



The Use of Audiovisual Media in Islamic Religious Education to Improve Student Learning Outcomes at SDN 15 South Bengkulu

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Abstract. Islamic Religious Education (IRE) for elementary school students is vital for fostering their religious comprehension, values, and character starting at a young age. Nonetheless, in actual implementation, IRE instruction remains predominantly influenced by conventional lecture-based approaches that often lack variation and fail to actively involve students, resulting in poor learning outcomes. This research intends to investigate thoroughly the application of audio-visual media in IRE education and its effect on enhancing the academic performance of fifth-grade pupils at SDN 15 South Bengkulu. The research utilizes a quantitative method with a quasi-experimental framework incorporating a pretest-posttest design alongside a control group. The participant group included 60 students, split between an experimental group and a control group. The research tools comprised assessment tests for learning achievements and observation forms for student learning activities. The results show that the application of audio-visual tools greatly enhances student learning achievements. The experimental group's average posttest score exceeded that of the control group and demonstrated a more significant improvement relative to the pretest outcomes. These findings affirm that audio-visual media serve as an effective educational approach in Islamic Religious Education for elementary students, as they improve students' conceptual comprehension, focus, and motivation to learn.

Keywords: Audio-Visual Media; Education; Elementary School; Islamic Religious; Learning Outcomes.

1. BACKGROUND

Islamic Religious Education (PAI) plays a very important role in Indonesia's national education system. This topic not only functions as a way to convey religious knowledge, but it also plays a crucial role in developing character, nurturing religious beliefs, and directing students' moral conduct from a young age. At the elementary school stage, PAI teaching acts as the main basis for fostering faith, piety, and strong moral character, which will later affect students' personality growth in higher educational stages. Consequently, the execution of PAI instruction needs to be crafted to be effective, captivating, and suited to the developmental traits of children in elementary school.

Yet, the execution of Islamic Religious Education (PAI) in elementary schools continues to encounter several obstacles. A significant issue is the ongoing prevalence of conventional, teacher-focused instructional approaches, especially via lectures and tasks derived from textbooks. These teaching models frequently lead to students being less engaged, having little involvement, and being more susceptible to boredom. Slameto (2010) states that a learning process that fails to enhance students' active participation may lead to poor comprehension of the material and less effective learning results.

This circumstance was likewise noted during the preliminary observations at SDN 15 South Bengkulu. In classes of Islamic Education (PAI), instructors usually present the content

orally, lacking various learning media. Consequently, students find it difficult to grasp abstract ideas, like the narratives of prophets and messengers, ethical moral principles, and the significance of religious rituals. This is evident from the learning assessment outcomes, showing that most students have not yet achieved the Minimum Competency Criteria (KKM) established by the school.

The limited use of learning media is closely associated with poor performance in learning outcomes. Indeed, in contemporary education, learning media serve a crucial function in transmitting material more efficiently. Arsyad (2011) states that learning media are tools that can be used to communicate messages and engage students' thoughts, feelings, attention, and interest in learning, allowing the learning process to occur effectively. Consequently, choosing suitable learning media is essential in enhancing the quality of education.

In accordance with developments in information and communication technology, the application of technology-driven learning media, especially audiovisual media, is becoming more significant for implementation in elementary schools. Audio-visual media serves as an educational resource that communicates information through the integration of sound and moving visuals, offering a more immersive and interactive learning experience for learners. Richard E. Mayer (2009) asserts that learning through multimedia enables students to engage with information via two main pathways: visual and auditory, which may improve comprehension and memory compared to text-only learning.

During Islamic Religious Education, the incorporation of audio-visual media serves a crucial purpose in assisting educators to deliver content in a more pertinent and impactful manner. Instances include animated videos depicting the narratives of the prophets, simulations of religious ceremonies, and visual representations of how moral values apply in everyday life. These resources allow students to relate religious ideas to the experiences they encounter directly. Hamalik (2011) states that choosing suitable learning media can boost students' interest and motivation to study, while also positively affecting their learning results.

Additionally, the traits of elementary school students in the concrete operational stage necessitate that educational resources be displayed in a visual and contextual manner. In his cognitive development theory, Jean Piaget argues that children in elementary school grasp concepts more readily through hands-on experiences and visual tools rather than through abstract explanations. Thus, utilizing audiovisual media is very pertinent and in tune with the learning requirements of students at this stage.

Numerous earlier studies have demonstrated that incorporating audio-visual media in education can effectively enhance students' learning results. A study by Sari and Handayani

(2020) showed that students utilizing audio-visual media in their learning exhibited improved understanding and superior academic performance compared to those who engaged in traditional methods. These results verify that audio-visual media function not just as additional resources but can also be utilized as powerful teaching strategies to improve the quality of the educational experience.

Still, the employment of audiovisual resources in Islamic Religious Education (IRE) teaching in primary schools, especially in rural regions, is not yet optimal. The main obstacles include inadequate facilities and infrastructure, a deficiency in teacher skills for creating instructional media, and a shortage of training. Consequently, studies are required that focus on the use of audiovisual media in IRE teaching and its effects on student learning results.

This research concentrates on utilizing audio-visual media in Islamic Religious Education to enhance student learning outcomes at SDN 15 South Bengkulu, as indicated by this description. This research is significant as it aims to present an empirical view of how effective audio-visual media is in Islamic Religious Education, along with offering practical insights for teachers and schools to foster more innovative, engaging, and impactful learning experiences.

Therefore, this research aims to act as a scientific resource for advancing Islamic Religious Education in elementary schools, especially in terms of employing technology-driven learning media that correspond with students' traits and the requirements of 21st-century education.

2. THEORETICAL REVIEW

Learning Media from an Educational Perspective

Instructional media play an essential role in education, acting as a channel for transmitting information from teachers to learners. Instructional media refers to any tool or resource utilized to communicate messages that engage students' cognitive and emotional dimensions, capturing their attention and interest in the learning process. As noted by Arsyad (2011), instructional media play a key role in improving the efficiency of the learning process by helping to clarify material presentation, addressing constraints of space and time, and encouraging greater interaction between educators and learners.

In the current educational environment, instructional media are no longer just an addition but have transformed into an essential component. Improvements in information technology have propelled the teaching and learning process to become increasingly

interactive, engaging, and focused on students. As a result, choosing suitable media has become an essential element in promoting the effectiveness of the learning process.

The Concept of Audiovisual Media in Education

Audiovisual media is an educational medium that concurrently integrates sound (audio) and visual components. It may appear as instructional videos, educational films, animations, or presentations that utilize multimedia. The key benefit of this medium is its capability to present information more realistically and engagingly, facilitating understanding for students.

Mayer's (2009) Multimedia Learning theory suggests that the learning process is enhanced when information is presented via two main channels: visual and auditory. This idea is referred to as the dual coding principle, in which the human brain interprets information via two distinct channels, thus improving both understanding and memory retention. As a result, utilizing audiovisual media is seen as beneficial in aiding students to understand the material more thoroughly than education that depends only on text or traditional lecture approaches.

Furthermore, Hamalik (2011) contends that employing audiovisual media can enhance students' motivation to learn as it engages their attention and fosters a more dynamic and interactive educational setting. This is especially significant for elementary school students, who typically possess a rather restricted attention span.

Islamic Religious Education (IRE)

Islamic Religious Education (IRE) is a subject designed to nurture students who possess faith, piety, and noble character. IRE instruction does not focus solely on the cognitive domain but also encompasses the affective and psychomotor dimensions. Therefore, the PAI learning process must be comprehensively designed to instill Islamic values in students' daily lives. According to Muhaimin (2012), PAI instruction has the following distinctive characteristics:

- a. Integrates knowledge, attitudes, and skills in a unified manner.
- b. Is oriented toward the development of students' character and moral conduct.
- c. It is contextual and applicable to daily life.

In practice, PAI instruction often faces various challenges, particularly in conveying abstract material, such as the stories of the prophets, moral values, and concepts of faith. Therefore, innovation in the use of instructional media is needed so that this material can be presented in a more concrete and easily understandable way for students.

Learning Outcomes from an Educational Perspective

Learning outcomes can be viewed as changes in behavior that take place in students following the learning experience. These modifications include the cognitive (knowledge), affective (attitudes), and psychomotor (skills) areas. Slameto (2010) states that the results of learning are affected by a range of factors, including internal ones (coming from within the individual) and external factors, such as the methods and media applied in the learning process.

This study concentrates on learning outcomes within the cognitive domain, specifically assessing students' comprehension of Islamic Religious Education (IRE) content through a test. High learning outcomes signify an effective learning process, while low learning outcomes indicate a need to enhance the employed learning strategies.

Characteristics of Elementary School Students

Elementary school students have unique traits that distinguish them from learners in other grade levels. Piaget's theory of cognitive development suggests that children in elementary school are at the concrete operational stage, where they understand concepts more effectively through hands-on experiences and tangible visualizations rather than through abstract ideas.

This suggests that the utilization of audiovisual media is very pertinent to the traits of elementary school students. This medium assists them in grasping the material by combining images and sounds that are simpler to process, thus enhancing the learning experience.

The Relationship Between Audiovisual Media and Learning Outcomes

The incorporation of audiovisual media into the educational process is closely associated with enhanced student learning results. This medium not only enhances comprehension of the content but also encourages student engagement and active involvement in learning tasks.

Research by Sari and Handayani (2020) indicated that utilizing audio-visual media leads to a notable enhancement in learning results in comparison to traditional teaching approaches. This happens as audio-visual media can deliver information in a more captivating, interactive, and easily comprehensible way for learners. In addition, Mayer (2009) indicates that learning through multimedia enhances memory retention and the capacity to transfer knowledge. Consequently, students can not only recall the information they have studied but also utilize it in different situations.

Conceptual Framework

Based on the theoretical foundation outlined above, the conceptual framework can be formulated as follows:

- a. The PAI learning process at the elementary school level still faces various obstacles, particularly in conveying abstract material.
- b. Audio-visual media can help present learning material in a more concrete, clear, and engaging manner.
- c. The incorporation of audio-visual materials can boost students' enthusiasm for learning and increase their active participation.
- d. Increased student motivation and understanding lead to improved learning outcomes.

Therefore, it can be claimed that the incorporation of audio-visual media in PAI teaching presents considerable promise for enhancing student learning results in elementary education.

3. RESEARCH METHODOLOGY

This research utilizes a quantitative strategy through a quasi-experimental design, concentrating on assessing the degree to which audiovisual media affects student learning results in the Islamic Religious Education (IRE) subject. The design employed is a pretest–posttest nonequivalent control group format, consisting of two groups: an experimental group and a control group. Both groups received a pretest and a posttest, but the experimental group alone underwent treatment instruction that utilized audio-visual media. Typically, this research framework can be represented in the diagram below:

Table 1. Research framework.

Group	Pre-test	Treatment	Post-test
Experiment	O ₁	X	O ₂
Control	O ₁	–	O ₂

Description:

O₁ = Pre-test

O₂ = Post-test

X = Treatment using audiovisual media

The research took place at SDN 15 South Bengkulu in the second semester of this academic year. The study participants consisted of 60 fifth-grade students, split into two groups: 30 students in the experimental group and 30 students in the control group. The class assignment was carried out intentionally, considering the students' starting skill levels reflected in their report card grades and pretest scores.

The study incorporated both independent variables and dependent variables. The independent variable involved the use of audio-visual media in the Islamic Religious Education (IRE) instructional process, whereas the dependent variable represented student academic performance. Audio-visual media refers to the incorporation of videos and visual elements that include IRE content, including narratives of prophets, ethical principles, and religious customs. Learning outcomes are assessed by test scores that reflect students' comprehension of the material provided. In order to prevent variations in understanding, every variable in this research is defined operationally in the following manner:

Table 2. Research is defined operationally in the following manner.

Variable	Operational Definirion	Indicators	Measurement Tools
Audio-visual media	Educational media in the form of Islamic videos and animations used during Islamic Education classes	Clarity of content, visual appeal, relevance to the content	Observation sheet
Learning outcomes	Scores obtained by students after completing the Islamic Education course	Conceptual understanding, application of the material	Multiple-choice test

Data gathering was performed through two techniques: assessments and observations. Multiple-choice assessments were given prior to and following the educational process to evaluate shifts in student learning results. At the same time, observations were conducted to track student actions and the levels of engagement during the learning activities. The assessment tools were created in accordance with the essential competencies of Islamic Religious Education (IRE) and were subjected to validity and reliability evaluations before being utilized.

The study process commenced with conducting a pretest for both groups. The learning process then utilized audio-visual media in the experimental class, whereas the control class adhered to traditional learning approaches. Once all the content was delivered, each group received a posttest. The gathered data were subsequently evaluated using descriptive statistics to portray students' learning results, in addition to inferential statistics through a t-test to determine differences in learning outcomes between the two groups at a significance threshold of 0.05.

4. RESULTS AND DISCUSSION

Research Results Section

Description of Student Learning Outcomes

Data for this study were gathered by giving a pretest and a posttest to students in the experimental and control groups. The purpose of these tests was to assess students' starting skills prior to the intervention and to monitor shifts in learning results once the educational process was finished. According to the findings of the data analysis, Table 1 below displays the average learning outcomes of the students.

Table 3. Average Learning Outcomes of Students in the Experimental and Control Classes.

Class	Pre-test Mean	Post-test Mean	Difference (Δ)
Control Group	64,2	70,4	6,2
Experimental Group	65,1	82,3	17,2

According to Table 1, there was no significant difference in the average pretest scores between the control class and the experimental class. This suggests that the students' starting skills in both groups were approximately equal prior to the intervention being implemented. Nonetheless, following the learning activities, the average posttest scores in the experimental group demonstrated a greater increase than those in the control group.

The average learning outcome score in the experimental class rose by 17.2 points, demonstrating that audiovisual media significantly enhances comprehension of Islamic Religious Education content. In contrast, the control group saw a gain of just 6.2 points, suggesting that traditional teaching methods do not offer the best learning incentives for students.

Analysis of Statistical Test Results

A t-test was performed to assess if a statistically significant difference exists in learning outcomes between the experimental and control groups, following the confirmation that the data satisfied the prerequisite tests for normality and homogeneity. According to the test results, the learning outcome data for both groups of students were determined to be normally distributed. Furthermore, the results of the homogeneity test showed that the variances across the groups were alike (homogeneous). As both criteria were satisfied, the hypothesis testing was able to continue utilizing the t-test.

The t-test analysis results indicated that the significance value (p-value) was less than 0.05. This result shows a notable distinction in the learning results of students who engaged in Islamic Religious Education (PAI) through audio-visual media compared to those who studied with traditional methods. It can be concluded that utilizing audio-visual media positively and significantly enhances student learning outcomes.

Results of Observations of Learning Activities

Along with employing quantitative data gathered from achievement tests, this research was additionally backed by observational data on student engagement during the learning process. The purpose of these observations was to assess students' engagement level, focus on the content, and reactions displayed during Islamic Religious Education (IRE) classes.

From the observation results, it was discovered that students in the experimental class showed greater levels of engagement and enthusiasm than those in the control class. This was clear in the students' concentration during instructional videos, their active involvement in posing questions, and their participation in discussions after using audio-visual media. At the same time, students in the control group appeared to be more passive and displayed a relatively low level of interest in the material delivered verbally.

Discussion

The Effect of Audiovisual Media on Islamic Religious Education Learning Outcomes

The findings of the research show that incorporating audiovisual media in Islamic Religious Education teaching greatly enhances student learning results. These results bolster the belief that employing diverse and creative teaching resources is key to improving the efficacy of the learning experience.

Audio-visual media allow students to gain knowledge using two main senses: sight and sound. Mayer (2009), in his Multimedia Learning theory, suggests that a learning approach integrating visual and auditory components enhances comprehension, as information is handled by two distinct cognitive systems. This situation facilitates students in the experimental class to understand Islamic Religious Education (PAI) content delivered through videos or animations.

In Islamic Education (PAI) teaching, there exists a significant amount of abstract and narrative-focused content, including tales of the prophets, ethical principles, and the significance of worship. Employing audio-visual media can aid in concretizing these concepts via captivating and authentic visual representations. Azhar Arsyad (2011) contends that teaching media help elucidate message transmission while tackling the constraints of time, space, and students' sensory abilities.

Audiovisual Media and Characteristics of Elementary School Students

Students in elementary school who are in the concrete operational stage need learning methods that fit their cognitive growth. At this point, learners usually comprehend ideas more effectively through practical experiences and visual supports instead of solely through theoretical descriptions.

Results from this research suggest that the utilization of audio-visual media is significantly pertinent to these traits. Students' grasp of the content increases when it is conveyed through instructional videos featuring visuals, animations, and sound. This corresponds with Hamalik's (2011) perspective, which highlights that utilizing instructional media can improve students' focus and motivation to learn, leading to beneficial effects on learning results.

Enhancing Student Motivation and Engagement in Learning

Utilizing audiovisual media not only strengthens students' comprehension of the content but also boosts their enthusiasm and involvement in the educational process. Observations show that students in the experimental class exhibited increased activity in asking questions, participating in discussions, and showing greater interest in Islamic Religious Education (IRE) content.

Motivation to learn is a crucial element that affects the academic results of students. Slameto (2010) claims that students who are highly motivated to learn usually show superior learning results than those with less motivation. Consequently, the advancement in learning results in the experimental class is attributed not only to a more explicit presentation of the material but also to enhanced student motivation and engagement in learning.

Consistency with Previous Research

The outcomes of this research align with earlier studies showing that the utilization of audiovisual materials positively influences learning results. A study conducted by Sari and Handayani (2020) showed that utilizing audiovisual media in education can greatly enhance student performance in comparison to traditional techniques. In accordance with this, Pratama (2018) also mentioned that audiovisual media effectively enhances conceptual comprehension and boosts students' recall, especially in religious education.

The consistency of this study's findings with earlier research shows that audiovisual media serves as an effective and significant learning approach for use in Islamic Education (PAI) teaching, especially in elementary schools.

Implications for Islamic Education

The results of this research hold important consequences for the teaching methods in Islamic Religious Education. Teachers of Islamic Religious Education should go beyond the traditional lecture approach and incorporate audiovisual media to present content in a more interactive and relevant manner. Conversely, schools need to guarantee that sufficient facilities and infrastructure are in place to enable effective and optimal media-based learning.

5. CONCLUSION AND RECOMMENDATIONS

According to the research results and dialogue on the use of audiovisual media in Islamic Religious Education (IRE) teaching at SDN 15 South Bengkulu, it is concluded that employing these media notably enhances student learning achievements. Employing audio-visual media has been shown to be beneficial in assisting students in grasping PAI content, particularly material that is narrative, conceptual, or abstract, including illustrative stories, ethical principles, and religious rituals.

Data analysis results show that the average posttest scores of students in the class utilizing audio-visual media surpassed those of the class using traditional teaching methods. Moreover, the enhancement in scores from the pretest to the posttest in the experimental class was notably greater than that in the control class. These results indicate that audio-visual media function not just as teaching tools but also as an efficient instructional method to improve the quality of PAI education in elementary schools.

From a learning process viewpoint, the incorporation of audiovisual media can improve students' concentration, motivation, and engagement during educational activities. Learners are often more involved, excited, and focused on the content when it is delivered via videos or captivating visuals. These circumstances foster a more engaging, supportive, and significant learning atmosphere, thus enhancing the attainment of educational objectives.

Therefore, it can be stated that using audio-visual media is an effective and significant learning approach for enhancing PAI academic performance among elementary school students. The use of this media corresponds with students' developmental traits and the necessities of learning in the digital era, making it valuable for inclusion as a sustainable innovation in PAI educational strategies.

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