

Digital Learning Media and Students' Interest in Learning Indonesian Language at Madrasah Ibtidaiyah: A Qualitative Literature Review

Media Pembelajaran Digital dan Minat Belajar Bahasa Indonesia Siswa Madrasah Ibtidaiyah: Kajian Literatur Kualitatif

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ABSTRACT

This study aims to analyze the use of digital learning media in relation to students' interest in learning Indonesian at Madrasah Ibtidaiyah (MI). The study employed a qualitative approach using a library *research* method. Data were obtained from books, journal articles, scholarly publications, and previous studies relevant to digital learning media and students' learning interest. The selected literature was reviewed, compared, and descriptively synthesized to identify the benefits, challenges, and strategies associated with the use of digital media in Indonesian language learning at MI. The findings indicate that digital media integrating text, images, audio, animation, and interactive features has the potential to enhance students' motivation, engagement, comprehension, and learning autonomy. However, its use is influenced by device and internet availability, students' digital literacy, teachers' competence, and the appropriateness of media implementation. Digital scaffolding through visual cues, examples, tutorials, and gradual feedback can support students' adaptation to digital learning. The novelty of this article lies in integrating digital learning media and digital scaffolding as a conceptual framework for strengthening students' interest in learning Indonesian in the context of Madrasah Ibtidaiyah.

Key words : Digital Learning Media; Learning Interest; Indonesian Language; Madrasah Ibtidaiyah; Digital Scaffolding

ABSTRAK

Penelitian ini bertujuan menganalisis pemanfaatan media pembelajaran digital dalam kaitannya dengan minat belajar Bahasa Indonesia siswa Madrasah Ibtidaiyah (MI). Penelitian menggunakan pendekatan kualitatif dengan metode studi literatur (library research). Data bersumber dari buku, jurnal, artikel ilmiah, dan penelitian terdahulu yang relevan dengan media pembelajaran digital dan minat belajar siswa. Literatur yang terpilih ditelaah, dibandingkan, dan disintesis secara deskriptif untuk mengidentifikasi manfaat, kendala, serta strategi pemanfaatan media digital dalam pembelajaran Bahasa Indonesia di MI. Hasil kajian menunjukkan bahwa media digital yang memadukan teks, gambar, audio, animasi, dan unsur interaktif berpotensi meningkatkan motivasi, keterlibatan, pemahaman materi, dan kemandirian belajar siswa. Namun, pemanfaatannya dipengaruhi oleh ketersediaan perangkat dan jaringan, literasi digital siswa, kompetensi guru, serta ketepatan penggunaan media. Digital scaffolding melalui petunjuk visual, contoh, tutorial, dan umpan balik bertahap dapat membantu siswa beradaptasi dengan pembelajaran digital. Kebaruan artikel ini terletak pada integrasi media pembelajaran digital dan digital scaffolding sebagai kerangka konseptual untuk memperkuat minat belajar Bahasa Indonesia dalam konteks Madrasah Ibtidaiyah.

Kata Kunci : *Media Pembelajaran Digital; Minat Belajar; Bahasa Indonesia; Madrasah Ibtidaiyah; Digital Scaffolding*

INTRODUCTION

The rapid development of digital technology has expanded the range of instructional media that can be used in Madrasah Ibtidaiyah (MI). Learning media function not only as tools for delivering information but also as means of attracting students' attention, fostering motivation, and encouraging active engagement during the learning process (Fadilah & Kanya, 2023; Jauhari, 2018). In Indonesian language learning, these aspects are particularly important because learning interest is closely related to students' willingness to pay attention, participate, and engage actively in classroom activities. Digital media that integrate text, images, audio, animation, and interactive elements can provide more varied learning experiences and present instructional content in more engaging ways (Alamsyah & Yusuf, 2025; Novela et al., 2024). Therefore, the use of digital media is relevant not only to content delivery but also to the creation of learning conditions that may support students' interest in learning.

However, the potential of digital media is not always fully realized in school settings. Their effective use requires teachers to be prepared to select and operate media that are appropriate to instructional objectives (Cahyani et al., 2024). From the students' perspective, differences in prior experience with digital devices may affect their ability to follow instructions and use digital learning resources independently. Nursidiq and Batubara (2022) indicate that the use of digital learning media in elementary schools is associated with various experiences and implementation challenges faced by teachers. In addition, limited access to devices, unstable internet connectivity, and varying levels of digital competence may hinder the optimal use of digital media in learning. These conditions suggest that the availability of technology

alone is insufficient to foster learning interest unless it is accompanied by appropriate instructional design, teacher readiness, and adequate learning support.

Students' learning interest is also influenced by the extent to which digital media enable active participation in the learning process. Technology-based media can facilitate access to and understanding of learning materials through more visual and interactive forms of presentation (Putra et al., 2023). Nevertheless, poorly directed use of technology may also create distractions and divert students' attention away from instructional goals (Widiastuti, 2024). For this reason, digital learning should position media as part of a pedagogical strategy rather than merely as technological tools. In this context, teachers continue to play an essential role in guiding the use of digital media so that it aligns with students' characteristics and the objectives of Indonesian language learning (Naharuddin & Trisnian, 2021).

One strategy that can support the use of digital media is digital scaffolding, which refers to the provision of gradual assistance that enables students to participate in learning activities and use digital resources more independently. Arosyidah et al. (2021) highlight the importance of scaffolding in online learning to support students in addressing learning needs that arise when using instructional media. Such support may include visual cues, examples, tutorials, step-by-step task guidance, and feedback provided according to students' needs. In Indonesian language learning at MI, digital scaffolding can serve as a bridge between the interactive potential of digital media and students' readiness to use them. Thus, attention should be directed not only to the type of media employed but also to the forms of support that enable students to feel more guided, engaged, and confident throughout the learning process.

A number of previous studies have examined different dimensions of digital learning media. Cahyani et al. (2024) emphasized the importance of selecting appropriate instructional media, while Nursidiq and Batubara (2022) explored elementary school teachers' experiences in using learning media. Novela et al. (2024) investigated the implementation of innovative learning through digital media in elementary schools, whereas Putra et al. (2023) examined information technology-based learning media. Meanwhile, Arosyidah et al. (2021) focused on the need for learning media and scaffolding support in digital learning contexts. Although these studies provide an important foundation for understanding technology use in education, their focus remains dispersed across media selection, technology-use experiences, instructional innovation, and scaffolding support. Within the body of literature reviewed in this study, limited attention has been given to synthesizing the characteristics of digital learning media, students' interest in learning Indonesian at Madrasah Ibtidaiyah, and the role of digital scaffolding within a single conceptual framework. This limitation constitutes the research gap addressed by the present study.

Based on this gap, the present study positions digital media not merely as instructional tools but as part of a learning environment that requires appropriate pedagogical support to

foster students' learning interest. The conceptual contribution of this study lies in integrating the use of digital learning media with digital scaffolding in the context of Indonesian language learning at Madrasah Ibtidaiyah. This integration is intended to explain how media interactivity, gradual instructional support, teacher readiness, students' digital competence, and infrastructural conditions are interconnected in supporting the learning process.

Operationally, this study aims to (1) analyze the characteristics and benefits of digital learning media in relation to Madrasah Ibtidaiyah students' interest in learning Indonesian; (2) identify the challenges affecting the use of digital media in the learning process; and (3) synthesize the role of digital scaffolding as a supporting strategy for strengthening students' learning interest and engagement in digital learning environments. Through a literature review, this study is expected to provide a conceptual foundation for teachers and madrasahs in designing more purposeful, adaptive, and developmentally appropriate uses of digital media for MI students.

METHOD

This study employed a qualitative approach using a literature review to examine the use of digital learning media in relation to Madrasah Ibtidaiyah students' interest in learning Indonesian. The literature review was selected because the study focused on collecting, examining, comparing, and synthesizing previously published knowledge rather than gathering empirical data directly from students or teachers. This approach enables the integration of findings from multiple sources, identification of recurring patterns, and development of conceptual relationships across previous studies (Snyder, 2019). The data sources included journal articles, conference proceedings, academic books and references, and previous studies related to digital learning media, learning interest, Indonesian language learning, elementary education/Madrasah Ibtidaiyah, and digital scaffolding. A total of 20 references were initially mapped; 16 sources published between 2018 and 2025 constituted the primary literature, while four undated sources (*n.d.*) were used selectively as supporting conceptual references. The literature was purposively selected based on its relevance to digital learning media, learning interest and related dimensions, elementary or technology-based education, and digital scaffolding, while irrelevant, insufficient, or duplicate sources were excluded from the main synthesis.

The literature was analyzed systematically through three stages. The first stage involved data identification and reduction, in which relevant information was extracted from each source concerning types of digital media, learning benefits, implementation challenges, student engagement, and forms of digital scaffolding. The second stage involved thematic categorization, in which conceptually similar information was organized into four major themes: the characteristics and benefits of digital learning media; the relationship between

digital media and students' interest, motivation, engagement, and learning autonomy; challenges associated with digital media use; and the role of digital scaffolding as instructional support. The organization of qualitative data into meaningful categories and themes is consistent with established qualitative analytical procedures (Miles et al., 2014; Braun & Clarke, 2006).

The third stage consisted of cross-study comparison and thematic synthesis. Findings from the selected literature were compared to identify similarities, differences, and relationships among themes, and were subsequently interpreted descriptively to explain how the characteristics of digital media, teacher and student readiness, infrastructure, and digital scaffolding relate to students' interest in learning Indonesian at Madrasah Ibtidaiyah. Thematic analysis was employed to identify and systematically organize recurring patterns of meaning within the qualitative evidence (Braun & Clarke, 2006). The synthesis was intended to develop a conceptual understanding rather than quantify statistical effects. To enhance credibility, the themes were examined through cross-source comparison, whereby convergent findings strengthened interpretive consistency, while divergent findings were retained to reflect variations in the evidence. Systematic documentation of data reduction, categorization, comparison, and synthesis was maintained to improve methodological transparency, traceability, and credibility.

RESULTS AND DISCUSSION

1. Results

The literature synthesis identified four major themes concerning the use of digital learning media in elementary education: (1) characteristics of digital media that support learning engagement; (2) the relationship between digital media and students' learning interest, motivation, and participation; (3) challenges associated with the implementation of digital media; and (4) the role of digital scaffolding as pedagogical support. These themes indicate that digital media function not merely as tools for delivering instructional content but also as components of a learning environment that may influence students' attention and engagement when appropriately implemented.

a. Characteristics of Digital Media that Support Learning Interest

Digital learning media are characterized by multimedia features that combine text, images, audio, animation, video, and interactive elements. These characteristics enable learning materials to be presented in more varied forms than conventional verbal instruction. Multimedia-based learning can facilitate more engaging information presentation and support students' comprehension of instructional content (Alamsyah & Yusuf, 2025). Novela et al.

(2024) similarly indicate that digital media can support innovative learning practices in elementary education.

Based on the synthesis of these sources, this study argues that the primary value of digital media for fostering learning interest lies not in the technology itself, but in its capacity to create more engaging, interactive, and accessible learning experiences. Therefore, the greater the alignment between media characteristics and students' learning needs, the greater the potential for such media to sustain students' attention and engagement during the learning process.

b. Digital Media, Motivation, and Learning Engagement

The literature synthesis indicates that digital media are associated with increased attention, motivation, and student participation when learning materials are presented through videos, animations, educational games, or interactive applications. Interactivity allows students to move beyond passive information reception by responding to content and participating directly in learning activities (Esto et al., 2019). Technology-based learning media can also facilitate access to instructional materials and support comprehension through clearer visual representations (Putra et al., 2023).

Within the context of this study, these findings suggest that the relationship between digital media and learning interest operates through several mechanisms, namely attractive presentation, opportunities for interaction, ease of comprehension, and flexibility of access. In other words, digital media do not automatically generate learning interest. Interest is more likely to develop when the media provide relevant, engaging, and participatory learning experiences.

c. Challenges in the Use of Digital Media

In addition to their potential benefits, the literature reveals several challenges associated with digital media use. Elementary school teachers' experiences indicate that the implementation of digital learning media remains influenced by students' ability to use digital devices and teachers' readiness to manage technology (Nursidiq & Batubara, 2022). Inappropriate selection of media may also reduce the educational value of technology, making teachers' competence in selecting media according to instructional objectives an important factor (Cahyani et al., 2024).

Other challenges include limited access to devices, unstable internet connectivity, insufficient technical support, and the risk of distraction. When digital media are not appropriately guided, students may access irrelevant content or use devices for activities unrelated to learning (Widiastuti, 2024). Based on this synthesis, the study argues that the main barriers to effective digital media use are not limited to technological availability but also involve pedagogical readiness, digital literacy, supervision, and the quality of instructional design.

d. Digital Scaffolding as Instructional Support

The literature further indicates that digital scaffolding can serve as a supporting strategy in the use of digital media. Scaffolding provides gradual assistance that helps students understand how to use digital media and complete learning tasks with increasing independence (Arosyidah et al., 2021). Such support may include visual cues, worked examples, video tutorials, sequenced task guidance, and feedback tailored to students' needs.

Based on these findings, this study conceptualizes digital scaffolding as a bridge between the potential of digital technology and students' readiness to learn. Even visually appealing digital media may fail to promote engagement when students experience difficulty using them. Gradual support can reduce these difficulties while helping students develop confidence and greater independence in the learning process.

Table 1. Synthesis of Literature Findings on Digital Media and Learning Interest

Synthesis Theme	Key Findings	Implications for Learning Interest	Related Sources
Multimedia characteristics	Text, images, audio, video, animation, and interactivity provide more varied presentations	Attract attention and facilitate comprehension	Alamsyah & Yusuf (2025); Novela et al. (2024)
Motivation and engagement	Interactive media stimulate curiosity and participation	Help sustain students' attention and involvement	Esto et al. (2019); Naharuddin & Trisnani (2021)
Access and comprehension	Digital materials can be accessed more flexibly and presented visually	Support ease of learning and independent engagement	Putra et al. (2023); Kualitas et al. (2023)
Teacher competence	Media selection and use should be aligned with instructional objectives	Determines the quality of students' learning experiences	Cahyani et al. (2024); Nursidiq & Batubara (2022)
Implementation challenges	Devices, internet access, digital competence, and technical support remain uneven	May reduce engagement if not adequately addressed	Nursidiq & Batubara (2022); Novela et al. (2024)
Risk of distraction	Unsupervised digital media use may divert students' attention	May reduce learning focus	Widiastuti (2024)
Digital scaffolding	Gradual support assists students in using media and completing tasks	Strengthens readiness, confidence, and learning autonomy	Arosyidah et al. (2021)

Source: Authors' synthesis based on the literature analyzed

2. Discussion

a. Digital Media and Interest in Learning Indonesian at Madrasah Ibtidaiyah

The findings indicate that digital media are relevant to students' interest in learning Indonesian when they integrate visual appeal, interactivity, and meaningful language activities. In the Madrasah Ibtidaiyah context, students are still at a developmental stage that requires concrete, engaging, and progressively structured learning experiences. Therefore, digital media should not merely transfer printed materials onto a screen but should instead facilitate activities that encourage students to read, listen, respond, and produce language.

In reading instruction, digital texts combined with images, illustrations, or infographics can help attract students' attention to texts and facilitate comprehension. Putra et al. (2023), who highlight the accessibility and comprehensibility of technology-based learning media, provide support for the use of visual media to make instructional content more understandable. However, because the literature reviewed in this study does not specifically examine Indonesian reading skills among MI students, this relationship should be interpreted as a conceptual implication rather than direct empirical evidence.

In listening instruction, audio and video features enable Indonesian language content to be presented through spoken examples, stories, dialogues, and other forms of oral text. Audiovisual combinations can create more contextual and engaging learning experiences than one-way verbal instruction. Within the conceptual framework of this study, audio and video have the potential to strengthen learning interest when students are not merely passive viewers but are also provided with activities that guide their attention, such as identifying key information or answering questions based on the material they have listened to.

In writing instruction, digital media can provide model texts, examples of text organization, visual stimuli, and opportunities for students to generate ideas. Widiastuti (2024), who discusses the use of YouTube audiovisual media in learning to write news texts, provides the most direct support in the reviewed literature for the relationship between digital media and Indonesian writing instruction. Thus, digital media may serve as stimuli that enrich students' experiences before they produce written texts.

b. Learning Interest as an Outcome of Interaction among Media, Students, and Teachers

The synthesis indicates that learning interest should not be understood as an automatic consequence of technology use. Findings across the reviewed literature suggest that digital media can increase attention and engagement, but such benefits depend on how the media are selected, designed, and implemented. This interpretation reinforces the argument of Cahyani et al. (2024) that appropriate media selection is an important component of successful instruction.

Accordingly, this study conceptualizes learning interest as the result of interaction among three elements: media characteristics, student readiness, and teacher strategies. Digital media provide visual and interactive stimuli; students respond according to their abilities, prior experiences, and learning needs; and teachers guide these interactions toward instructional objectives. This perspective is particularly relevant to Madrasah Ibtidaiyah because students' levels of digital competence may vary, and overly complex digital media may consequently reduce rather than enhance engagement.

c. Digital Scaffolding as a Means of Strengthening Digital Media Use

One of the central findings of this review is that digital scaffolding can help address the gap between the potential of digital media and students' readiness to use them. Arosyidah et

al. (2021) emphasize the need for instructional support when students engage with learning media in digital contexts. Within Madrasah Ibtidaiyah, gradual assistance is particularly important because students may not yet be able to independently interpret digital instructions or manage learning activities.

Conceptually, digital scaffolding can be applied to Indonesian language learning through step-by-step reading guidance, guiding questions during listening activities, examples of text structures before writing tasks, brief tutorials, and feedback that assists students in improving their work. Through such strategies, digital media become not only visually attractive but also pedagogically structured. This constitutes one of the main contributions of the present study: learning interest can be strengthened not only through media interactivity but also through pedagogical support that enables students to use digital media confidently and purposefully.

d. Contextual Challenges in Madrasah Ibtidaiyah

The use of digital media in Madrasah Ibtidaiyah must also take into account infrastructural readiness and institutional characteristics. The reviewed literature indicates that limited access to devices, unstable internet connectivity, and uneven digital competence may hinder the implementation of digital learning media (Nursidiq & Batubara, 2022; Novela et al., 2024). Furthermore, the risk of distraction suggests that access to technology requires clear rules, appropriate supervision, and pedagogical direction (Widiastuti, 2024).

Based on this synthesis, the study argues that the most realistic strategy is not to replace all conventional instruction with digital media, but rather to integrate digital media selectively according to the objectives of Indonesian language learning. Teachers may use audio or video for listening activities, interactive texts for reading, and visual or audiovisual stimuli for writing activities. Where internet access is limited, teachers can employ downloadable materials, PDF modules, offline videos, or other digital resources that do not require continuous internet connectivity.

Overall, the findings indicate that digital media have the potential to strengthen Madrasah Ibtidaiyah students' interest in learning Indonesian through multimedia appeal, interactivity, flexible access, and opportunities for independent learning. However, this potential is conditional, as it depends on media quality, teacher and student readiness, infrastructure, and appropriate instructional support. Therefore, the integration of digital learning media with digital scaffolding provides a more relevant conceptual framework than viewing technology as a single factor that automatically increases students' learning

CONCLUSION

Based on the literature synthesis, digital learning media have considerable potential to support Madrasah Ibtidaiyah students' interest in learning Indonesian. Digital media that integrate text, images, audio, video, animation, and interactive features can create more engaging learning experiences, facilitate students' comprehension of instructional content,

and promote motivation, engagement, and learning autonomy. In Indonesian language learning, digital media can be used contextually to support reading activities through interactive texts and visual materials, listening activities through audio and video, and writing activities through model texts and audiovisual stimuli. However, increased learning interest does not result automatically from the use of technology; rather, it depends on the alignment of media with instructional objectives, students' readiness, teachers' competence, and the quality of pedagogical support provided.

The conceptual contribution of this study lies in the integration of digital learning media with digital scaffolding as a supporting strategy for Indonesian language learning in Madrasah Ibtidaiyah. Gradual support through visual cues, examples, tutorials, guiding questions, and feedback can help students use digital media in a more purposeful, confident, and independent manner. Its implementation must nevertheless take into account limitations in device availability, internet connectivity, digital literacy, potential distractions, and teachers' readiness to design technology-supported instruction. Therefore, madrasahs are encouraged to integrate digital media selectively according to instructional objectives and available resources rather than replacing conventional instruction entirely. Such an approach can provide a foundation for Indonesian language learning that is more adaptive, engaging, and responsive to the characteristics of Madrasah Ibtidaiyah students.

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