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BUILDING STUDENTS' SKILLS AND KNOWLEDGE THROUGH AUDIOVISUAL LEARNING MEDIA

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Abstract

Audio-visual learning media is an intermediary medium that is absorbed through sight and hearing so as to build conditions that can enable students to acquire knowledge, skills or attitudes that are used to help achieve learning goals. This research aims to find out how elementary school teachers apply audio-visual media when face-to-face learning takes place. The object of this research is students who are carrying out face-to-face learning using audio-visual media in the form of learning videos containing explanations of the material provided by teachers every school hour. Learning media has an important role in improving elementary school student learning outcomes. The hope is for schools to adopt policies so that teachers are able to use media in the learning process, especially audio-visual media on certain materials so that it can foster students' interest in the learning process and schools can provide the means to achieve an effective learning process.

Keywords : Learning media, audio visuals, knowledge.

Introduction

The development of science and technology increasingly encourages reform efforts in the use of technological results in the learning process. Learning media is one of the supporting tools in learning activities that helps teachers explain subject matter which is still abstract and difficult for students to understand. Teachers are required to be able to use the tools that can be provided by the school, and do not rule out the possibility that these tools are appropriate to developments. Online learning itself requires teachers, students and parents to master technology as a means of connecting learning activities between students and teachers. . The use of digital technology in education can enable teachers and students to carry out the learning process even though they are long distances and in different places. By using video-based audio-visual media, it will be easier for teachers to convey lesson messages to students and it will also be easier for students to understand the lessons. Audio learning media is a type of media used in the learning process with music involving students' sense of hearing. The main characteristic of this learning media is that the messages transmitted through audio media are expressed in auditory symbolic music, both verbal (spoken language/words) and non-verbal (sounds and vocalizations, such as grunts, etc.). Achievement of learning objectives is influenced by various aspects, including aspects of teachers, students, availability of facilities and infrastructure, use of varied learning resources, application of learning methods that are not monotonous, and use of interesting media. Progress of the times accompanied by technological sophistication supports the use of varied media in learning. Problems that often arise in learning is the limited skills of teachers to use media, limited infrastructure available in schools, and also limited availability of learning media itself. Learning is basically a communication process carried out to convey information from teachers to students,

therefore learning media occupies an important position as a learning system. Learning media has an important role in supporting the quality of the teaching and learning process. Media can also make learning more interesting and fun. One of the learning media that is currently developing is audio-visual media. The application of technology in learning leads us to the application of multimedia. Multimedia is the presentation of material using words and images. In the learning process, presenting material in the form of multimedia products provides opportunities for students to process information. This means that multimedia products provide an interactive channel for students to understand material in various aspects such as text, images, video, audio and animation. Learning media can stimulate students to think critically, by using their imagination, develop their abilities and attitudes further, thereby giving birth to creativity and innovative work. So we as educators must be able to develop our students' knowledge in audio-visual media methods.

Research Methodology

This type of research is carried out using a literature review research method which provides output on existing data, as well as an explanation of a discovery so that it can be used as an example for research studies in compiling or creating a clear discussion of the content of the problem to be researched. The author looks for data or literary material from journals or articles and also references from books so that it can be used as a strong basis for the content or discussion. From this research, the content is related to building students' skills and knowledge through audiovisual learning media. The aim of this research is to determine the effectiveness of using audio-visual media in daily learning. From the various articles that have been searched, the researchers looked for as many articles and books as possible that were related to the topic of audio-visual learning. After finding several articles and books related to this topic, they will be grouped to be researched one by one. Furthermore, from several articles and books searched, the researcher only selected articles and books that were related to the theme being studied. The next action will be to group articles on the use of audio-visual media. Then, the researcher reviewed and reviewed the article in detail, especially with regard to the findings presented in the discussion and conclusion sections (Sartika and Octafianti).

Result & Discussion

Build Students' Skills and Knowledge

Prior knowledge is capital for students in learning activities, because learning activities are a vehicle for the process of negotiating meaning between teachers and students regarding learning material. Hailikari (2009) defines prior knowledge as a combination of knowledge and skills. So, it can be stated that initial knowledge is knowledge built by students before the learning process. Increasing students' knowledge through audio-visual learning media really needs to be developed and really helps students in building their knowledge, because the implementation of the use of audio-visual media in learning has a good impact on students, students feel a new learning atmosphere, the class atmosphere becomes more communicative because The material displayed is packaged with power point slides which are able to attract all students' attention so that learning becomes fun so that students become more motivated in participating in learning. Critical thinking skills are also defined as students' abilities in analyzing arguments, making conclusions based on reasoning, assessing or evaluating, and making decisions or solving problems (Lai, 2011:4). According to (Ennis, 2011) critical thinking focuses on reasonable and reflective thinking. Critical thinking is thinking to solve a problem with critical traits and talents, namely curiosity, the courage to take risks, and the nature of always respecting the rights of others and training to think at a high level. The thinking skills part must be optimized through the teaching and learning process at school. Therefore, teachers are expected to be able to plan learning as well as possible, such as starting to apply audio-visual media learning, so that students are interested in learning so that students' initial understanding is formed and students are able to think critically during the learning process. It is also hoped that this research can be used as a learning variation for teachers to empower students' critical thinking skills in learning. So, audio-visual learning media can really help develop students' skills and knowledge in the learning process and we as educators can also provide examples by presenting material using audio-visual media. The use of visual media can also involve students directly. This will certainly motivate students in the learning process so that students can achieve learning goals more easily. helps students in learning because by using media students' minds will be more focused on the efforts conveyed by educators and can increase students' understanding in the learning process.

Understanding Audio Visual Learning Media

Learning media is a tool to help the teaching and learning process. Tools or anything that can be used to stimulate students' thoughts, feelings, attention and abilities or skills, so that they can encourage the learning process. Audio visual media can be interpreted as a tool that can display images and produce sound. Some examples of this media include sound films, television and video (Prasetya, 2016:18). The development of science and technology increasingly encourages reform efforts in the use of technological results in the learning process. Teachers are required to be able to use the tools that can be provided by the school, and do not rule out the possibility that these tools are in accordance with current developments. Teachers can at least use cheap and efficient tools which, although simple and unpretentious, are a must in their efforts. achieve the expected teaching objectives. Apart from being able to use the available tools, teachers are also required to be able to develop skills in making learning media that they will use if the media is not yet available. For this reason, teachers must have sufficient knowledge and understanding of learning media. Visual media is media that only relies on the sense of sight, some of these visual media display still images, such as film strips (film sequences), slides (film frames), photographs or paintings, prints, there are also visual media that display images or symbols that moves like silent films, cartoons. 7 Meanwhile, audio-visual is a modern instructional media that is in line with current developments (advances in science and technology), including media that can be seen and heard. In the Big Indonesian Dictionary, audio-visual means being able to be heard and seen; hearing sight device (KBBI, 2008:100). According to Hamdani (2011: 249), as the name suggests, this media is a combination of audio and visual or can be called listening media. Audio visuals will make the presentation of teaching materials to students more complete and optimal. Sanjaya (2010:211) is of the opinion that audio visual media is media that apart from containing sound elements also contains image elements that can be seen, such as video recordings, various sizes of film, sound slides, and so on. Febliza and Zul (2015:50) say that learning using audio-visual media is a way of learning using media that contains elements of sound and images, where The process of absorbing material involves the senses of sight and hearing. Looking at the detailed understanding of the existing components, it can be concluded that audio-visual learning media is an intermediary medium whose absorption is through sight and hearing so as to build conditions that can enable students to acquire knowledge, skills or attitudes that are used to help achieve learning goals.

Easterbrooks (2008) updated and revalidated the knowledge and skills standards for teachers in the education of deaf children. There are five proposed standards: foundations, learner development and characteristics, individual learning differences, instructional strategies, learning environment/social interaction, language, instructional planning, assessment, professional and ethical practices, and collaboration. One of the standards, namely the learning environment/social interaction, is the design of a class that makes it possible to use opportunities for learning using visual and/or auditory learning in accordance with development and learning needs. Thus, in accordance with the recommendations from Easterbrooks (2008), creating audiovisual learning media is important to help the learning process. Media is a form of communication, whether printed or audio-visual, along with all forms and channels used to convey messages or information (Gandana, 2019). Media can support the delivery of information from teachers to students or vice versa, therefore media is a component that supports the success of the learning process in education. Efficiency and learning goals can be achieved if media is used creatively in learning (Khairani & Febrinal, 2016). In the education process, learning is something that has a very strong connection so that it cannot be separated from one another (Darmadi, 2017). There were several cases in 2007 (Imam Mustholiq MS, 2007) conducting research on the development of multimedia-based interactive learning media. This research is based on the large number of students who have difficulty understanding abstract material, are less enthusiastic, passive, and less motivated to participate in learning. The results of the research show that the use of interactive multimedia learning media has good performance. Furthermore, nine years later, namely in 2016 (Ima Nurani, 2016) conducted research regarding the analysis of the needs for developing audio-visual media, the results were that the use of audio-visual media was less than optimal, 100% of students were more interested in using a variety of media when studying, they were happier with media that presents pictures and material in more detail, compared to just using textbooks, modules or textbooks.

The use of audio-visual media is less than optimal because teachers are less competent to process the material into interesting concepts to be displayed using audio-visuals. From the two research data above, in 2007 as the early years of the birth of the industrial revolution 4.0, the use of multimedia as a learning media became a choice that could be said to be revolutionary, considering that in the early 2000s there were still many educational institutions that only used conventional learning media, such as books, modules, teaching aids made manually,

OHP, and the like. Sri Hapsari 121 Maybe what could be said to be "sophisticated" at that time was Power Point, but the majority still had a standard display, namely only writing, not yet maximizing other Power Point displays such as images, animation, sound, and so on. Meanwhile, in the second study in 2016, the choice of audio visual media was based on the need for students to receive material presented with interesting pictures and detailed reviews. However, this condition is not accompanied by the teacher's ability to operationalize technology in the media. This media is further divided into two categories, namely: (1) Audio-visual stills are: media that displays sound and still images such as: sound frame films, sound film films, and sound prints (2) Audio-visual motion is: media that can display moving sound and image elements such as: sound films and video cassettes, television, OHP, and computers. Syaiful Bahri (2002:141). The role of media in the learning process is as follows: (a) A tool to clarify learning material when educators deliver lessons. In this case, the media used by educators is a tool for verbal explanation of learning materials (b) A tool to raise or raise problems that will be studied further by students in the learning process (c) Learning resources for students, which means that the media contains materials that must be studied both individually and in groups. The occurrence of meaningful learning experiences cannot be separated from the role of the media, especially its position and function. In general, media has the following uses: (1) Clarify the message so that it is not too verbal (2) Overcoming the limitations of space, time and sensory power (3) Arouse students' enthusiasm for learning, namely more direct interaction between students and learning resources (4) Enables students to learn independently according to their talents and abilities, visual, auditory, and kinesthetic (5) Giving the same attention can create the same perception.

Types of Audio Visual Media

According to Syaiful Bahri Djamarah and Aswan Zain (2007:124) audiovisual media is divided into two, namely: (1) Silent audio-visual, namely media that displays sound and images such as sound frames (sound slides) (2) Audio-visual motion is media that can display sound elements and moving images such as films and videos. These two types of media are generally used for entertainment, documentation and educational purposes. Films and videos can present information, explain processes, explain complex concepts, teach skills, shorten or lengthen time, and influence attitudes.

Characteristics of Audio Visual Media

The characteristics of audio-visual media are that it has sound elements and image elements. This type of media has better capabilities, because it includes both types of media, namely audio and visual media, Yusufhadi Miarso in Atoel (2011:18). Several characteristics related to the advantages and limitations of audio-visual media as learning are:

1. The advantages of audio visual media

- a. By using video (accompanied by sound or not), we can demonstrate certain movements again. The movements shown can be in the form of matching stimuli, or in the form of responses that are expected by the students. For example: a short program (vignette) that shows people interacting. By looking at this program students can see what they "should or should not" do.
- b. With videos, students' performances can be immediately viewed again for criticism or evaluation. The way to do this is by recording selected activities, for example activities related to developing interpersonal skills, such as interviewing techniques, leading a trial, giving a lecture and so on. All of this is intended to strengthen students' mastery of a skill before entering the real arena.
- c. By using certain effects, both the learning process and the entertainment value of the presentation can be strengthened. Several types of visual effects that can be obtained with video include: shortening/lengthening of time, depiction of several events taking place simultaneously "split/multiple screen image" (on the screen you can see two or more events), smooth transitions from one image/act to another. next picture/act, and explanation of movement (slowed down or speeded up).
- d. You will get the complete content and arrangement of the lesson/exercise material, which you can use interactively with workbooks, manuals, textbooks, tools or other objects usually for the field.
- e. Information that can be presented simultaneously at the same time in different locations (classes), and with an unlimited number of viewers or participants, by placing monitors (television sets) in the classrooms.
- f. An independent learning activity where students learn at their own pace can be designed. This independent activity design is usually supplemented or combined with the help of computers or printed materials.

2. Limitations found in audio visual media
 - a. When it is to be used, video equipment must be available at the place of use; and must match the size and format to the pica video that will be used.
 - b. Composing a video script or scenario is not an easy job and takes time.
 - c. The cost of video production is very high and only a few people can afford to do it.
 - d. If the image on pica video is transferred to film the results are bad.
 - e. Small monitor screens will limit the number of spectators, unless the network of monitors and video projection systems is expanded.
 - f. the number of letters on graphics for videos is limited, namely half of the number of letters on graphics for films/still images.
 - g. If you use color graphics on a black and white TV, you have to be very careful. Example: red and green colors with a certain density will look the same on a black and white TV screen. As far as possible, try to make graphics in black and white or gray.
 - h. Rapid changes in technology make video system limitations an ongoing problem.

Properties of Audio Visual Media

Djamarah S. B, et al, (Juliantara, 2010:22) stated that as a tool (learning media) in education and teaching. Audio visual media has the following characteristics: (1) Ability to enhance perception (2) Ability to increase understanding (3) Ability to increase learning transfer (4) The ability to provide reinforcement or knowledge of the results achieved (5) Ability to improve retention (memory) (6) By using audio-visual media, learning will provide direct experience and make learning more fun for students.

How to Use Audio Visual Media Effectively in Learning

In applying audio visual media there are things that must be prepared, for example; The teacher must know how to operate the media, the teacher must first know the content of the tools that will be used, and that must be in accordance with the achievement indicators that will be achieved. The following will explain suggestions for using audio-visual media in learning so that it can function optimally: (1) The material presented must lead directly to the problem discussed by the group, in the sense that it must be directional (2) Material should only be presented at the right time so as not to interrupt the continuity of thinking (3) Leaders should know how to operate the tools (4) Tools should teach something, not just show something (5) Student participation is highly expected in situations when audio-visual aids are used (6) A plan is absolutely necessary to make the material presented with more tools Effective (7) Several tools should be used (8) Audio visual aids should be used carefully and stored properly.

Function and Role of Audio Visual Media in Learning.

Learning media has several functions, including:

- a. Learning media can overcome the limited experience that students have. The experience of each student is different, depending on the factors that determine the richness of the student's experience, such as the availability of books, opportunities for excursions, and so on. Learning media can overcome these differences. If it is not possible for students to be brought to the direct object being studied, then the object is brought to the students into the classroom. The object in question can be in real form, miniature, model, or in the form of images that can be presented audio-visually and audially.
- b. Learning media can go beyond the boundaries of the classroom. There are many things that students cannot experience directly in the classroom about an object, which is due to: (1) the object is too large (2) the object is too small (3) objects that move too slowly (4) objects that move too fast (5) objects that are too complex (6) objects whose sound is too soft (7) objects contain danger and high risk.
- c. Learning media allows direct interaction between students and their environment. Media produces uniformity of observation
- d. Media can instill basic concepts that are correct, concrete and realistic.
- e. Media give raise to new desire and interest.
- f. Media generates motivation and stimulates students to learn.
- g. Media provides an integral experience from the concrete to the abstract. The role of learning media is as follows: (1) Learning media is essentially a channel for learning messages delivered by the source of the

message (teacher) to the recipient of the message (student) with the aim that these messages can be absorbed quickly and precisely according to their purpose (2) Understanding the concept of learning media is not limited to equipment (hardware), but what is more important is the message or information (software) presented through the equipment. Thus, the concept of learning media implies the existence of equipment and the message it conveys in one complete unit (3) Teachers can more effectively achieve learning objectives through optimal use of media, because this media has very beneficial functions, values and roles, especially reducing the occurrence of verbalism (misinterpretation) of teaching materials delivered to students (4) There are three types of learning media that teachers need to understand, namely visual media, audio media, and audio-visual media. From each type of media there are various forms of media that can be developed in teaching and learning activities. Which media will be used depends on the goals to be achieved, the nature of the teaching materials, the availability of the media, and also the teacher's ability to use it (5) Each media has characteristics (advantages and limitations), therefore no media can be used for all situations or purposes.\

Advantages and Disadvantages of Audio-Visual Media

Audio-visual media has advantages and disadvantages. The advantages and disadvantages according to Desriant, Rahardja and Mulyani (2012), Fitria (2014), and Purwono, Yutmini and Anitah (2014) are as follows.

- a. The advantages and disadvantages according to Desriant, Rahardja and Mulyani (2012), Fitria (2014), and Purwono, Yutmini and Anitah (2014) are as follows: (1) The advantages of Audio-Visual Media are: Media can present images and sound (2) Media can play a role in tutorial learning (3) Media can be used classically (4) Media can be used repeatedly (5) Media can be accelerated or slowed down.
- b. As a substitute for objects that are dangerous in nature, the object can be presented in detail with audio-visuals as overcoming the limitations of space, time and senses.
- c. Disadvantages of Audio-Visual Media are: (1) The learning process tends to be a media-based tutorial method (2) Educators must also master teaching techniques using media (3) Making media requires special expertise and skills (4) The equipment used in making media must be complete (5) The finished media will be difficult to revise (6) Funding is needed to create media

Application of Audio Visual Learning Media

Starting with Creativity Steps in applying audio-visual media to increase students' understanding and comprehension. There are three things that are related and also seem contradictory in media development, namely: (a) Requires structured planning procedures that require organization, attention to logical sequence, and integrity to the integrity of the message (b) Requires a free and unstructured flow of ideas and expressions produced by creative thinking and refers to problems that arise during media development (c) If you want production results that are both effective and attractive, then these two development patterns are what you need. Start with an Idea Start planning with the ideas that emerge. An idea may indicate an interest that will be developed, but a more useful idea is an idea that relates to the needs of a group of students, for example a group needs skills more than just knowledge and changes in attitudes. Motivating, Providing Information Determines whether the media created aims to motivate, provide information or teach something. The following are things that need to be considered to develop media with emphasis on each aspect: (a) To motivate. Dramatic and entertaining techniques can be used. The desired result is to encourage interest and stimulate students to do something. This involves seeking goals to influence attitudes, values, and emotions (b) To provide information. Learning media is mostly used for presentations before the lesson begins. The content and form of the presentation are general, namely an introduction, overview, report or background of knowledge. You can also use dramatization, entertaining and motivating techniques to attract attention (c) To teach something. Apart from presenting information, participant activity needs to be considered in relation to the media being presented. Learning materials must be designed more systematically, psychologically and pay attention to learning principles in order to make learning more effective. However, efforts need to be made to ensure that the media remains fun and provides an exciting experience. Developing Objectives To plan effective learning media and other learning experiences, you must know specifically what will be learned. The purpose of formulating objectives is to provide clear instructions on what should be included and where the presentation should go. There are three groups of learning objectives, namely: (1) Cognitive: related to knowledge and information (2) Affective: related to attitudes, appreciation, and values (3) Psychomotor: related to skills. Apart from directing learning and materials lessons that must be given, the formulation of objectives is also useful as a reference for making tests so that what has been formulated can be

measured accurately.

1. Considering the Audience The characteristics of students or audiences, namely those who will see, use and learn from the media created, cannot be separated from the formulation of objectives. Audience characteristics such as age, level of education, knowledge of the subject, skills, attitudes, cultural context, individual differences, all need to be taken into account in creating objectives and discussion topics.
2. Creating and selecting films/slides in a team. Working on learning media together is a very good idea. Teachers and audio-visual design experts can get various ideas, creativity and other skills so that the media they create will be more effective, creative and interesting.
3. Technical Planning Before you can use audio visual media properly and effectively, of course there are many preparations that must be made, including: (a) Prepare a closed room so that incoming light does not interfere too much with media playback (b) Prepare software and hardware that will be used to support the learning process (c) Make sure the software The audio visuals used to explain the material are appropriate and suitable for students to listen to (d) The teacher prepares questions related to the videos and films shown (e) Before starting, make sure that the students' sitting position when listening/watching films/videos is comfortable, so that students don't make noise and listen well.

Using audio-visual learning media will make an impression on students. The results show that it would be very beneficial for students if learning was more meaningful. Audio visual media is a type of media that contains sound elements and image elements. For example, video recordings, film recordings, sound slides, and so on. The capabilities of this media are considered better and more interesting. By using interesting media, students will understand the material presented better.

Conclusion

Learning that uses Audio Visual-based learning media can improve student learning outcomes. Audio-visual as a teaching aid replaces the teacher's duties and role as a presenter of interesting material whose presentation is more complete, and can improve the quality of student learning outcomes. This audio-visual based learning media is suitable and very good for use in the learning process for elementary school children. Because audio-visual learning media is very interesting for school children and fosters a sense of enthusiasm for learning, and we as educators must create learning media that is very interesting for our students to see. Because audio visual media can be interpreted as a tool that can display images and produce sound. Some examples of this media include sound films, television and video (Prasetya, 2016:18). Motivation in the teaching and learning process is very important because learning motivation is not only a driving energy that moves students, but also something that directs students' activities towards achieving learning goals. No matter how good the student's potential is, which includes intellectual abilities, talents and material taught by the teacher as well as complete learning facilities, if there is no motivation to learn then it will not be possible for good learning activities to occur. Good learning activities must be supported by the availability of appropriate facilities and infrastructure as well as media, one of which is audio-visual media which is able to motivate student learning which in turn will achieve learning goals.

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