



Effectiveness of Using Power Point Media in Indonesian Language Learning in Elementary Schools

Kamasiah¹, Nurmina Labalawa², Rika Septi Riana³, Rusman Masiri⁴

¹Prodi PGPIAUD STAI YPIQ Baubau, Indonesia

^{2,3}Program studi Pendidikan Bahasa Indonesia, Universitas Iqra Buru, Indonesia

⁴Fakultas ilmu budaya, Universitas Udayana, Indonesia

ABSTRACT

PowerPoint is not only a teacher's tool, but also a learning tool that supports the development of 21st century skills in students. The effectiveness of using PowerPoint media in learning Indonesian in Elementary Schools has proven to be quite significant in improving the quality of the teaching and learning process. The purpose of this study was to determine the Effectiveness of Using PowerPoint Media in Learning Indonesian in Elementary Schools. Qualitative research methods that aim to describe the use of PowerPoint media in learning Indonesian by fourth grade teachers at SD Negeri 1 Batulo. Qualitative research was chosen because it allows researchers to explore in depth the learning process, material delivery strategies, and interactions that occur between teachers and students during learning. The results of the study showed that the use of PowerPoint media in learning Indonesian in fourth grade at SD Negeri 1 Batulo has proven to be effective in improving students' understanding and interest in learning. Attractive and interactive visual displays help students focus more and understand the material better. In addition, PowerPoint allows teachers to deliver material more systematically and efficiently, creating a more enjoyable learning atmosphere. Thus, the use of PowerPoint as a learning medium is an effective strategy in improving the quality of learning and student learning outcomes.

Kata Kunci: *Learning Media, Power Point, Indonesian Language Learning*

1. Introduction

Learning Indonesian in Elementary Schools plays an important role in forming the foundation of students' language skills, both orally and in writing. Indonesian as the national language is the main means of communication and learning at all levels of education (Rulismi, 2023) (Janna & Arifin, 2023). Therefore, mastery of Indonesian from an early age is crucial to support the development of thinking skills, expressing opinions, and understanding information from various sources (Li, 2023). At the Elementary School level, Indonesian language learning is designed to

introduce students to four main language skills, namely listening, speaking, reading, and writing. The material provided is adjusted to the level of cognitive and language development of children, so that learning becomes more enjoyable and easier to understand (Wahdian et al., 2023). The teacher acts as a facilitator who encourages students to be active in reading stories, discussing, writing personal experiences, and role-playing (Ariesta, 2019). In addition to academic aspects, learning Indonesian also functions to instill national values, character, and culture through literary texts and folk tales. Thus, students not only learn about language as a means of communication, but also as a medium to understand and love the nation's culture. This is expected to form a young generation who are proficient in language and have a strong sense of love for their homeland (Maulida et al., 2019).

The use of PowerPoint media in learning in elementary schools is an effective alternative to increase students' interest and attention to the material presented (Taupik, 2023). With attractive visual displays, such as images, colors, and animations, PowerPoint can help teachers explain abstract concepts to be more concrete and easier for students to understand (Nangimah & Dharin, 2023). This is very important considering the characteristics of elementary school students who are still at the stage of concrete operational thinking development (Samosir et al., 2023). PowerPoint also allows teachers to organize materials systematically and structured, so that the learning process becomes more focused and efficient. The material displayed can be combined with sound, video, and interactive quizzes, which make learning activities more lively and enjoyable (Budiarti & Riwanto, 2020). In addition, this media makes it easier for teachers to convey information repeatedly without having to rewrite it on the blackboard, so that learning time can be utilized optimally (Dewi et al., 2022).

The use of PowerPoint also provides opportunities for students to be more active and involved in the learning process. For example, teachers can invite students to make simple presentations as assignments or projects. This not only trains information technology skills from an early age, but also fosters self-confidence, public speaking skills, and group collaboration (Fitri, 2022). Thus, PowerPoint is not only a teacher's aid, but also a learning tool that supports the development of 21st-century skills in students (Agustin & Nuroh, 2023) (Suroto & Nandiyanto, 2021) (R et al., 2021). The effectiveness of using PowerPoint media in learning Indonesian in Elementary Schools has been proven to be quite significant in improving the quality of the teaching and learning process. PowerPoint helps teachers present Indonesian language materials, such as narrative, descriptive, or dialogue texts, with a more attractive visual display that is easy for students to understand (Zainuddin et al., 2023). Through a combination of text, images, audio, and animation, students become more enthusiastic and focused in following the lesson, which has a positive impact on their understanding and memory of the material (Sidyawati et al., 2021).

PowerPoint also makes it easier for teachers to organize teaching materials in a coherent and systematic manner. This helps students understand the learning flow better, especially in language skills such as reading comprehension and writing (Mulyawati & Windiyani, 2020). For example, in learning to write stories, teachers can display examples of paragraphs, text structures, and supporting vocabulary visually, so that students can learn more focused and independently. This activity also allows for more active interactions, for example through quizzes or slide-based

Data collection in this study was carried out through several techniques, namely observation, interviews, and documentation. Observations were carried out directly on the teaching and learning process in fourth grade at SD Negeri 1 Batulo to see in real terms how teachers use PowerPoint media in delivering Indonesian material. Through this observation, researchers can record teacher and student activities, student responses to the material presented, and the overall learning atmosphere. This observation is non-participatory, where researchers are not directly involved in learning activities, but only record and observe the teaching and learning process. In addition to observations, researchers also conducted interviews with fourth-grade teachers as the main subjects of the study, as well as several students as additional informants. This interview aims to dig deeper into their experiences, views, and perceptions of the use of PowerPoint media in Indonesian language learning. To complete the data, documentation was carried out in the form of taking photos and video recordings during learning activities, especially when teachers used PowerPoint. This documentation data functions as visual evidence and support in analyzing the results of observations and interviews, so that the research results become stronger and more comprehensive (Alhadi et al., 2023).

Data analysis in this study was carried out descriptively qualitatively, namely by interpreting and processing data from observations, interviews, and documentation to gain a deep understanding of the use of PowerPoint media in Indonesian language learning. The analysis process was carried out through the stages of data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting relevant data, then the data was presented in the form of descriptive narratives to make it easier for researchers to find patterns, tendencies, and meanings that emerged from the field. All data collected was analyzed thoroughly to see the extent to which PowerPoint media can help teachers in delivering material and influence student involvement in the learning process. Through this approach, the study is expected to provide a real and comprehensive picture of the effectiveness of the use of PowerPoint media by grade IV teachers at SD Negeri 1 Batulo. Qualitative descriptive analysis allows researchers to explore non-quantitative aspects, such as how teachers organize presentation materials, interactions created in class, and students' interests and enthusiasm during learning. Thus, the results of this study not only explain the benefits of using PowerPoint media, but can also be a consideration for other teachers in developing more interesting, interactive, and effective learning methods, especially in Indonesian subjects in elementary schools.

3. Findings and Discussion

3.1 Findings

The results of the study on the effectiveness of using PowerPoint media in learning Indonesian in grade IV of SD Negeri 1 Batulo showed that the use of this media significantly increased students' understanding and interest in learning. Data obtained through observation, interviews, and tests showed that students found it easier to understand the material, especially in the aspects of reading and writing, because of the attractive and systematic visual display. In addition, PowerPoint helps teachers deliver material in a more interactive and structured way, so that the learning process becomes more efficient and enjoyable. Thus, PowerPoint media has proven to be effective as a tool in

improving the quality of Indonesian language learning at the elementary school level.

Increasing Students' Interest in Learning

Increasing students' interest in learning is one of the important factors in achieving optimal learning outcomes. In SD Negeri 1 Batulo, the use of PowerPoint media by grade IV teachers has proven effective in increasing students' interest and attention, especially in learning Indonesian. PowerPoint media allows for the delivery of more interesting materials with a combination of text, images, animations, and sound, so that students can more easily understand the concepts being taught. With interactive visual displays, students become more enthusiastic and focused in following the learning. In addition to increasing interest in learning, the use of PowerPoint also helps create a more dynamic classroom atmosphere. Teachers can present materials more systematically and interestingly, so that students do not get bored quickly. With the animation and illustration features that support the learning content, students can more easily remember the material that has been delivered. In addition, PowerPoint media can also be used as a tool in discussion and question and answer sessions, which encourages active student involvement during the learning process. This is based on the results of an interview with a fourth-grade teacher at SD Negeri 1 Batulo who stated:

"The use of PowerPoint media in Indonesian language learning helps increase students' interest in learning because the display is more attractive and interactive. With a combination of text, images, animations, and sound, students can understand the material more easily and do not get bored quickly. In addition, PowerPoint allows for a more systematic delivery of material, so that students are more focused on following the learning. I also often add interactive quizzes in the presentation to make the learning atmosphere more enjoyable and encourage student participation".

The use of PowerPoint media in Indonesian language learning in fourth-grade students at SD Negeri 1 Batulo has proven effective in increasing students' interest in learning. With a more attractive and interactive display, PowerPoint can present learning materials more visually and easily understood. The combination of text, images, animations, and audio in the presentation makes the learning atmosphere more lively and not monotonous. This helps students to be more focused and interested in following the lesson, compared to conventional learning methods that only rely on textbooks and lectures. In addition to attracting students' attention, the use of PowerPoint also helps in delivering material more systematically. Teachers can display important points gradually, so that students can more easily understand and remember the material presented. With animations and illustrations that support the lesson content, abstract concepts can be explained more concretely. This is very useful in learning Indonesian, especially when discussing materials such as types of texts, sentence structures, or the use of punctuation that require a deeper understanding.

The increase in learning interest of fourth grade students of SD Negeri 1 Batulo was seen significantly after the implementation of visualization of materials through images, animations, and colors. The use of this media was able to attract students' attention and make them more focused in following the learning. Students who were previously less active in receiving materials now

showed higher enthusiasm, especially when given interesting illustrations and animations that supported conceptual understanding. In addition to increasing student involvement, visualization of materials also helped them understand the lessons more easily. Concepts that were previously difficult to understand became more concrete and interesting thanks to the use of striking colors and relevant images. Interactive animations also provided a more enjoyable learning experience, so that students were more motivated to follow each learning session without getting bored. Furthermore, the results of an interview with a fourth grade teacher of SD Negeri 1 Batulo stated:

"The use of images, animations, and colors in learning greatly influences students' learning interest. Students become more enthusiastic and active in following lessons because the material presented is more interesting and easy to understand. With clear visualization, they remember the concepts taught more quickly and do not get bored easily. This method also helps students who have a visual learning style to understand the material better".

The use of images, animations, and colors in learning has brought positive changes to the learning interests of fourth-grade students at SD Negeri 1 Batulo. Visualization of materials helps attract students' attention, makes them more focused, and increases involvement in the learning process. Attractive colors in teaching materials can arouse students' curiosity, while animations make abstract concepts more real and easier to understand. Thus, students feel happier and more motivated when learning, so that their interest in the lesson increases significantly. In addition, the visual approach in learning also helps students with a visual learning style understand the material better. Some students often have difficulty understanding concepts only through oral or text explanations, but with images and animations, they can see directly how a concept works. For example, in science lessons, animations about the water cycle or the process of photosynthesis make it easier for students to understand the flow of events than just reading theories in books. This also encourages students to be more active in asking questions and discussing the material presented.

Better Understanding of Material

The use of attractive and structured visual displays in learning has helped fourth grade students of SD Negeri 1 Batulo understand the material better. The images, diagrams, and animations used in delivering the material are able to provide a clear and concrete picture, so that students can more easily connect the concepts taught with their real experiences. Thus, students' understanding of the material becomes deeper and not only limited to memorization, but also a strong conceptual understanding. In addition, attractive visual displays also increase students' focus and attention during the learning process. Bright colors, informative illustrations, and systematic presentation of the material make students more motivated to learn. They are more enthusiastic in following the lesson because the material presented is not monotonous, but interactive and easy to remember. This contributes to improving student learning outcomes, where they are able to work on practice questions more confidently and answer teacher questions more accurately. This is based on the results of an interview with a fourth-grade teacher at SD Negeri 1 Batulo who stated:

"The use of visual displays in learning is very helpful for fourth-grade students because they find it easier to understand the material presented with

pictures, diagrams, or animations. Interesting and structured visuals make abstract concepts more concrete, so that students can connect information with their experiences. In addition, visual displays also increase students' focus and interest in learning, making them more active in asking questions and discussing in class".

The use of visual displays in Indonesian language learning in fourth-grade students at SD Negeri 1 Batulo is very helpful for students in understanding the contents of the material better. For example, when studying the types of sentences or narrative text structures, the use of diagrams, concept maps, and story illustrations helps students understand the relationships between parts of the text more clearly. By seeing images that support the contents of the story, students can more easily grasp the flow and understand the message to be conveyed in a reading. In addition, visual displays also play a role in increasing student interest and involvement in learning. When the material is presented with interesting illustrations, such as educational comics or short animations, students are more enthusiastic about reading and understanding the contents of the text. This helps them focus more during learning, as well as grasp the sentence structure and new vocabulary they are learning more quickly. With a visual approach, learning becomes more interactive, so that students are more active in asking questions and discussing with friends and teachers.

The use of PowerPoint in Indonesian language learning in grade IV of SD Negeri 1 Batulo helps teachers present materials in a more systematic and structured manner. With attractive visual features, teachers can create slides containing important points, illustrations, and relevant examples. This makes it easier for students to understand Indonesian language concepts, such as grammar, spelling, and sentence structure, because the material is presented gradually and clearly. In addition, PowerPoint allows teachers to adapt the material to various student learning styles. Students who find it easier to understand information visually can be helped by the use of images, diagrams, and animations in the slides. Meanwhile, students who understand better through hearing can benefit from explanations given directly by the teacher during the presentation. Thus, the use of PowerPoint not only makes learning more interesting but also increases the effectiveness of students' understanding of the material being taught. Furthermore, the results of the interview with a fourth-grade teacher at SD Negeri 1 Batulo stated:

"The use of PowerPoint really helps me in delivering Indonesian language material more systematically and interestingly. With structured slides, I can present the material in a clear order, starting from the introduction of concepts to examples and exercises. In addition, visual features such as images, animations, and colors help students focus more and understand the material better".

The use of PowerPoint in Indonesian language learning in fourth-grade students at SD Negeri 1 Batulo provides many benefits for teachers in delivering material more systematically. With the slide feature that can be arranged sequentially, teachers can organize the material from basic concepts to practice questions gradually. This helps students understand the lesson more easily because the delivery is coherent and not confusing. In addition, the attractive visual display of PowerPoint, such as images, diagrams, and animations, helps students focus more on paying attention to the material being taught. In addition

to a more systematic presentation, PowerPoint also helps teachers explain abstract concepts more concretely. For example, in learning about types of sentences, teachers can present examples in the form of colored text or use animations to show the difference between interrogative sentences, statements, or commands. In this way, students not only hear the explanation verbally, but also see a visual display that strengthens their understanding. This feature is very useful for students who have a visual or auditory learning style.

More Interactive Learning Activities

Learning in grade IV of SD Negeri 1 Batulo is increasingly interactive with the use of digital media in Indonesian language materials. Teachers can insert quizzes, questions, or videos into presentation slides, so that students are more actively involved in the learning process. This method not only makes learning more interesting, but also helps students understand the material in a more enjoyable and easy-to-understand way. Interaction in the classroom also increases because students have the opportunity to participate directly through various learning activities. With interactive quizzes, they can test their understanding directly and get immediate feedback from the teacher. In addition, videos inserted in learning materials can provide real illustrations that help students connect abstract concepts with everyday life. This is based on the results of an interview with a fourth-grade teacher at SD Negeri 1 Batulo who stated:

"The use of quizzes and questions in the material slides helps students be more active in learning. With interactive quizzes, they can directly test their understanding of the material that has been taught. In addition, the questions inserted in the slides make them more focused and practice directly, so that the concepts learned are easier to remember. This method also allows me as a teacher to find out how far students understand the material and provide further guidance if there are difficulties".

The use of quizzes and questions in the Indonesian language learning material slides in fourth-grade SD Negeri 1 Batulo has a positive impact on student understanding. Quizzes inserted in learning function as direct evaluation tools that allow students to measure how far they have understood the material being taught. In addition, quizzes presented in an interactive format can increase student involvement in learning, because they feel challenged to answer questions correctly. In addition, the insertion of questions in the material slides helps students focus more on understanding the learning content. These questions provide an opportunity for them to practice directly and hone their critical thinking skills in answering questions. With consistent practice, students can remember the concepts taught better. Teachers can also use quiz results and student answers as evaluation materials to find out which parts of the material still need to be clarified or deepened.

Learning activities in grade IV of SD Negeri 1 Batulo have become more interactive with increased student participation in the question and answer process and discussions. Students show high enthusiasm in expressing opinions and exchanging ideas with their classmates. A more communicative learning method encourages students to dare to ask questions and provide answers, thus creating a dynamic and collaborative learning environment. In addition, the group discussions implemented help students understand the material more deeply. They learn to work together, listen to other people's opinions, and

develop critical thinking skills. With this active interaction, students not only find it easier to understand the subject matter, but also improve their social skills, such as self-confidence and public speaking skills. Furthermore, the results of an interview with a grade IV teacher of SD Negeri 1 Batulo stated:

"I see a very positive change. Students are becoming more active in asking questions and daring to express their opinions. Previously, only a few students participated, but now almost the entire class is involved in the discussion. They are also more enthusiastic in sharing ideas and finding solutions together, which shows an improvement in their critical thinking and communication skills".

The increase in student participation in the Q&A and discussion process in grade IV of SD Negeri 1 Batulo showed a significant change after the implementation of a more interactive learning method. Previously, only a few students dared to ask questions or answer when the teacher asked questions. However, after implementing a more communicative strategy, such as group discussions, the use of interactive media, and project-based learning methods, students became more actively involved in the learning process. They did not only wait for explanations from the teacher, but also took the initiative to find their own answers and contribute to each discussion session. In addition, a more open and supportive classroom atmosphere also played a role in increasing students' courage to speak. Teachers tried to create a comfortable environment where every opinion was valued, so that students felt more confident in asking questions or giving opinions. This more two-way communication pattern made students not afraid of making mistakes in answering questions, but instead encouraged them to learn from their mistakes. This also helps them improve their critical thinking skills, because they are used to analyzing a problem before asking questions or giving answers.

3.2 Discussion

The results of the application of PowerPoint media in grade IV of SD Negeri 1 Batulo show that students are more enthusiastic in learning Indonesian. They are more active in answering questions, doing assignments, and participating in various learning activities. With increasing interest in learning, students' understanding of the material also improves. Therefore, the use of PowerPoint media can be an effective strategy for teachers in improving the quality of learning, especially in facing the challenges of education in the current digital era. Moreover, PowerPoint can also be used as an interactive media that encourages student participation. For example, by adding short quizzes or educational games in the presentation, students will be more motivated to actively participate in learning. They are not only passive listeners, but also involved in discussions and activities that make them understand the material better. With increasing student involvement, their understanding of the material also improves, which ultimately has a positive impact on their learning outcomes.

The positive impact of this method is not only seen in terms of student activity, but also in their academic results. Improved understanding of concepts contributes to improved test scores and daily assignments. Teachers also feel the benefits of this approach, because students are more responsive in discussions and doing exercises. Thus, visualization of materials is one of the effective strategies in increasing students' interest and learning outcomes at SD Negeri 1 Batulo. Another positive impact is the increase in students' memory of

the materials that have been studied. Images and colors help strengthen long-term memory because the human brain finds it easier to remember information presented visually compared to plain text. As a result, students have less difficulty in recalling the material that has been taught. With increased student interest and understanding, learning becomes more effective and enjoyable, both for students and teachers.

The effectiveness of using visual displays in learning can also be seen from the increasing active participation of students in class discussions. They are more courageous in asking questions and giving opinions because they understand the material more clearly. In addition, students can also remember the concepts taught for a longer period of time, so that learning becomes more meaningful. With this approach, it is hoped that students will not only gain a better understanding, but also develop critical and creative thinking skills in solving problems. The positive impact of using visual displays in learning Indonesian can also be seen in improving student learning outcomes. They find it easier to understand the difference between main and supporting sentences, and are able to identify the main idea in a paragraph better. In addition, their ability to write stories or summarize readings also increases because they can remember and organize information in a more structured way. Thus, the use of visual displays not only helps understanding the material, but also builds students' literacy skills more effectively.

The use of PowerPoint also contributes to increasing active student participation in the learning process. With a more interactive display, students are more interested in paying attention to the teacher's explanation and find it easier to understand the contents of the material. In addition, teachers can include interactive questions or exercises in the slides to test students' understanding directly. In this way, the learning process becomes more dynamic and students have the opportunity to be more active in discussing and applying the material that has been learned. In addition, the use of PowerPoint also increases efficiency in teaching because the material has been arranged in advance, so that teachers can focus more on interacting with students. Teachers do not need to write too much on the board, so that learning time can be used more effectively. With the important points in the slides, students also find it easier to note and remember the information given. Thus, PowerPoint not only helps in delivering more structured material, but also increases the effectiveness of student learning in the classroom.

The impact of more interactive learning can be seen in the increase in students' learning motivation. They become more enthusiastic and active in following the lessons because the methods used are not monotonous. With variations in the delivery of materials, the learning atmosphere becomes more enjoyable, so that students can more easily absorb information and improve their understanding of the Indonesian language. Another benefit of this method is the increased interaction between teachers and students during learning. Students not only receive the material passively, but are also invited to actively participate through discussions and problem solving. With quizzes and questions on the slides, the classroom atmosphere becomes more dynamic, so that the learning process is not boring. Thus, the use of quizzes and questions in Indonesian language materials can improve student understanding while creating a more enjoyable learning environment.

Increased interaction in learning also has a positive impact on students' learning motivation. With methods that involve them more actively, students feel more comfortable and confident in expressing their opinions and asking questions when they experience difficulties. The teacher acts as a facilitator who guides the discussion so that it remains focused, so that each student gets the opportunity to contribute. This interactive learning environment not only makes the classroom atmosphere more lively, but also helps students develop critical thinking and problem-solving skills from an early age. The impact of this more interactive learning method is not only seen in the students' courage to speak, but also in their understanding of the subject matter. By discussing and exchanging opinions more often, students find it easier to remember the concepts taught because they understand them through active interaction, not just listening to the teacher's explanation. In addition, cooperation in group discussions also trains them to respect the opinions of others and build social skills that will be beneficial for their future development.

4. Conclusion

Based on the results of this study, the use of PowerPoint media in learning Indonesian in grade IV of SD Negeri 1 Batulo has proven effective in improving students' understanding and interest in learning. With an attractive visual display and a combination of text, images, animations, and sound, students find it easier to understand the concepts taught and are more focused in following the learning. In addition, PowerPoint helps teachers in delivering materials more systematically and interactively, so that the learning process becomes more enjoyable and efficient. This success can be seen from the increase in student participation in class, both in answering questions, discussing, and doing the assignments given. Another positive impact of using PowerPoint is the increased involvement of students in the learning process, both individually and in groups. Interactive visualization of materials not only improves students' understanding of the concepts taught, but also strengthens their memory of the material. In addition, the application of quizzes and interactive questions in presentation slides also helps students test their understanding directly and increases their learning motivation. Thus, the use of PowerPoint as a learning medium can be an effective strategy for teachers in creating a more interesting, innovative learning atmosphere, and is able to significantly improve student learning outcomes.

Bibliography

- Agustin, N. E., & Nuroh, E. Z. (2023). *Problem Based Learning Model in Indonesian Language Learning for Improving Elementary School Students' Poetry Writing Skills*. Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.21070/ups.2088>
- Alhadi, M. L., Yuliastrin, A., & Vebrianto, R. (2023). The effect of hybrid learning-based I-book media to improve language literacy in elementary schools. In *Jurnal Penelitian Ilmu Pendidikan* (Vol. 16, Issue 2, pp. 84–91). Universitas Negeri Yogyakarta. <https://doi.org/10.21831/jpipfip.v16i2.57715>
- Ariesta, F. W. (2019). Effectiveness of E-Learning Media to Improve Learning Outcomes Natural Science in Primary Schools. In *Journal of Education Research and Evaluation* (Vol. 3, Issue 2, p. 88). Universitas Pendidikan Ganesha. <https://doi.org/10.23887/jere.v3i2.17203>

- Budiarti, W. N., & Riwanto, M. A. (2020). Development of Indonesian language learning videos for elementary schools storytelling activities for distance learning. *ACM International Conference Proceeding Series*. <https://doi.org/10.1145/3452144.3452272>
- Cahyani, D. M. N., & Liansari, V. (2023). Interactive PowerPoint Learning Media on Beginning Reading Skills of Grade 2 Elementary School Students. In *Indonesian Journal of Education Methods Development* (Vol. 18, Issue 1). Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.21070/ijemd.v21i.717>
- Dewi, A. E. P., Fauzan, U., & Nadia, N. (2022). The Use of Social Media in Learning English Writing of Indonesian English Department Students. In *Journal of English Language Teaching and Linguistics* (Vol. 7, Issue 1, p. 245). Yayasan Visi Intan Permata (Centrall). <https://doi.org/10.21462/jeltl.v7i1.882>
- Fitri, Z. (2022). *The Relation of Indonesian Language Learning to the Environment*. Center for Open Science. <https://doi.org/10.31219/osf.io/kvn62>
- Janna, A. N., & Arifin, M. B. U. B. (2023). *Improving Ability To Write Arabic Dialogue Texts On Elementary Students Using Comic Media*. Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.21070/ups.2916>
- Li, Y. (2023). Challenges of Online Mathematics Learning in Rural Elementary Schools in China. In *Lecture Notes in Education Psychology and Public Media* (Vol. 22, Issue 1, pp. 140–145). EWA Publishing. <https://doi.org/10.54254/2753-7048/22/20230245>
- Maulida, R. P., Naylilhusna, Q., & Antula, P. W. (2019). Promoting Sign Language by Digitizing Song Interpretation using Indonesian Sign Language in Social Media. In *Proceedings of the Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*. Atlantis Press. <https://doi.org/10.2991/conaplin-18.2019.64>
- Mulyawati, Y., & Windiyani, T. (2020). The Effects of Using Snake and Ladder Media towards Elementary School Students' Learning Outcomes. In *JOURNAL OF TEACHING AND LEARNING IN ELEMENTARY EDUCATION (JTLEE)* (Vol. 3, Issue 2, p. 182). Program Studi PGSD FKIP Universitas Riau. <https://doi.org/10.33578/jtlee.v3i2.7853>
- Nangimah, T., & Dharin, A. (2023). Implementation of ICT-Based Learning Media to Enhance Digital Literacy in Elementary Schools. In *INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS* (Vol. 6, Issue 10). Everant Journals. <https://doi.org/10.47191/ijmra/v6-i10-35>
- R, R., Basri, M., & M, M. (2021). The Effect of Problem Based Learning Model Aided by Animation Media on Interests and Learning Outcomes of Class V Elementary School Social Sciences. In *Indonesian Journal of Primary Education* (Vol. 5, Issue 2, pp. 165–172). Universitas Pendidikan Indonesia (UPI). <https://doi.org/10.17509/ijpe.v5i2.41463>
- Rulismi, D. (2023). Use Of Interactive Learning Media To Improve Language Capabilities Early Children. In *Indonesian Journal of Basic Education* (Vol. 5, Issue 3, p. 250). Jurnal Pendidikan Rokania, STKIP Rokania. <https://doi.org/10.37728/ijobe.v5i3.643>

- Samosir, E. D. B., Agung, A. A. G., & Suartama, I. K. (2023). Interactive Learning Media Based on Character Education in Indonesian Subjects for Grade 1 Elementary Schools. In *Indonesian Values and Character Education Journal* (Vol. 6, Issue 1, pp. 12–23). Universitas Pendidikan Ganesha. <https://doi.org/10.23887/ivcej.v6i1.57720>
- Sari, B. Y. P., & Sayekti, I. C. (2023). Talking Stick Learning Model Assisted by Media Question Box: Effectiveness on Science Learning Outcomes in Elementary Schools. In *Journal of Education Research and Evaluation* (Vol. 7, Issue 1, pp. 35–42). Universitas Pendidikan Ganesha. <https://doi.org/10.23887/jere.v7i1.58196>
- Sidayawati, L., Masrurroh, R., & Siregar, I. E. (2021). Development of Diorama Learning Media for Fourth Grade Elementary School. In *JOURNAL OF TEACHING AND LEARNING IN ELEMENTARY EDUCATION (JTLEE)* (Vol. 4, Issue 2, p. 211). Program Studi PGSD FKIP Universitas Riau. <https://doi.org/10.33578/jtlee.v4i2.7897>
- Supriyatna, N. (2020). Implementation of Thematic Learning Media Using Camtasia Studio 8 to Improve Student Learning Outcomes in Elementary School. In *Social, Humanities, and Educational Studies (SHEs): Conference Series* (Vol. 3, Issue 3, p. 597). Universitas Sebelas Maret. <https://doi.org/10.20961/shes.v3i3.46037>
- Suroto, S., & Nandiyanto, A. B. D. (2021). The Effectiveness of Using WhatsApp Social Media as Learning Media at Elementary School. In *Indonesian Journal of Multidisciplinary Research* (Vol. 1, Issue 1, pp. 79–84). Universitas Pendidikan Indonesia (UPI). <https://doi.org/10.17509/ijomr.v1i1.33780>
- Surya, A. S. A., & Tirtoni, F. (2021). Literary Study of the Influence of Monopoly Game Media in Increasing PKN Learning Results in Elementary Schools. In *Academia Open* (Vol. 6). Universitas Muhammadiyah Sidoarjo. <https://doi.org/10.21070/acopen.6.2022.1875>
- Taupik, R. P. (2023). The Effect of Using Ice Breaking on Learning Motivation of Elementary School Students in Learning Science. In *Indonesian Journal of Science and Education* (Vol. 7, Issue 2, pp. 63–68). Universitas Tidar. <https://doi.org/10.31002/ijose.v7i2.735>
- Wahdian, A., Kusyairi, K., & Khoiri, M. K. M. (2023). Improving Indonesian Language Learning Outcomes Through Quizizz Learning Media In Elementary Schools. In *Jurnal Pendidikan Guru Sekolah Dasar* (Vol. 1, Issue 1, p. 8). Indonesian Journal Publisher. <https://doi.org/10.47134/pgsd.v1i1.125>
- Yusnan, M., Rimayasi, Karim, & Iye, R. (2023). Improving Indonesian Learning Outcomes Using The Audiolingua Method in Elementary School Students. *Jurnal Wawasan Sarjana*, 2(1), 30–38. <https://doi.org/10.35326/juwara.v2i1.3313>
- Zainuddin, Z., Shiddiq, A., & Agustina, P. (2023). FOSTERING THE CHARACTER OF LOVE FOR THE HOMELAND THROUGH THE SMART CARD LEARNING MEDIA IN ELEMENTARY SCHOOLS. In *Al-Bidayah : Jurnal Pendidikan Dasar Islam* (Vol. 15, Issue 2, pp. 221–242). Al-Jamiah Research Centre. <https://doi.org/10.14421/albidayah.v15i2.741>