

The Use of Audio-Visual Media in Improving the Ability to Listen to Fairy Tales of Elementary School Students

Syane Ina Darisera¹, Ribka L. Ririhena², Zainudin Notanubun³

^{1, 2, 3} Departement of Elementary Teacher Education, Universitas Pattimura, Indonesia

Article Info

Article history:

Received December 22, 2025

Accepted January 22, 2026

Published February 25, 2026

Keywords:

Audio-Visual Media;

Elementary School;

Fairy Tales;

Listening Skills.

ABSTRACT

This research is motivated by the low ability to listen to fairy tales in fourth-grade students at Elementary School 2 Ambon, which is indicated by the students' failure to achieve the Minimum Completion Criteria in the Indonesian Language subject. The main objective of this research is to improve students' ability to listen to fairy tales through the implementation of audio-visual media. We conduct Classroom Action Research (CAR) in two cycles. The research subjects consisted of 20 fourth-grade students at Elementary School 2 Ambon. The research procedures in each cycle include the stages of planning, implementation, observation, and reflection. The study's findings demonstrate that the utilization of audio-visual media significantly enhances students' listening skills by facilitating the visualization of tangible characters and narrative settings. The effectiveness is evidenced by a significant increase in the classical average score, from the pre-cycle condition of 48.9% (very poor category) increasing to 58.1% in cycle I and reaching 78% in cycle II, which is included in the good category. At the end of cycle II, all students (100%) successfully achieved the minimum completion criteria of ≥ 70 with improvements in the aspects of content understanding (29%), identification of intrinsic elements (23.95%), and moral messages (25.05%). This study provides a practical contribution for teachers in innovating the use of technology-based learning media to optimize students' language competence at the elementary school level.

Copyright © 2026 ETDCI.
All rights reserved.

Corresponding Author:

Syane Ina Darisera,

Departement of Elementary Teacher Education, Universitas Pattimura, Indonesia

Email: syaneina09@gmail.com

1. INTRODUCTION

Education is a fundamental pillar and a primary need for human existence. Through education, an individual not only acquires technical knowledge but also acquires the tools to transform their future and realize their aspirations (Oliveira & De Souza, 2022). The fundamental concept of education is to establish favorable conditions that facilitate the development of individual potential (Yao, 2023). Furthermore, education is a socio-cognitive process aimed at instilling and promoting knowledge about self-

identity, interactions between individuals in the social environment, and a comprehensive understanding of the universe in which humans operate (Damasio, 2025).

In the context of character development, education should return to its fundamental purpose: fostering individuals holistically (Bulkani et al., 2025). This provides space for students, especially children, to pursue authentic happiness through the development of intellectual and emotional intelligence that will benefit their future (Dou, 2025). To realize this ideal, teachers play a crucial role as learning catalysts. Teachers are tasked not only with transferring knowledge but also with improving students' cognitive, psychomotor, and affective qualities (Abbasi et al., 2023). The success of this process depends heavily on the interpersonal closeness between teachers and students; eliminating communication barriers will create an inclusive and participatory learning space.

At the elementary education level, Indonesian is a compulsory subject taught continuously (Daga et al., 2023; Rifai & Rombot, 2023). Its role is not merely as a medium of instruction but encompasses all learning activities, which must be integrated with proper and correct language use (Nurhasanah, 2017). Elementary schools aim to equip students with effective communication skills, both orally and in writing, through Indonesian language learning (Farhrohman, 2017). According to competency standards, this learning necessitates proficiency in knowledge, language skills, and the cultivation of a favorable disposition towards Indonesian literature (Mailida et al., 2023). To achieve these competencies, the curriculum emphasizes four interrelated pillars of language skills: listening, reading, speaking, and writing (Hamzah & Khoiruman, 2021). These four aspects form a unified whole, forming students' basic literacy skills.

Listening is a receptive skill that serves as the first gateway to language acquisition (Sanulita et al., 2024). Theoretically, listening is the process of hearing spoken symbols to understand, interpret, and interpret messages conveyed by others (Ernawati & Rasna, 2020). This skill is a vital component of effective communication, especially at the elementary school level, where students begin to build the foundation of their conceptual understanding (Pratiwi et al., 2025).

It is important to distinguish between "hearing" and "listening." Listening is an intentional activity with the goal of in-depth understanding (Islamy, 2023). This process entails the selective and critical assimilation of information from the informant. A prevalent fallacy is the assumption that all who hear are inherently listening; in truth, numerous individuals can perceive sounds yet do not comprehend the essence or significance of the conveyed message (Munthe et al., 2023). Consequently, listening skills necessitate methodical practice to enable students to convert received information into significant knowledge.

A preliminary study conducted by the author at State Elementary School 2 Ambon on April 11, 2025, empirically found that students' listening skills, particularly in storytelling, remained low. The inability of most students to respond to teachers' evaluation questions after the presentation indicated this phenomenon. Further analysis

revealed that this low achievement was driven by the dominance of conventional learning methods, or lectures.

The one-way lecture method tends to make students passive. The lack of innovative learning media has led to a drastic decline in student motivation. In storytelling listening lessons, teachers often simply read the text monotonously while students are asked to listen without adequate visual or auditory stimulation. Studies have demonstrated that this approach rapidly leads to student boredom, thereby rendering the learning process ineffective (Widyanti & Ngatmini, 2024).

Addressing the aforementioned problems, a repositioning of learning strategies is necessary through the use of media that can stimulate students' attention and focus without causing boredom. Learning media has a strategic function as a tool to help teachers concretize abstract material and facilitate students' emotional and cognitive absorption of information (Nazmi et al., 2025; Rumiya et al., 2025; Setiawan, 2025).

One solution considered most representative is the use of audio-visual media. Unlike pure text or audio media, audio-visual media combines sound elements and moving images, which can stimulate students' imaginations (Wijaya et al., 2022). Research indicates that the presentation of material through interactive media tends to increase students' enthusiasm for listening (Anwar et al., 2023; Musyadad et al., 2023). Empirically, the use of audio-visual media has a significant impact on improving listening skills and encouraging active student participation in class (Yohanah et al., 2025).

This media is considered particularly effective for storytelling because it can visualize characters, settings, and storylines, making the learning atmosphere more dynamic and "lively" (Nurani et al., 2018). With engaging visualizations, students hear the sequence of words and associate the sounds with the visual representations, strengthening their memory retention of the story's content.

The gap between listening competence and pedagogical reality is evident from the problem's background and the theoretical studies presented. Innovation through audio-visual media is an urgent need to improve the quality of Indonesian language learning at the elementary school level. Therefore, the author considers it necessary to conduct in-depth action research or experiments to address the problems that occurred at elementary school 2 Ambon. Based on these considerations, this research focuses on a scientific study, namely the ability to listen to fairy tales using audio-visual media in elementary school students. It is hoped that through this research, student literacy standards can improve significantly along with the renewal of teaching methodologies that are more adaptive to developments in educational technology.

2. METHOD

The type of research applied in this study is Classroom Action Research (CAR). This method was chosen based on its reflective and collaborative characteristics, which aim to systematically identify and solve practical problems in the classroom learning process. This approach is implemented through a series of iterative cycles designed to continuously improve instructional quality and student learning outcomes.

Each cycle in this research is a comprehensive procedure, encompassing four main stages:

- Planning: Developing an intervention design, learning instruments, and audio-visual media to be implemented.
- Acting: Applying the planned learning strategies to actual classroom situations.
- Observing: Objectively monitoring and recording data on student activities and classroom dynamics during the intervention.
- Reflecting: Analyzing observation results to evaluate the effectiveness of the intervention and determine improvements needed for the next cycle.

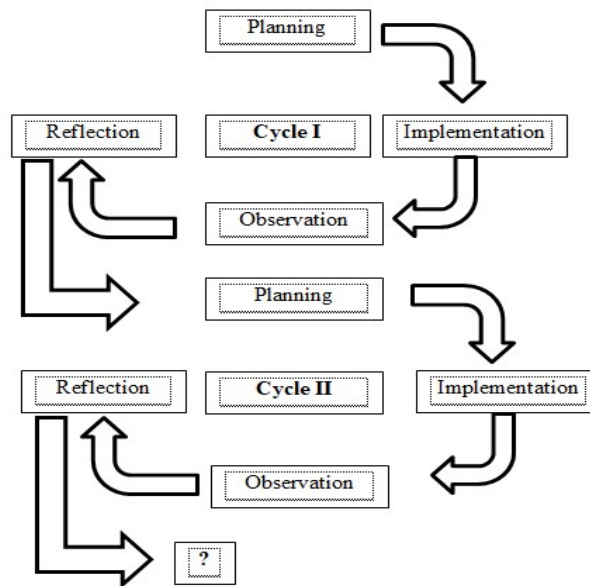


Figure 1. Classroom Action Research Procedure

This research was conducted at State Elementary School 2 Ambon. The location was selected purposively based on the identification of problems found in the field related to students' low listening skills. The subjects of this study were fourth-grade students of State Elementary School 2 Ambon, with a total of 20 participants. This subject selection was based on the urgency of developing basic literacy skills at this developmental stage, which is a crucial foundation for students' academic success at higher levels. The research procedure was designed in two phased cycles. This two-cycle structure was intended to ensure that any deficiencies or obstacles that emerged in the first cycle could be corrected and optimized in the second cycle. Through these iterations, researchers were able to measure the level of significant improvement in students' listening skills after being given intervention in the form of audio-visual media.

The data collection techniques in this study used three techniques, namely observation, test, and documentation. Data analysis techniques in this study is to calculate the percentage of the final value with the formula:

$$\text{Final Score} = \left\{ \frac{\text{Score Obtained}}{\text{Maximum Total Score}} \right\} \times 100$$

After the results of the students listening ability in the analysis then further adjusted at the level of classification of listening ability values below:

Table 1. Classification of Listening Skills

Percentage	Skills Category
86 – 100	Very Good
76 – 85	Good
60 – 75	Enough
55 – 59	Poor
≤ 54	Very Poor

The data analysis technique in this study was used to process information obtained from observation instruments and learning outcome tests. The analysis was conducted using a comparative descriptive approach, comparing the results of the pre-cycle, Cycle I, and Cycle II to determine improvements in students' listening comprehension skills. Quantitative data were obtained from students' listening comprehension test scores at the end of each cycle. These data were analyzed using descriptive statistics to determine the class average and the percentage of classical learning completion. Qualitative data were obtained from observation sheets during the action process. This analysis aims to describe changes in students' attitudes, enthusiasm, and obstacles faced when using audio-visual media.

3. RESULTS AND DISCUSSION

Results

The implementation of Classroom Action Research (CAR) at Elementary School 2 Ambon demonstrated significant improvements in fourth-grade students' storytelling listening skills through the integration of audio-visual media into the learning process. The methodological transformation from a conventional approach to the use of interactive digital media has proven effective in optimizing students' cognitive absorption and fostering deeper attention to the material presented.

This improvement in students' academic performance and learning activities was comprehensively documented through two cycles of action. Details of the learning outcomes and dynamics in each cycle are presented in depth below:

Pretest Research Result

Table 2. Pretest Results of Grade IV Students

No	Initial Nama	Assesed Aspects			Final Score	Description
		Content Understanding	Identification of Story Elements	Moral Massage		
		(0-35)	(0-30)	(0-35)		
1	J.S	24	24	30	78	Good
2	A.S.L	24	24	30	78	Good
3	C.N.B	23	23	24	70	Enough
4	A.A	23	23	24	70	Enough
5	C.O	19	17	24	60	Enough
6	A.P	19	16	20	55	Poor

No	Initial Nama	Assesed Aspects			Final Score	Description
		Content Understanding	Identification of Story Elements	Moral Massage		
		(0-35)	(0-30)	(0-35)		
7	N.S	20	15	20	55	Very Poor
8	A.F	19	15	20	54	Very Poor
9	J.H	19	13	18	50	Very Poor
10	P.W	19	13	18	50	Very Poor
11	P.R	19	13	15	47	Very Poor
12	M.T	14	12	19	45	Very Poor
13	R.W	18	13	9	40	Very Poor
14	J.S	19	11	9	39	Very Poor
15	A.A	12	11	14	37	Very Poor
16	E.P	19	13	1	33	Very Poor
17	J.L	16	8	10	34	Very Poor
18	J.L	19	14	1	34	Very Poor
19	A.G.M	19	6	10	25	Very Poor
20	G.T	18	5	1	24	Very Poor
Average Value		19,1%	14,45%	15,85%	48,9%	Very Poor

Building upon the quantitative data presented in Table 2, it can be identified that the listening skills of fourth-grade students at Elementary School 2 Ambon during the pre-cycle stage are classified as very low. Cumulatively, the students' competency achievement rate was only 48.9%, placing the overall learning outcomes in the "Very Poor" category. This low performance indicates a significant gap between curriculum targets and students' actual mastery of the material.

A more in-depth analysis of specific aspects of listening learning revealed the following findings:

- Comprehension of Story Content: Only 19.1% achieved, meaning the majority of students failed to grasp the main substance of the narrative.
- Identification of Intrinsic Elements: Students' ability to identify story elements (characters, setting, plot) was at its lowest, at 14.45%.
- Internalization of Moral Messages: Absorption of the values or messages in fairy tales only reached 15.85%.

These empirical data provide a clear conclusion that student learning outcomes in fairy tales at Elementary School 2 Ambon remain very concerning. This condition emphasizes the urgency of carrying out interventions using more representative learning media, such as audio-visual media, to stimulate students' cognition and interest to achieve the expected standard of completion.

Cycle I Research Results

1) Planning

At this stage, the researcher and the fourth-grade teacher collaboratively arrange the teaching module of the first cycle and prepare the questions at the end of the meeting.

2) Implementation Actions

The implementation of actions in the first cycle is carried out by teachers by applying 2 meetings that begin with apperception activities, core activities and final activities.

3) Observation

During the process of learning activities, observed is the activity of teachers and student activities using observation sheets that have been prepared to be assessed. Observation results are as follows:

a) Observation of teacher activity

- (1) The implementation of learning activities is in accordance with the teaching modules that have been prepared
- (2) The time used in the learning process is maximum
- (3) The teacher has mastered the conditions of the class; this can be seen from the students who have behaved well during the learning process

b) Observation of Student activity

- (1) Most students are already paying attention to the material at the time the learning process is taking place.
- (2) Most students are serious about the learning process

Table 3. Test Results Cycle I Value the Ability to Listen to Fairy Tales of Grade V Students

No	Initial Nama	Assesed Aspects			Final Score	Description
		Content Understanding	Identificatio n of Story Elements	Moral Massage		
		(0-35)	(0-30)	(0-35)		
1	J.S	30	25	30	85	Good
2	A.S.L	27	23	30	80	Good
3	A.A	25	25	26	75	Enough
4	C.N.B	25	25	25	75	Enough
5	A.F	20	25	25	70	Enough
6	C.O	24	21	25	70	Enough
7	J.H	20	24	26	70	Enough
8	N.S	21	24	25	70	Enough
9	P.P	20	25	25	70	Enough
10	R.W	20	25	25	70	Enough
11	P.R	20	20	20	60	Enough
12	A.P	20	17	20	57	Enough
13	M.T	18	13	19	50	Poor
14	J.S	20	13	10	43	Very Poor
15	J.L	19	11	10	40	Very Poor
16	J.L	19	11	10	40	Very Poor
17	A.A	18	10	10	38	Very Poor
18	E.P	18	10	10	38	Very Poor
19	A.G.M	15	10	10	35	Very Poor
20	G.T	10	7	9	26	Very Poor
Average Velue		20,45%	18,2%	19,5%	58,1%	Poor

Building upon the data presented in Table 3, the results of the implementation of actions in Cycle I indicate an initial improvement in the ability to listen to fairy tales through the integration of audio-visual media. The average classical achievement in this cycle was recorded at 58.1%, which qualitatively still places students' performance in the "Poor" category. Although there has been a positive shift from the pre-cycle conditions, this result does not yet meet the established learning completion standards. The learning completion level exhibits balanced outcomes in terms of individual distribution, although it is not yet at its best:

- Ten students (50%) successfully achieved the Minimum Completion Criteria.
- Conversely, another 10 students (50%) fell below the passing threshold.
- Reviewing the assessment aspects, the average achievement across the three main indicators is as follows:
 - Comprehension of Fairy Tale Content: Achieved 20.45%.
 - Identification of Story Elements: Achieved by 18.2%.
 - Internalization of Moral Messages: Achieved by 19.5%.

This analysis proves that, although the use of audio-visual media has begun to have a positive impact, the learning outcomes of fourth-grade students at Elementary School 2 Ambon in listening to fairy tales in Cycle I have not yet reached the expected success criteria. There is still a significant gap between actual achievement and the classical mastery target of 85%. Based on reflection on these findings, the researchers decided to continue the intervention in Cycle II to strengthen strategies and optimize the use of audio-visual media to improve students' listening skills comprehensively.

4) Reflection

After analyzing the results of observations cycle I, to overcome the problems contained in cycle I need to make improvements in learning. The improvements made are that teachers are required to try to activate students who lack attention when the learning process is underway.

Cycle II Research Results

1) Planning

Implementation of this study researchers and teachers collaborate to prepare teaching modules, teaching materials, and final test questions.

2) Implementation Action

In the second cycle, in general, the steps for implementing learning are the same as in cycle I, by implementing 2 meetings. The lesson begins with the teacher giving greetings and asking for news, the teacher invites the students to pray together, after that the teacher conveys the appreciation of the material learned in the second cycle to find out whether the students still remember the material provided or not, then proceed with the core activities and closed with the final activity.

3) Observation

a) Observation of teacher activity

On the results of observations of the second cycle of teacher activity is classified as good. Learning looks active because the teacher controls the class; the activities carried out by the teacher are also in accordance with the planning that has been made.

b) Observation of Student Activity

In the learning process, students have paid attention to the material provided, students focus on the learning process, learning is getting better and more optimal. From the acquisition of learning completeness shows that the success rate of the use of audio-visual media that aims to improve the ability to listen to students has increased well.

Table 4. Test Results Cycle II Value the Ability to Listen to Fairy Tales of Students

No	Initial Nama	Assesed Aspects			Final Score	Description
		Content Understanding	Identification of Story Elements	Moral Massage		
		(0-35)	(0-30)	(0-35)		
1	J.S	30	30	35	95	Very Good
2	A.S.L	30	30	35	95	Very Good
3	C.N.B	30	28	35	93	Very Good
4	A.A	30	25	35	90	Very Good
5	A.F	30	25	30	85	Good
6	R.W	30	24	26	80	Good
7	C.O	30	25	23	78	Good
8	A.P	28	25	23	76	Good
9	N.S	30	24	22	76	Enough
10	A.A	29	24	22	75	Enough
11	J.H	30	23	22	75	Enough
12	P.W	30	23	22	75	Enough
13	P.R	30	22	23	75	Enough
14	J.L	29	22	21	72	Enough
15	A.G.M	23	24	23	70	Enough
16	E.P	39	21	20	70	Enough
17	J.L	24	24	22	70	Enough
18	J.L	29	21	20	70	Enough
19	J.S	30	20	20	70	Enough
20	M.T	29	19	22	70	Enough
Average Value		29%	23,95%	25,05%	78%	Good

The data analysis results presented in Table 4 demonstrate a significant improvement in performance, exceeding the established success indicators. All 20 students (100%) successfully met and exceeded the Minimum Completion Criteria with a score of ≥ 70 . This perfect classical completion rate confirms that the audio-visual media intervention successfully addressed learning barriers in the previous stages.

This improvement was reflected in three key aspects of the storytelling listening assessment:

- Comprehension of Storytelling Content: Increased to 29%, indicating a sharper absorption of information.

- Identification of Story Elements: Increased dramatically to 23.95%, demonstrating that visualization of characters and settings in audio-visual media helped students better map narrative structure.
- Internalization of Moral Messages: Reached 25.05%, indicating that students' affective understanding of the values within the story had solidified.

Comprehensively, the data provides empirical evidence that the Indonesian language learning process for listening to fairy tales in fourth grade at Elementary School 2 Ambon has been declared successful. The integration of audio-visual media has proven to be an effective catalyst in transforming the classroom atmosphere to be more dynamic, increasing student enthusiasm, and ultimately optimizing learning outcomes holistically. With the achievement of all performance indicators, this classroom action research was declared complete and successful in the second cycle.

4) Reflection

After analyzing the results of observations Cycle II, it can be concluded that:

- a) Teachers have been able to manage time well so that all activities contained in the teaching module can be done well.
- b) Teachers can already activate students who lack attention when the learning process is in progress.
- c) Teachers have been able to apply the ability to listen to fairy tales by using audio-visual media well.

Additionally, the results of observations in the second cycle of the implementation of learning after being implemented by considering the shortcomings that exist in cycle I. Deficiencies that exist in cycle I can be corrected in Cycle II. In the second cycle, teachers are more effective in directing and guiding students, so that students are motivated and focused to follow learning. Learning outcomes in the second cycle have increased significantly with the number of students who reached the KKM is 18 people. The KKM set in this subject is 70. The learning outcomes in the fourth grade of Elementary School 2 Ambon managed to achieve the value of completeness with the following results.

Table 5. The average value of the pretest, test cycle I, and test cycle II students

Pretest	Cycle Final Value	
	Cycle I	Cycle II
49%	58,1%	78%

The results in Table 5 above, the initial test value is 49%, the cycle I test value is 58.1%, and the Cycle II value is 78%. Improvement of the results of this test using the method of directed listening activities (Listening Activity) in the learning process takes place, the researchers have succeeded in conducting research and this can show that the use of audio-visual media can improve the learning process ability to listen to fairy tales in fourth grade students at elementary school 2 Ambon.

Discussion

Pedagogical Transformation through Audio-Visual Media

The results of this classroom action research confirm that the integration of audio-visual media significantly overcomes the stagnation in student learning outcomes in listening to fairy tales. In the pre-cycle, the low achievement of students' competency, which only reached an average of 48.9% (categorized as "Very Poor"), reflects the failure of conventional methods in stimulating student cognition. This finding aligns with the theory that learning without representative media often fails to bridge the gap between curriculum targets and students' actual understanding.

The transition to the use of interactive digital media in Cycles I and II has been empirically proven to improve students' cognitive absorption and focus. This supports Yao's (2023) view that education must create conditions conducive to the development of individual potential, with media serving as a catalyst for these conditions.

Media Effectiveness in the Listening Skills Component

The three main indicators evaluated in this study showed the most striking improvement. (1) Comprehension of Story Content: Increased from 19.1% in the pre-cycle to 29% in Cycle II. Visualization in audiovisual media enables students to comprehend narrative content that was previously challenging to understand through auditory channels alone. (2) Identification of Intrinsic Elements: A drastic increase to 23.95% at the end of Cycle II indicates that visual depictions of characters and settings helped students map narrative structures more concretely. (3) Internalization of Moral Messages: Achievement of 25.05% in Cycle II indicates that students' affective understanding has been solidly formed. As stated by Dou (2025), education must develop intelligence that is beneficial for the future; understanding moral messages is a manifestation of this character development.

Dynamics of Teacher-Student Interactions

The media and teachers' improved classroom management skills drove Cycle II's success. In Cycle I, the completion rate remained at 50% (10 students), indicating the need for improvements in activating student engagement. Through reflection, teachers were able to improve classroom control and ensure all students paid full attention during the learning process in Cycle II.

This condition supports Damasio's (2025) thesis, which emphasizes that education is a process of promoting knowledge that involves interactions between individuals and their environment. Teachers' ability to operate audio-visual media appropriately is crucial to creating a dynamic and vibrant learning ecosystem.

The achievement of a 100% classical completion rate (20 students) with an average score of 78 (categorized as "Good") in Cycle II demonstrates that learning barriers at Elementary School 2 Ambon have been fully addressed. The use of audio-visual media has transformed from a mere aid into an essential instrument capable of optimizing learning outcomes holistically. These results reinforce previous studies (such as Nurani et al., 2018; Yohanah et al., 2025) that state that audio-visual media

are highly effective in bringing oral literature, such as fairy tales, to life at the elementary school level.

This study strengthens the literature on the effectiveness of audio-visual media in improving students' receptive skills in oral literature. These findings provide a theoretical basis that visualizing characters and settings can accelerate narrative structure mapping and understanding of moral messages in elementary school-aged children. This research provides a methodological reference for teachers at Elementary School 2 Ambon on how to dynamically manage classrooms and address student inattention through digital media. Furthermore, the results of this study can be used by schools as a basis for policies in procuring audio-visual infrastructure to support digital literacy in both elementary and high school grades.

Furthermore, this study provides a complete way to assess listening skills, including understanding the content, recognizing story elements, and grasping moral lessons, which can be used for other learning materials. Documentation on how teachers engage students who are less focused during classroom activities provides practical guidance for managing student behavior in the classroom.

4. CONCLUSION

The use of audio-visual media has been empirically proven effective in improving storytelling and listening skills in fourth-grade students at Elementary School 2 Ambon. This media creates a more concrete and interactive learning environment, making it easier for students to understand story elements and the substance of the narrative. There was a significant escalation in student learning outcomes at each stage. The average classical score increased from the "Very Low" category (48.9%) in the pre-cycle stage to 58.1% in Cycle I and finally reached 78% in Cycle II. This study was declared successful after achieving the 100% completion target in Cycle II, where all 20 students successfully exceeded the Minimum Completion Criteria with a score of ≥ 70 . This improvement encompassed three crucial aspects: content comprehension (29%), identification of intrinsic elements (23.95%), and internalization of moral messages (25.05%).

As a recommendation, teachers are expected to be more innovative in integrating learning media, particularly audio-visual media, into materials that require imagination and high concentration. This aims to prevent student boredom and ensure the knowledge transfer process is dynamic and effective. Schools are expected to provide strategic support in the form of adequate multimedia facilities and infrastructure (such as projectors and audio systems). The availability of these facilities is crucial for facilitating teachers in implementing technology-based learning methods sustainably. The results of this study can be used as an academic reference for further research on other language skills, such as speaking or writing, by implementing audio-visual media at different grade levels to enrich the repertoire of Indonesian language learning methodologies.

REFERENCES

- Abbasi, M., Shirazi, M., Torkmandi, H., Homayoon, S., & Abdi, M. (2023). Impact of teaching, learning, and assessment of medical law on cognitive, affective and psychomotor skills of medical students: a systematic review. *BMC Medical Education*, 23(1), 703. <https://doi.org/10.1186/s12909-023-04695-2>
- Anwar, A., Hasan, S., & Haerani, E. (2023). Increasing student learning enthusiasm through multimedia-based learning. *Al-Ishlah: Jurnal Pendidikan*, 15(3), 3210-3217. <https://doi.org/10.35445/alishlah.v15i3.3430>
- Bulkani, B., Riadin, A., Ni'Mah, N., & Setiawan, M. A. (2025). Impact of holistic learning models on character development: a systematic review. *Образование и наука*, 27(5), 111-141. <https://doi.org/10.17853/1994-5639-2025-5-111-141>
- Daga, A. T., Wahyudin, D., & Susilana, R. (2023). Students' perception of elementary school teachers' competency: Indonesian education sustainability. *Sustainability*, 15(2), 919. <https://doi.org/10.3390/su15020919>
- Damasio, A. (2025). The New Science of Consciousness. *PROSPECTS*, 55(3), 329-334. <https://doi.org/10.1007/s11125-025-09716-0>
- Dou, Y. (2025). A New Exploration of Dewey ' s " Education as Life ". *International Journal of Education and Humanities*, 18(1).
- Ernawati, N., & Rasna, I. (2020). Menumbuhkan Keterampilan Menyimak Peserta Didik Dalam Pembelajaran Bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia*, 9(2), 103-112. https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/view/3525
- Farhrohman, O. (2017). Implementasi Pembelajaran Bahasa Indonesia di SD / MI. *Primary: Jurnal Keilmuan Dan Kependidikan Dasar*, 9(1), 23-34.
- Hamzah, M. Z., & Khoiruman, M. A. (2021). Problematika Pendidikan Bahasa Indonesia Kajian Pembelajaran Bahasa Indonesia Pada Sekolah Dasar. *Jurnal Syntax Transformation*, 2(6). https://doi.org/10.28926/riset_konseptual.v3i1.108
- Islamy, A. N. (2023). Problematika Keterampilan Menyimak dalam Pembelajaran Bahasa Indonesia di Kelas V SDN Pamijahan. *ASATIDZUNA: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 02(01), 91-101.
- Mailida, Y., Wandini, R. R., & Rahmah, M. F. (2023). Karakteristik Mata Pelajaran Bahasa Indonesia. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 5608-5615. <http://j-innovative.org/index.php/Innovative/article/view/900>
- Munthe, D. A. Y., Hasibuan, T. P., Sukma, D. P., Irfani, S. Y., & Deliyanti, Y. (2023). Analisis kemampuan menyimak siswa pada pembelajaran bahasa indonesia di sekolah dasar. *Jurnal Riset Rumpun Ilmu Bahasa (JURRIBAH)*, 2(2), 48-56.
- Musyadad, V. F., Susan, Syifa, Tiara, & Sepiah. (2023). Upaya Peningkatan Keterampilan Menyimak Sekolah Dasar Melalui Media Audio Visual. *Jurnal Primary Edu (JPE)*, 1(1), 51-60. <https://jurnal.rakeyansantang.ac.id/primary/article/view/284>
- Nazmi, L., Lyesmaya, D., & Nurmeta, I. K. (2025). Meningkatkan Keterampilan Menyimak melalui Dongeng Golek Daun Singkong Pada Siswa Sekolah Dasar. *Cetta: Jurnal Ilmu Pendidikan*, 8(1), 303-316.
- Nurani, R. Z., Nugraha, F., & Sidik, G. S. (2018). Penggunaan Media Audio Visual Dalam Pembelajaran Menyimak Dongeng di Era Digital. *Eduhumanoria: Jurnal Pendidikan Dasar*, 10(2), 78-84.
- Nurhasanah, N. (2017). Peran Bahasa Sebagai Mata Pelajaran Wajib di Indonesia. *Eduscience: Jurnal Ilmu Pendidikan*, 2(2).

- Oliveira, K. K. D. S., & De Souza, R. A. (2022). Digital transformation towards education 4.0. *Informatics in Education*, 21(2), 283-309. <https://www.cceol.com/search/article-detail?id=1045455>
- Pratiwi, N. M. W., Suarmayanti, K. I., Widyastama, I. W., Yanti, N. P. S. L., & Putrayasa, I. B. (2025). Keterampilan Menyimak sebagai Kunci Efektivitas Komunikasi dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Pendidikan Guru*, 6(3), 459–464.
- Rifai, I., & Rombot, O. (2023). Basic education in Indonesia. In *International Handbook on Education in Southeast Asia* (pp. 327-355). Singapore: Springer Nature Singapore. https://doi.org/10.1007/978-981-16-8136-3_29-1
- Rumiyati, R., Lestari, A. P., & Juanda, J. (2025). The Role of Learning Media in Enhancing the Effectiveness and Activeness of the Learning Process. *Journal Didaskalia*, 8(2), 114-127. <https://jurnal.stti-surabaya.ac.id/index.php/didaskalia/article/view/614>
- Sanulita, H., Lestari, S. A., Syarmila, S., Yustina, I., Atika, A., Nurillah, S., ... & Annisa, A. (2024). *Keterampilan berbahasa reseptif: Teori dan pengajarannya*. PT. Sonpedia Publishing Indonesia.
- Setiawan, H. E. (2025). Students' Learning Interests with Audio-Visual Media in PJOK Subjects. *ETDC: Indonesian Journal of Research and Educational Review*, 4(2), 255-262. <https://doi.org/10.51574/ijrer.v4i2.305>
- Widyanti, A. N., & Ngatmini. (2024). Pengaruh Penggunaan Media Audio Visual Dalam Meningkatkan Keterampilan Menyimak Dongeng Pada Siswa Sekolah Dasar. *JIPDAS: Jurnal Ilmiah Pendidikan Dasar*, 2(3), 81–88. <https://backup-ejournal.lpipb.com/index.php/jipdas/article/view/413>
- Wijaya, W. B., Hasmyati, H., & Asran, A. (2022). Achievement Improvement of Basic Table Tennis Techniques Through The Application of Audio-Visual Learning Media. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 253-261. <https://doi.org/10.51574/ijrer.v1i2.281>
- Yao, J. (2023). Life education: reshaping education for the sake of life. *Science Insights Education Frontiers*, 17(2), 2689-2691. <https://doi.org/10.15354/sief.23.co112>
- Yohanah, E., Ningtyas, L., Ratnaningsih, A., & Fatimah, S. (2025). Upaya Meningkatkan Keterampilan Menyimak Dongeng Berbantuan Media Audiovisual Berbasis YouTobe pada Siswa Sekolah Dasar. *Didaktika: Jurnal Kependidikan*, 14(2), 3387–3398. <https://doi.org/10.58230/27454312.1960>