation sheets, and making student response questionnaires to the media. The media concept consists of

material about how to read time, animated images of clocks, and how to pronounce time in English. At this stage it is necessary to create an expert validation sheet to determine how suitable the media is to be implemented in learning. Furthermore, making a questionnaire about student responses to media is very necessary, this is because it can provide input to the media developers.

The development stage consisted of making a media prototype, video-based audio-visual learning media was developed using the Canva application which took approximately two weeks. The media prototype consists of an introduction, learning objectives, material, evaluation, and author profile. The next stage is to evaluate the results of media development by media experts and material experts using a validation sheet before applying it to learning. After the media is validated by experts, the next stage is implementing the media for students. The implementation phase was carried out in two groups, namely small-scale trials and large-scale trials. The selection of students in small-scale and large-scale tests is based on purpose sampling techniques. The final stage is evaluation by collecting student learning results and a questionnaire on student responses to the media.

Population and Sample

This research was carried out from April to June of the 2023/2024 school year, with the subjects of this study were fourth grade learners of elementary schools. Class 4B students consisted of 22 students who were the objects of this study. The research was conducted because student learning outcomes had not achieved the set learning objectives and therefore required special attention. Testing of learning media was carried out on small-scale trials and large-scale trials. The small-scale trial was carried out in small groups with a total of 6 out of 22 students. The selection of 6 students was based on the purpose sampling technique with the consideration of two students ranked at the top, two students ranked in the middle, and two students ranked low in the class. Meanwhile, the large-scale trial was carried out in a large group with a total of 16 students. The data collection in this study is observation, interviews, questionnaire filling, and learning outcome tests that show how effective video-based audio-visual learning media is.

Research Instruments

The instruments in this study consisted of validation questionnaires, questionnaires of participants' responses to the products developed, interviews with teachers, participant observations, and learning outcome tests. The development of learning media must be validated before the trial is carried out. Product development must be validated through filling out questionnaires carried out by media experts and material experts. The media validation questionnaire consists of appropriate use, media display quality, student characteristics, and media use. The results of the media validation questionnaire were 98% with 'very feasible' criteria. The material validation questionnaire consists of suitability of objectives, suitability of student characteristics, quality of motivation, and emphasis on information. The results of the material validation armature were 94% with 'very feasible' criteria. The next stage is to carry out media trials on students. To find out how effective the media is, it is necessary to test students with a pre-test and post-test. After the trial of the learning media developed, participants need to fill out a questionnaire responding to the media. The questionnaire contains several things, namely the form of media presentation, media use, and material in the media. Interviews with teachers need to be conducted to understand the advantages and disadvantages of the media being developed. The topic of the interview with the teacher consisted of delivering material in the media, media presentation, and the suitability of the media to student characteristics. Observation on participants was carried out during the testing of the developed media.

Data Analysis

This study uses a quantitative descriptive data analysis model for test instruments, and qualitative descriptive data analysis for non-test instruments. Quantitative descriptive data analysis is used to analyze how effective the media is on student learning outcomes. This research consists of initial data analysis dan final data analysis. The initial data analysis consisted of a normality test, while the final data analysis consisted of a t-test and an N-gain test using SPSS version 27. Use the t-test to determine the difference in pre-test and post-test scores. The N-gain test is used to determine the effectiveness of learning media in improving student learning outcomes. To determine the effectiveness of the media, it can be seen from the results of the N-gain test with interpretation criteria of less than 40% 'not effective', 40% - 55% 'less effective', 57% - 75% 'quite effective', and more than 76% 'effective'. Qualitative descriptive data analysis was used to analyze the results of the questionnaire on student responses to the developed media.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of this research and development were achieved based on the five steps of the ADDIE model. This research uses the Canva application into a learning video of time reading material. The media has gone through a validation process by experts for its quality. The results of this research product aim to improve reading time and have a positive impact on teaching and learning activities in the classroom. The first stage of the ADDIE model is analysis, consisting of several procedures, namely interviews with class teachers, observation and filling out questionnaires. The interview topic was about learning obstacles in the classroom, and observation activities were carried out by observing students during learning. Filling out the questionnaire contains information about the learning process, learning obstacles, learning media and suggestions for developing learning media. The analysis stage resulted in the conclusion of the fourth-grade elementary schools learners encounter: 1) the low learning outcomes of students in reading time materials, 2) the use of learning media is still limited, 3) teachers who lack mastery of technology. The second and third stages of the ADDIE model are the design and development of learning media.

The fourth stage of the ADDIE model is evaluation. At this stage the media needs validation by media experts and material experts, the validation results are presented in Table 1.

Tabel 1
Recapitulation of Validation Scores by Experts

Validator	Persentase Skor (%)	Kriteria
Media validators	98%	Highly Worthy
Material validators	94%	Highly Worthy
Average	96%	Highly Worthy

At the validation stage by media experts, results were 98% with the criteria 'Highly Worthy' while validation by material experts obtained results of 94% with the criteria 'Highly Worthy'. The average validation result by experts is 96% with 'Highly Worthy' criteria, which shows that the media can be used in teaching and learning activities. After the media has been validated by experts, the media is subsequently tested on EFL learners of fourth-grade elementary schools to find out how appropriate the media is for fourth grade students by providing an assessment of appropriateness, this stage is implementation. To find out how appropriate the media is for fourth grade students to provide an assessment. The results of students' responses to the media in small-scale and large-scale trials are described in Table 2.

Table 2
Recapitulation of Questionnaire Scores of Student Responses to the Media

Instruments	Small Scale (%)	Large Scale (%)	Average (%)
Material comprehension	100%	100%	100%
Language	100%	100%	100%
Presentation of material	100%	100%	100%
Media usage	100%	100%	100%
Media appeal	100%	100%	100%
Average			100%
			Highly Worthy

According to the data in Table 2, the results of students' assessment of learning media through questionnaires. The average results of the learning media trial in the small-scale test and the large-scale test obtained a score of 100% with 'Highly Worthy' criteria so that the developed media was very feasible to use.

After small-scale and large-scale trials, student learning outcomes were obtained on pre-test and post-test questions. This test needs to be carried out to find out how effective audio-visual learning media is in improving learning outcomes. The pre-test is carried out before explaining the reading material to find out what material the students have mastered, then the post-test is given after explaining the material to measure how far the students understand the material (Magdalena et al., 2021). Learning outcomes based on the pre-test and post-test were analyzed using the normality test of the results of small-scale and large-scale trials. Data analysis is explained in Table 3 and Table 4.

Table 3
Normality Test in Small-Scale Trial

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Small-Scale Pre-test	,181	6	,200	,976	6	,929
Small-Scale Post-test	,190	6	,200	,960	6	,817

Table 4
Normality Test on Large-Scale Trial

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Large-Scale Pre-test	,200	16	,085	,930	16	,242
Large-Scale Post-test	,183	16	,155	,934	16	,286

Analyzing the normality test data, the researcher used the Shapiro-Wilk formula with the help of SPSS version 27. Normality test result are said to be normal if the significance level is more than 0,05. Conversely if the significance level is less than 0,05 the data is not normally distributed. If the data is not normally distributed, then the conclusion from the normality test is declared invalid. Based on the overall results of the normality test, it shows that the data is normally distributed with a significance value of more than 0.05. It can be concluded that the normality test results of the pre-test and post-test data for small groups and large groups are normally distributed, which means they are valid. Normality tests need to be carried out to ensure the data is valid and can provide answers to the hypothesis. The next step is to do a paired t-test. The results of the t-test are presented in table 5.

Table 5
T-test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% confidence Interval of The Differences		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test – Post-test	-28,562	3,444	,861	-30,398	-26,727	-33,172	5	,000

In this study, the t test was analyzed using SPSS version 27. The criterion for the t test is if the significance value is sig. (2-tailed) <0.05 indicates there is a significant difference in the average pre-test score and the average post-test score. Conversely, if the significance value is sig. (2-tailed) > 0.05 indicates there is no significant difference in the average pre-test score results and the average post-test score results.

Based on the results in table 6, the significance value is sig. (2-tailed) shows 0.000 which means <0.05. So it can be seen that there is a significant difference between the average pre-test score and the average post-test score. There is a significant difference in the average score between the pre-test score before using audio-visual media and the post-test score after using audio-visual media as shown by the t test results. In accordance with these findings, it may be said that learning outcomes of fourth grade students have greatly improved. The next data analysis is the N-Gain test which is presented in Table 6.

Table 6
N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
N-gain Score	16	,53	1,00	,7645	,13582
N-gain Percent	16	53,49	100,00	76,4528	13,58218
Valid N (listwise)	16				

In this study, the researcher used normalized gain (N-Gain) with the help of SPSS version 27. There are N-Gain score criteria presented in the table and the criteria for interpretation of the effectiveness of the N-Gain score which is presented in Table 7 and in Table 8 the N-Gain score effectiveness criteria are presented.

Tabel 7
N- Gain Value Criteria

Nilai N- Gain	Kriteria
$N\text{-Gain} \geq 0,70$	High
$0,30 \leq N\text{-Gain} < 0,70$	Medium
$N\text{-Gain} \leq 0,30$	Low

(Source: (Lestari & Yudhanegara, 2017))

Table 8
Criteria for Interpretation of N-Gain Score Effectiveness

Persentase (%)	Tafsiran
<40	Ineffective
40 - 55	Less Effective
56 - 75	Quite Effective
>76	Effective

Based on the results in table 7, the N- Gain score of the mean value obtained is 0.76 which is included in the high criteria based on table 8. Then in the N-Gain, the percentage mean value obtained is 76.45, which in the criteria for interpreting effectiveness is included in the effective category based on table 9. According to the results of the n-gain test, the use of audio-visual learning media in English subjects is considered effective.

Discussion

The result of this research is audio-visual learning media for primary school for time reading materials developed by using five steps of the ADDIE model which consists of analysis, design, development, implementation and evaluation. Media development based on the problem analysis stage at SD N Kalitidu 1 that fourth grade students did not understand the material when reading, while most fourth grade students could not differentiate between the use of 'quarter past and quarter to' in English subjects. Therefore, an interesting learning media is needed to improve student learning outcomes, namely audio-visual media. The learning process in class using audio-visual learning media is more interesting than using simple media (Mutia et al., 2020). Teaching and learning activities complemented by appropriate learning media make the learning atmosphere more focused, motivated and improve learning outcomes (Oktavia et al., 2023).

In addition, an Understanding of the material in the learning proces is seen in student learning outcomes (Isnaeni & Radia, 2021). Before this research took place, students could not differentiate between the use of 'quarter past' and 'quarter to' which had an impact on learning outcomes. However, after this research was carried out, it had an impact on students who were able to differentiate between the use of 'quarter past' and 'quarter to' which had an impact on improving learning outcomes. This has the effect of making students motivated in the learning process and audio-visual media can be used anywhere without space limitations (Nurcahyati, 2022).

The success of the learning objectives that have been set cannot be separated from the application of learning media (Nurcahyanti & Tirtoni, 2023). Learning media can also arouse students' motivation to get satisfactory learning results. Motivation in learning is an important thing in its existence. Students who are already motivated will become more focused during learning, this has an impact on student learning outcomes (Lubis & Mavianti, 2022). In line with previous research which stated that there is a relationship between student learning motivation and the use of audio-visual media which shows positive results on how students respond to learning and improve learning outcomes (Rusmiati et al., 2024). This provides many benefits for students and teachers (Tamonob et al., 2024). High student motivation for learning makes satisfactory learning outcomes and the achievement of learning goals that have been set. The use of video based audio-visual media in classroom learning is very suitable because the media provides complex material information to be more structured consisting of images, animations, and sounds (Stevi & Haryanto, 2020).

The effectiveness of audio-visual media in this study is based on the learning outcomes of students seen in the results of the difference in obtaining pre-test and post-test scores. The N-Gain test result obtained were 0,76, meaning more than equal to 0,70 with high criteria. Audio-visual learning media is considered effective because it combines visual and sound elements and this supports two learning styles at once, namely audio and visual learning styles. In previous research, it was also found that there was a difference in learning outcomes in classes that had used audio-visual media and classes that had not used it (Nurcahyati, 2022). There is a difference in the learning scores of students in classes that use audio-visual media and classes that use conventional media in the research. (Al Arif, 2020). The findings that have been made show that satisfactory student learning outcomes are caused by the use of audio-visual media (Sarwinda et al., 2020).

Using audio-visual media in the classroom is a great idea, in accordance with previous research that audio-visual media is very feasible for students to improve student learning outcomes (Pradina, 2022). Stimulus can be given through audio-visual media because it is sound and visual, and students can relearn the material by uploading it to the internet, which makes audio-visual media can be used without limitations in space and time (Fitriyani, 2019). In addition, learning media must be in accordance with students' ability to think because the right media directs students to focus on learning and provide new experiences (A. P. Wulandari et al., 2023). The video-based audio-visual media developed by researchers is equipped with evaluation tools to test students' understanding of the material.

Audio-visual learning media must be validated by experts to determine the suitability of the learning media (Tahajudin et al., 2023). Media experts obtained 98% results with the criteria of 'Highly Worthy'. Video based audio-visual media must display easy-to-read writing, clear images and sounds so that learning is more meaningful (Miftah & Rokhman, 2022). Learning is said to be meaningful if the learning media used is appropriate and as a teacher's tool for conveying information (Salim & Utama, 2020). Likewise, media validation by material experts obtained a result of 94% with the criteria of 'Highly Worthy'. The suitability of the material that students must master based on learning outcomes, developmental characters and student learning styles must also be considered for the realization of learning objectives (Salim et al., 2020). Easy access to media in the environment that needs to be considered when using learning media (Zahwa & Syafi'i, 2022). These findings have been in line with the result of this research that audio-visual media developed can be reached easily after uploading to the internet, and is easily applied in the classroom learning process.

The application of audio-visual learning media is considered to make students think critically which has an effect on improving mastery of the material and learning outcomes. This is supported by previous research that the application of audio-visual media makes students think logically, critically, and analytically to solve problems (Wijaya et al., 2021). This research provides knowledge about reading time in English subjects integrated audio-visual media. This research has limitations regarding the research subject, so further research is needed to explore the development of other media which have the potential to be researched in more depth.

CONCLUSION

The development of audio-visual media for time-reading materials in English language learning has been determined to be valid, feasible and effective in application. Audio visual learning media was declared valid based on validation results from media experts and material experts who obtained an average result of 96% with the criteria 'Highly Worthy'. Audio visual media can improve student learning outcomes based on significant increases in student learning outcomes. The effectiveness of audio-visual learning media is based on the pre-test and post-test results which are analyzed using the t-test and N-Gain test. The result of the N-Gain test is 0.76 which is included in the high criteria. Audio-visual learning media is considered effective because it combines elements of images and sound and this supports two learning styles at once, namely audio and visual learning styles. Audio-visual media can be used by teachers in the learning process because it can attract student attention, motivate students and make learning more interactive so that student abilities increase. This research has limitations regarding the research subject, so further research is needed to explore the development of other media which have the potential to be researched in more depth.

REFERENCES

- Al Arif, T. Z. Z. (2020). The Influences of Audio Visual Media and Vocabulary Mastery towards English Learning Achievement of EFL University Students. *Journal of English for Academic*, 7(1), 57–65. [https://doi.org/https://doi.org/10.25299/jshmic.2020.vol7\(1\).3905](https://doi.org/https://doi.org/10.25299/jshmic.2020.vol7(1).3905)

- Aprianto, W. N., Sir, I., & Amir, A. (2022). Practice of Audio-Visual Learning Media to Grow the Motivation of MI Kenongomulyo Students' Learning. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 137–144. <https://doi.org/10.51574/ijrer.v1i2.271>
- Cahyani, I. D., Afifah, U. U. N., & Utami, N. R. Ri. (2024). The influence of using audiovisual learning media on students' interest in learning respiratory system material in grade V elementary school. *EDUKASIA: Journal of Education and Learning*, 5(1), 815–822. <https://doi.org/10.62775/edukasia.v5i1.861>
- Fitriana, D., Kesumawati, N., & Rizhardi, R. (2022). Development of audiovisual media assisted by Microsoft PowerPoint on cube and rectangular prism material for grade V elementary school. *Jurnal Elementary*, 5(1), 30–36. <https://doi.org/10.31764/elementary.v5i1.6353>
- Fitriyani, N. (2019). Development of audiovisual learning media using Powtoon on self-concept in group counseling for elementary school students. *Jurnal Tunas Bangsa*, 6(1), 104–114. <https://ejournal.bbg.ac.id/tunasbangsa/article/view/950>
- Harsiwi, U. B., & Arini, L. D. D. (2020). The effect of interactive learning media on student learning outcomes in elementary school. *Jurnal Basicedu*, 4(4), 1104–1113. <https://doi.org/10.31004/basicedu.v4i4.505>
- Isnaeni, R., & Radia, E. H. (2021). Meta-analysis of the effect of using audiovisual media on social studies learning outcomes of elementary school students. *EDUKATIF: Journal of Educational Science*, 3(2), 304–313. <https://doi.org/10.31004/edukatif.v3i2.281>
- Kotimah, E. K. (2024). The effectiveness of audiovisual learning media in the form of Powtoon-based animated videos in science learning. *Jurnal Pelita Ilmu Pendidikan*, 2(1), 1–18. <https://ejournal.cvrobema.com/index.php/JPIP/article/view/55>
- Lestari, K. E., & Yudhanegara, M. R. (2017). *Educational research in mathematics*. Refika Aditama.
- Lubis, T. C., & Mavianti. (2022). Application of audiovisual media to increase motivation in Islamic religious education for children. *Jurnal Raudhah*, 10(2), 45–53. <http://jurnaltarbiyah.uinsu.ac.id/index.php/raudhah>
- Magdalena, I., Annisa, M. N., Ragin, G., & Ishaq, A. R. (2021). Analysis of the use of pre-test and post-test techniques in mathematics subjects for the success of learning evaluation at SDN Bojong 04. *Jurnal Pendidikan Dan Ilmu Sosial*, 3(2), 150–165. <https://ejournal.stitpn.ac.id/index.php/nusantara>
- Marlena, N., Dwijayanti, R., & Widayati, I. (2019). Is Audio Visual Media Effective for Learning? *Advances in Social Science, Education and Humanities Research*, 335. <https://doi.org/10.2991/icesshum-19.2019.42>
- Mashuri, I., Rofiq, A., & Ismawati, M. (2021). The influence of audiovisual media on the learning interest of grade X students in Islamic religious education at SMK Ibnu Sina Genteng. *International Journal of Educational Resources*, 2(4), 452–462. <https://doi.org/10.59689/incare.v2i4.314>
- Mesra, R., Salem, V. E. T., Polii, M. G. M., Santie, Y. D. A., Wisudariani, N. M. R., Sarwandi, Sari, R. P., Yulianti, R., Nasar, A., Yenita, Y., & Santiari, N. P. L. (2023). *Research & development in education* (M. Jannah, Ed.). PT. Mifandi Mandiri Digital.
- Miftah, M., & Rokhman, N. (2022). Criteria for selecting and utilizing ICT-based learning media according to student needs. *Educenter: Journal of Educational Research and Innovation*, 1(4), 412–420. <https://doi.org/10.55904/educenter.v1i4.92>
- Mubarok, H., Aliansyah, M. U., Maimunah, S., & Hamdiah, D. M. (2021). The effect of audiovisual-based learning media on students' interest in learning at Ainul Hasan Islamic

- Boarding School. *Jurnal Syntax Fusion: Indonesian Scientific Journal*, 1(7), 119–124. <https://doi.org/10.54543/fusion.v1i07.28>
- Mutia, L., Gimin, & Mahdum. (2020). Development of Blog-Based Audio Visual Learning Media to Improve Student Learning Interests in Money and Banking Topic. *Journal of Educational Sciences*, 4(2), 436–448. <https://doi.org/10.31258/jes.4.2.p.436-448>
- Nurchayanti, R. M., & Tirtoni, F. (2023). Audiovisual learning media to improve elementary school students' learning outcomes. *Jurnal Educatio FKIP UNMA*, 9(1), 265–270. <https://doi.org/10.31949/educatio.v9i1.4605>
- Nurchayati, E. (2022). Improving learning outcomes using audiovisual learning media at MTs Negeri 2 Purbalingga. *LEARNING: Journal of Educational Research and Innovation*, 2(1), 116–124. <https://doi.org/10.51878/learning.v2i1.1008>
- Oktavia, D., Habibah, N., Levandra, & Kurniawan, R. (2023). Independent curriculum and English teaching in elementary schools: A needs analysis study. *Jurnal Muara Pendidikan*, 8(1), 257–265. <https://doi.org/10.52060/mp.v8i1.1260>
- Pradina, N. P. (2022). Development of Audio-Visual Media In Listening Learning For Grade IV Elementary School Students. *EduTech: Education Technology Journal*, 1(1), 13–23. <https://doi.org/https://doi.org/10.56787/edutech.v1i1.6>
- Ramandha, S. H., & Alyani, F. (2024). Pengembangan Media Pembelajaran Audio Visual Menggunakan Aplikasi Canva pada Pembelajaran IPS Bagi Siswa SDN Ciracas 11 Pagi. *Jurnal Pendidikan Dasar Flobamorata*, 5(1), 150–156. <https://doi.org/https://doi.org/10.51494/jpdf.v5i1.1052>
- Rusmiati, Puswiartika, D., & Gamar, M. M. (2024). Peningkatan Motivasi Siswa Sekolah Dasar dalam Pembelajaran IPS Menggunakan Media Audio Visual. *Jurnal Studi Guru Dan Pembelajaran*, 7(1), 211–221. <https://doi.org/10.30605/jsdp.7.1.2024.3624>
- Salim, A., Mansur, H., & Utama, A. H. (2020). Evaluasi Ketepatan Pemilihan Media Pembelajaran Jarak Jauh di Masa Pandemi Covid-19. *Al-Falah: Jurnal Ilmiah Keislaman Dan Kemasyarakatan*, 20(2), 102–116. <https://doi.org/https://doi.org/10.47732/alfalahjikk.v20i2.141>
- Salim, A., & Utama, A. H. (2020). Evaluasi Sumatif Ketepatan Pemilihan Media Pembelajaran Tepat Guna di Sekolah Dasar (SD) Se-Kota Banjarmasin. *Jurnal Penelitian Tindakan Dan Pendidikan*, 6(2), 71–78. <https://rumahjurnal.net/ptp/article/view/886>
- Saputro, K. A., Sari, C. K., & Winarsi, S. (2021). Peningkatan Keterampilan Membaca Dengan Menggunakan Media Audio Visual Di Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(5), 1910–1917. <https://doi.org/10.31004/edukatif.v3i5.690>
- Sarwinda, K., Rohaeti, E., & Fatharani, M. (2020). The development of audio-visual media with contextual teaching learning approach to improve learning motivation and critical thinking skills. *Psychology, Evaluation, and Technology in Educational Research*, 2(2), 98–114. <https://doi.org/10.33292/petier.v2i2.12>
- Sehmuliati. (2021). Meningkatkan Alat Peraga Untuk Mempermudah Pemahaman dan Meningkatkan Hasil Belajar Siswa dalam Mempelajari Materi Tentang “Jam” di Kelas VII 2 SMP Negeri 1 Lirik. *Jurnal Inovasi Penelitian*, 2(6), 1757–1762. <https://doi.org/https://doi.org/10.47492/jip.v2i6.965>
- Setyani, W. A., Jumadi, & Darmawan, A. S. (2021). The Implementation of Audio Visual Media in Problem Based Learning Model to Improve the Problem Solving Skills. *Advances in Social Science, Education and Humanities Research*, 541, 563–568. <https://doi.org/10.2991/assehr.k.210326.081>

- Stevi, & Haryanto. (2020). Need Analysis of Audio-Visual Media Development to Teach Digestive System for Elementary School. *International Technology and Education Journal*, 4(1), 22–29. <https://dergipark.org.tr/en/pub/itej/issue/57405/813624>
- Sugiyono. (2017). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Penerbit Alfabeta.
- Sumartiwi, N. M., Suarjana, I. M., & Ujjanti, P. R. (2022). Media Pembelajaran Audio Visual Berbasis Aplikasi Canva Pada Materi Keliling dan Luas Lingkaran. *Jurnal Pedagogi Dan Pembelajaran*, 5(2), 220–230. <https://doi.org/10.23887/jp2.v5i2.47626>
- Tahajudin, D., Rahayu, M., & Fadliansyah, F. (2023). Pengembangan Media Audio Visual Untuk Meningkatkan Hasil Belajar IPS pada Materi IPS Kelas V Sekolah Dasar. *SEHRAN (Jurnal Pendidikan Sejarah Dan Kewarganegaraan)*, 2(2), 71–85. <https://doi.org/https://doi.org/10.56721/shr.v2i2.229>
- Tamonob, I. L., Manggoa, M. A., & Natonis, D. A. (2024). Pemanfaatan Media Audio Visual Untuk Mengembangkan Motivasi Belajar Pada Mata Pelajaran Pendidikan Agama Kristen Dan Budi Pekerti Di SMA Negeri 2 Kupang Timur. *Journal of Research in Education and Humanities*, 1(1), 24–32. <https://ejournal.pkbmosp.com/index.php/joreh/>
- Widhayanti, A., & Abduh, M. (2021). Peningkatan Motivasi Belajar Melalui Media Audiovisual Berbantuan Power Point Pada Peserta Didik Di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 3(4), 1587–1593. <https://doi.org/10.31004/edukatif.v3i4.627>
- Wijaya, S., Gunardi, A., & Ilannur, N. (2021). Development of Audio Visual Based Numbered Heads Together Learning Model to Improve Learning Outcomes in Multiples and Number Factors. *Jurnal Pendidikan Sekolah Dasar*, 7(1), 64–77. <https://doi.org/DOI:http://dx.doi.org/10.30870/jpsd.v7i1.9332>
- Winarto, W., Syahid, A., & Saguni, F. (2020). Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education. *International Journal of Contemporary Islamic Education*, 2(1), 81–107. <https://doi.org/https://doi.org/10.24239/ijcied.Vol2.Iss1.14>
- Wulandari, A. P., Salsabila, A. A., Cahyani, K., Nurazizah, T. S., & Ulfiah, Z. (2023). Pentingnya Media Pembelajaran dalam Proses Belajar Mengajar. *Journal on Education*, 05(02), 3928–3936. <https://doi.org/https://doi.org/10.31004/joe.v5i2.1074>
- Wulandari, H., & Nisrina, D. A. Z. (2020). Hubungan Kreativitas Dan Inovatif Guru Dalam Mengajar Di Kelas Terhadap Peningkatan Motivasi Dan Minat Belajar Peserta Didik. *Jurnal Ilmiah Wahana Pendidikan*, 9(16), 345–354. <https://doi.org/10.5281/zenodo.8242365>
- Zahwa, F. A., & Syafi'i, I. (2022). Pemilihan Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. *Equilibrium: Jurnal Penelitian Pendidikan Dan Ekonomi*, 19(01), 61–78. <https://doi.org/https://doi.org/10.25134/equi.v19i01.3963>