

The Effectiveness of Interactive Storytelling through Learning Videos in Improving Elementary Students' Listening Skills

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ABSTRACT : Listening is a fundamental language skill that elementary school students need to develop; however, the listening skills of fourth-grade students at SD Negeri 2 Konda were still relatively low. Students experienced difficulties in understanding story content, identifying the main idea, answering questions based on information they heard, and drawing conclusions from the stories. This condition was associated with learning practices that remained largely dominated by lecture-based instruction and the limited use of engaging learning media, resulting in suboptimal student engagement during listening activities. This study aimed to determine the effect of an interactive storytelling method based on learning videos on the listening skills of fourth-grade students at SD Negeri 2 Konda. The study employed a quantitative approach with a pre-experimental design using a One-Group Pretest–Post-test Design. The research participants consisted of 30 fourth-grade students selected through saturated sampling. Data were collected through listening skill tests, observations, and documentation and were analyzed using descriptive and inferential statistics, including the Shapiro–Wilk normality test and a paired-samples t-test. The results showed that the mean listening skill score increased from 63.53 on the pretest to 78.90 on the post-test. The paired-samples t-test produced a significance value of 0.000 (<0.05), indicating that H_0 was rejected and H_1 was accepted. These findings demonstrate that the interactive storytelling method based on learning videos had a significant effect on the listening skills of fourth-grade students at SD Negeri 2 Konda. Accordingly, this method can serve as an alternative instructional approach for Indonesian language learning in elementary schools.

Keywords: Listening Skills, Interactive Storytelling, Learning Videos.

INTRODUCTION

Listening is a language skill that forms the basis for acquiring information and developing speaking, reading, and writing skills in elementary school students. In Indonesian language learning under the Independent Curriculum, listening is a crucial component of the literacy competencies students must master, as it is essential for understanding and interpreting information conveyed verbally and audiovisually. The development of literacy competencies is also closely related to the development of other language skills, including reading and writing. In this context, Saputra et al. (2025) demonstrated that language skills, particularly critical reading ability, are closely related to students' academic achievement in Indonesian language learning. This finding reinforces the importance of strengthening foundational language competencies from the elementary school level.

In the context of Indonesian language learning, students are required to master four language skills: listening, speaking, reading, and writing. These four skills are interrelated and must be developed in an integrated manner. Listening is a crucial basic skill because it is the initial stage in acquiring information. Through listening activities, students can understand messages, ideas, and information conveyed orally, thus providing the foundation for developing other language skills. In the Independent Curriculum, listening skills are a crucial part of the literacy competencies that students must master. Indonesian Language Learning Outcomes emphasize students' ability to understand and interpret information in various oral and audiovisual texts. Therefore, improving listening skills should be a primary focus, as it forms the foundation for mastering speaking, reading, and writing. This integrated development of language skills is consistent with Dewi and Saputra (2025), who emphasized the importance of literacy-oriented Indonesian language learning models in developing students' language competencies through systematic and integrated learning experiences.

According to Brown (2021), listening is the process of understanding spoken language through the activities of receiving, interpreting, and giving meaning to the information heard. In line with this, Wulandari et al. (2023) and Saharani et al. (2024) explain that listening skills are an active process that requires attention, concentration, and the ability to interpret information, thus supporting successful learning. In addition to students' cognitive abilities, the success of listening learning is also influenced by the use of appropriate learning media. Audiovisual media can present information more concretely by combining visual and audio elements, thereby helping students understand the material more easily and increasing attention and engagement during learning. The results of research by Astafrina et al. (2022), Siregar et al. (2024), and Farkhatun and Salim (2024) show that the use of video and audiovisual media can improve elementary school students' listening skills. The importance of visual media in supporting language learning is also demonstrated by Saputra and Parisu (2024), who examined the use of digital comics as a visual medium in Indonesian language learning. Their study highlights the potential of visual media to make language learning content more concrete, attractive, and accessible to elementary school students.

In elementary school learning practices, students' listening skills still face various challenges. Based on initial observations and interviews with fourth-grade teachers at SD Negeri 2 Konda conducted in April 2026, students' listening skills remained relatively low. Students still had difficulty understanding story content, determining main ideas, and summarizing information conveyed verbally. Furthermore, students often lost focus during the teacher's explanation and tended to be passive in listening activities.

Teachers also stated that the use of learning media is still limited, making learning less engaging for students. This condition is reinforced by the pretest listening ability results, which showed an average score of 63.53 among students. Of the 30 students, 24 (80%) had not reached the school's KKTP target of 70.

This indicates that students' listening skills still need improvement through the use of more innovative learning methods and media. More technically, the problems found include: (1) students were less able to understand the contents of the story they are listening to in its entirety, (2) students had difficulty in determining the main idea of the story they are listening to, (3) students were less accurate in answering questions related to the contents of the story, and (4) students had not been able to summarize the contents of the story well. In addition, during the learning process, students appeared less focused and less active in listening activities, such as being easily distracted and less responsive to the teacher's questions.

This situation indicates that students' listening skills still need improvement. One suspected contributing factor is the use of conventional learning methods and the lack of engaging learning media. Lecture-dominated learning tends to make students passive, thus less actively engaged in the listening learning process. Therefore, the development of innovative learning strategies that integrate literacy, active participation, and engaging learning media is necessary. Saputra, Kasmawati, and Parisu (2025) emphasize the importance of strengthening Indonesian language literacy through learning strategies that encourage students to think critically and creatively. This perspective is relevant to listening instruction because students need not only to receive information but also to interpret, analyze, respond to, and summarize information obtained through listening activities.

Storytelling is a learning method that systematically conveys information through stories, thereby capturing students' attention and increasing their engagement in the learning process. This method helps students understand information, develop their imagination, and remember material better because it is presented in a meaningful story format. Furthermore, storytelling provides a more contextual learning experience so that students can more easily understand the material being studied and are encouraged to participate actively during the learning process (Izzati et al., 2025; Baitullah et al., 2025). The use of stories in language learning is also supported by the integration of literary approaches in Indonesian language learning. Hatima, Ummah, and Saputra (2025) explain that literary approaches can provide meaningful learning experiences by connecting language learning with stories, cultural values, and students' experiences. Thus, storytelling has the potential to strengthen students' engagement and comprehension during listening activities.

To make learning more effective, storytelling can be combined with video learning media. The combination of visual and audio elements in videos helps students understand the story's content more concretely. Interaction during storytelling encourages students to be more active listeners, ask questions, discuss, and retell the story. The use of video media can also increase students' attention and motivation to learn, making the learning process more engaging and meaningful (Jhoni et al., 2025; Saharani et al., 2024). This approach is consistent with Saputra and Parisu (2024), who demonstrated the potential of digital visual media to support the presentation of narrative content in elementary Indonesian language learning. Although their study focused on writing narrative texts, the use of visual narrative media provides a relevant conceptual foundation for the use of audiovisual storytelling in listening instruction.

Observations showed that students had difficulty understanding the story's content, identifying the main idea, answering questions based on what they heard, and summarizing the story. This indicates that students' listening skills still require special attention. In addition, the development of students' listening skills needs to be integrated with broader literacy competencies. Dewi and Saputra (2025) emphasize that literacy-oriented Indonesian language learning requires learning experiences that develop students' language competencies in a systematic and meaningful manner. Therefore, interactive storytelling supported by learning videos can be viewed as an instructional strategy that integrates listening comprehension, active participation, and literacy development.

Research on storytelling and video learning media has been widely used. However, most research examining the use of interactive storytelling based on learning videos to assess students' listening skills, particularly at SD Negeri 2 Konda, remains very limited. Therefore, this study was conducted to address this research gap and test the effectiveness of a combination of storytelling, interactive activities, and learning videos in improving students' listening skills.

In contrast to previous studies, this study integrates interactive storytelling and video-based learning for the Indonesian language subject to improve elementary school students' listening skills. This approach not only utilizes audiovisual media but also encourages active student involvement through listening, asking questions, discussing, and summarizing the story's content. The emphasis on active literacy learning is also in line with Saputra, Kasmawati, and Parisu (2025), who highlight the importance of learning strategies that encourage critical and creative engagement in Indonesian language learning. In addition, the use of narrative and visual media is supported by the findings of Saputra and Parisu (2024) and Hatima, Ummah, and Saputra (2025), which demonstrate the relevance of visual and literary approaches in

developing meaningful Indonesian language learning experiences at the elementary school level.

This study was conducted with fourth-grade students at SD Negeri 2 Konda using a One-Group Pretest–Post-test Design. So, it can provide empirical evidence regarding the effectiveness of this method in improving students' listening skills. The study is also expected to contribute to the development of Indonesian language learning strategies that integrate interactive storytelling, audiovisual media, and literacy-oriented learning experiences. Based on this description, this study aims to determine the influence of an interactive storytelling method using a learning video on the listening skills of fourth-grade students at SD Negeri 2 Konda.

METHODS

This study employed a quantitative approach with a pre-experimental research design using a One-Group Pretest–Post-test Design. This design was selected to determine the effect of implementing an interactive storytelling method based on learning videos on students' listening skills by comparing their listening ability before and after the treatment. The study was conducted at SD Negeri 2 Konda during the even semester of the 2025/2026 academic year.

The research subjects consisted of 30 fourth-grade students. Because the total number of students in the population was relatively limited, all students were included as research subjects using a saturated sampling technique (total sampling).

The treatment was implemented through the interactive storytelling method based on learning videos in Indonesian language learning. Before the treatment, students were administered a pretest to determine their initial listening skills. The treatment was then implemented through interactive storytelling activities supported by learning videos. After the treatment, students were administered a post-test to determine changes in their listening skills.

Research data were collected using listening ability tests and observation sheets. The listening ability test was administered in the form of descriptive questions designed to measure students' ability to understand story content, identify the main idea, answer questions based on information heard, and summarize the content of the story. The initial test instrument consisted of 10 descriptive questions, which were subsequently tested for validity and reliability. The validity test results showed that 7 questions were valid and were therefore used as research instruments. The reliability test produced a Cronbach's alpha coefficient of 0.616, indicating that the instrument had an acceptable level of reliability for use in the study. In addition, observation sheets were used to examine the implementation of the interactive storytelling method based on learning videos during the learning process.

The data were analyzed using SPSS through descriptive and inferential statistical analyses. Descriptive analysis was used to determine the mean, standard deviation, minimum, and maximum scores of students' pretest and post-test results. Before hypothesis testing, the normality of the data was assessed using the Shapiro–Wilk test. Because the research compared the listening ability scores of the same students before and after treatment, hypothesis testing was conducted using a paired-samples t-test at a significance level of 0.05. The test was used to determine whether there was a significant difference between students' listening skills before and after the implementation of the interactive storytelling method based on learning videos.

RESULT AND DISCUSSION

RESULT

This study was conducted at SD Negeri 2 Konda and involved 30 fourth-grade students as research subjects. Data on students' listening skills were obtained through a pretest administered before the treatment and a post-test administered after the implementation of the interactive storytelling method based on learning videos. The collected data were subsequently analyzed using descriptive and inferential statistical techniques with the assistance of SPSS. The results of the analysis are presented as follows.

A. Descriptive Statistical Analysis

Descriptive statistical analysis was conducted to provide an overview of the students' listening skills before and after the implementation of the interactive storytelling method based on learning videos. The analysis included the number of respondents, mean score, and standard deviation. The results are presented in Table 1.

Table 1. Descriptive Statistics of Students' Listening Skills

Type of Test	N	Mean	Standard Deviation
Pretest	30	63.53	6.41
Post-test	30	78.90	13.24

Based on Table 1, the mean score of students' listening skills before the treatment was 63.53, with a standard deviation of 6.41. This result indicates that the students' initial listening skills were relatively limited before the implementation of the interactive storytelling method based on learning videos. The relatively low mean score indicates that students still experienced difficulties in understanding the content of stories, identifying main ideas, answering questions based on information they heard, and summarizing the content of stories.

Following the implementation of the interactive storytelling method based on learning videos, the mean post-test score increased to 78.90, with a standard deviation of 13.24. The difference between the pretest and post-test mean scores was 15.37 points. This increase indicates that students' listening skills improved after the treatment. The improvement suggests that the combination of interactive storytelling and learning videos provided students with a more engaging learning experience and supported their understanding of information presented orally and audiovisually.

The higher post-test mean also indicates that students demonstrated better listening performance after participating in the learning activities. Through storytelling supported by learning videos, students were provided with opportunities to listen to story content, observe visual representations, respond to questions, participate in discussions, and reconstruct the information they had heard. However, the higher standard deviation in the post-test results indicates that the improvement in students' listening skills was not entirely uniform. This variation suggests that students responded differently to the treatment and that individual differences in initial ability, concentration, participation, and learning characteristics may have influenced the final results.

B. Prerequisite Analysis: Normality Test

Before conducting hypothesis testing, a normality test was performed to determine whether the pretest and post-test data were normally distributed. The Shapiro–Wilk test was used because the number of research subjects was fewer than 50. The results of the normality test are presented in Table 2.

Table 2. Results of the Shapiro–Wilk Normality Test

Data	Statistic	df	Sig.	Information
Pretest	0.941	30	0.100	Normally distributed
Post-test	0.959	30	0.297	Normally distributed

Based on Table 2, the Shapiro–Wilk significance value for the pretest data was 0.100, while the significance value for the post-test data was 0.297. Both significance values were greater than 0.05. Therefore, the pretest and post-test data were normally distributed.

The normality test results indicate that the data met the prerequisite assumption for parametric statistical analysis. Because the data were normally distributed and the study compared the scores of the same students before and after the treatment, the paired-samples t-test was considered appropriate for testing the research hypothesis. Accordingly, the analysis proceeded to hypothesis testing to determine whether the implementation of the interactive storytelling method based

on learning videos produced a statistically significant effect on students' listening skills.

C. Hypothesis Testing

Hypothesis testing was conducted using a paired-samples t-test. This test was selected because the study compared the listening ability scores of the same group of students before and after the implementation of the interactive storytelling method based on learning videos. The results of the paired-samples t-test are presented in Table 3.

Table 3. Results of the Paired-Samples t-Test

Variables	Mean Difference	t	df	Sig. (2-tailed)	Information
Pretest–Post-test	-15.36667	-6.230	29	0.000	H ₀ rejected

Based on Table 3, the mean difference between the pretest and post-test scores was -15.36667. The negative value resulted from the calculation of the pretest score minus the post-test score, indicating that the post-test mean was higher than the pretest mean. In other words, students' listening skills increased after the implementation of the interactive storytelling method based on learning videos.

The calculated t-value was -6.230 with 29 degrees of freedom. The significance value (Sig. 2-tailed) was 0.000, which is lower than the predetermined significance level of 0.05. Therefore, H₀ was rejected and H₁ was accepted. This result indicates that there was a statistically significant difference between students' listening skills before and after the treatment.

The findings demonstrate that the implementation of the interactive storytelling method based on learning videos had a significant effect on the listening skills of fourth-grade students. The increase in the mean score from 63.53 in the pretest to 78.90 in the post-test, together with the statistically significant paired-samples t-test result, provides empirical evidence that the treatment contributed to the improvement of students' listening performance. Thus, the interactive combination of storytelling and learning videos can be considered an effective instructional approach for improving elementary school students' listening skills, particularly in understanding story content, identifying main ideas, responding to questions, and summarizing information obtained through listening activities.

DISCUSSION

The results of this study demonstrate that the implementation of an interactive storytelling method based on learning videos significantly improved the listening skills of fourth-grade students. This improvement was reflected in the increase in the mean score from 63.53 on the pretest to 78.90 on the post-test. The mean difference of 15.37 points indicates a substantial improvement in students' listening performance

following the treatment. Furthermore, the results of the paired-samples t-test showed a significance value of 0.000 (<0.05). Therefore, the null hypothesis was rejected, indicating that the implementation of the interactive storytelling method based on learning videos had a statistically significant effect on students' listening skills.

The improvement in students' listening skills can be attributed to the characteristics of the interactive storytelling method, which combines the presentation of story content with active student involvement. Storytelling provides a structured and meaningful context for students to receive information, while the use of learning videos reinforces the information through visual and auditory stimuli. Through this combination, students were not only required to listen passively but were also encouraged to understand the story content, identify important information, recognize characters and settings, determine the main idea, answer questions, draw conclusions, and retell the story.

The use of learning videos also made the presentation of the story more concrete and engaging. The combination of visual and audio elements helped students construct a clearer understanding of the information being presented. For elementary school students, who generally benefit from concrete and engaging learning experiences, audiovisual presentations can help maintain attention and reduce the monotony commonly associated with conventional listening activities. This condition is particularly relevant to the initial problems identified in the study, in which students tended to lose focus, had difficulty understanding story content, and were less active during listening activities.

The interactive dimension of the method also contributed to the improvement in students' listening skills. During the learning process, students were involved in question-and-answer activities, discussions, and retelling activities. These activities encouraged students to process the information they had heard rather than simply receive it. When students answered questions about the story, they were required to recall and interpret information. Similarly, when students discussed and retold the story, they were required to reorganize the information obtained through listening. Thus, the learning process provided opportunities for students to demonstrate their understanding in an active and meaningful manner.

The findings of this study are consistent with the principles of Multimedia Learning Theory, which explains that information can be understood more effectively when presented through appropriately integrated visual and verbal channels. In the context of this study, learning videos provided visual representations that complemented the verbal information contained in the story. The integration of these elements helped students process story information more concretely and supported their understanding of the material. In addition, the interactive activities that

accompanied the storytelling process helped maintain students' attention and concentration throughout the learning activities.

The results of this study are also supported by the findings of Jhoni, Taofik, and Soleh (2025), who demonstrated that the use of video in Indonesian language learning can improve students' listening skills. Similarly, Saharani, Sari, and Kusumawardani (2024) found that audiovisual media positively influenced the listening skills of elementary school students. These findings are consistent with the present study, which showed that the use of video-based learning media can provide a more engaging and concrete learning experience for students. However, the present study extends these findings by combining learning videos with an interactive storytelling method rather than relying solely on the presentation of audiovisual media.

The use of storytelling as the central learning method also provided a meaningful context for the development of listening skills. Stories generally contain characters, settings, events, conflicts, and conclusions that provide a clear structure for students to follow. This structure helped students focus their attention on the sequence and meaning of the information presented. In addition, the narrative form made the learning material more interesting and easier to remember. The use of stories also enabled students to connect the information they heard with their imagination and prior experiences.

The findings are also relevant to the broader development of Indonesian language literacy. Saputra and Parisu (2024) emphasize the potential of visual media in supporting narrative-based Indonesian language learning, while Dewi and Saputra (2025) highlight the importance of literacy-oriented learning models in developing students' language competencies. In the present study, the use of learning videos and interactive storytelling supported the development of listening as an important literacy competency. Students were encouraged not only to receive information but also to understand, interpret, discuss, and reconstruct the content they had heard.

The results also support the importance of innovative learning strategies that encourage active student participation. Saputra, Kasmawati, and Parisu (2025) emphasize the importance of learning strategies that encourage critical and creative thinking in Indonesian language learning. Although the present study focused specifically on listening skills, the interactive activities used during storytelling provided students with opportunities to think, respond, interpret information, and communicate their understanding. Therefore, the method has potential not only to improve listening ability but also to support the development of broader language and literacy competencies.

The novelty of this study lies in the integration of interactive storytelling and learning video media in Indonesian language learning using a One-Group Pretest–Post-

test Design. Unlike approaches that use audiovisual media only as a means of presenting information, this study positioned students as active participants in the learning process. Students were involved in listening to the story, responding to questions, participating in discussions, identifying important information, and retelling the story. The results showed that this combination positively influenced students' listening skills across the measured learning indicators.

Overall, the findings indicate that interactive storytelling based on learning videos can serve as an effective alternative for improving elementary school students' listening skills. The increase in the mean score and the significant paired-samples t-test result provide empirical evidence of the effectiveness of the intervention. The combination of narrative content, audiovisual media, and interactive activities created a more engaging learning environment and supported students in understanding and processing information through listening. Consequently, the implementation of interactive storytelling based on learning videos is recommended as an innovative strategy for Indonesian language learning, particularly in developing students' listening and broader literacy competencies.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the implementation of an interactive storytelling method based on learning videos significantly improved the listening skills of fourth-grade students. Before the treatment, students' listening skills were relatively limited, particularly in understanding the overall content of stories, identifying important story elements, determining the main idea, drawing conclusions, answering questions based on information heard, and retelling or summarizing information obtained through listening activities.

Following the implementation of the interactive storytelling method based on learning videos, students' listening skills showed a significant improvement. This improvement was reflected in the increase in the mean score from 63.53 on the pretest to 78.90 on the post-test. The paired-samples t-test also produced a significance value of 0.000 (<0.05), indicating a statistically significant difference between students' listening skills before and after the treatment.

Therefore, the interactive storytelling method based on learning videos can be considered an effective instructional strategy for improving elementary school students' listening skills. The combination of storytelling, audiovisual learning media, question-and-answer activities, discussions, and story-retelling activities provided students with a more engaging and active learning experience. Accordingly, this method can serve as an alternative approach for Indonesian language teachers

seeking to develop students' listening skills and strengthen their broader literacy competencies.

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