The Use of Audio Visual Learning Media for Trainees at the Balai Besar Pelatihan Kesehatan (BBPK) Makassar

Maryam¹, Tuti Bahfiarti², Muliadi Mau³

1,2,3 Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Hasanuddin, Makassar, Indonesia

Abstract: Communication plays an important role in the world of education, this research will discuss the training aspect. Communication facilitates the exchange of information between educators and trainees to achieve learning goals. One of the factors that contributes to the effectiveness of communication in the teaching and learning process is the use of learning media. This media is used as a means to convey messages from educators (communicators) to training participants (audience). This research aims to evaluate the extent of use of audio-visual learning media by training participants at BBPK Makassar. The research method used is a quantitative approach with descriptive statistical analysis to describe and summarize statistical data. The research results show that the majority of participants predominantly use audio-visual learning media in the high category, namely 62.9% of the total number, while in the medium category with an assessment of 36.5% and the remaining 0.6% in the low category. This research also displays tabulated data on the use of audio-visual learning media by training participants based on various factors, such as gender, age, length of service, highest level of education, agency of origin, type of job/profession, learning style, and training methods.

Keywords: communication, learning media, audio, visual.

Correspondence:

Name: Maryam

Email: Maryamiyank@gmail.com

1. Introduction

Paradigmatic understanding of communication according to Prof. Onong Uchjana Effendy is the act of someone communicating with another person with the aim of informing or changing attitudes, opinions or behavior, either directly (verbally). or indirectly (through the media)(Princess, 2019),(Izzatinnas, nd). Thus communication becomes important to be able to convey messages in various forms and symbols in order to achieve goals(Estuningtyas, 2021),(Julianto & Carnarez, 2021).

In the world of education, the role of communication is very much needed, there is interaction between the communication process to convey messages between teachers and students to achieve the targets of learning objectives.(Akib & Perkasa, 2022),(Harahap, Pd, Mastiur Napitupulu, & Batubara, 2022). Write that the definition of educational communication is communication that occurs in learning situations. Achieving learning goals by using communication as a tool to understand, interact, and influence student behavior. Educational communication in this research focuses on the educational process in the training sector(So seenin, 2022),(Hasan & Baroroh, 2020).

In the teaching and learning process, to help achieve learning objectives, media tools are needed as a communication tool. In this case, the function of the media is no longer just a teaching tool for educators/trainers but rather a carrier of information/learning messages needed by training participants(Asmar & PD, 2020),(Nababan, Anakampun, Taruli, Widiastuti, & Samosir, 2023). The combination of material with the help of audio-visual media in the application of the make a machine model produces in-depth knowledge bases resulting in a better learning process and achieving maximum learning outcomes.(Mudrikah et al., 2022),(Istiana, 2020). Reddy (2008) explains that audio-visual education consists of the use of interaction devices such as film projectors, radio, televi-

sion, graphics, posters, models, field trips, etc.(Khoirina, 2022). Wati (2016) inGading et al (2017)states that audio-visual media is media that is capable of simultaneously displaying image and sound elements during the message or information communication process(Gading & Kharisma, 2017), .

In audio visual media, body language, facial expressions and tone of voice have an important role in conveying messages. This non-verbal communication can provide additional information and emotions that cannot be conveyed with words alone(Simanjuntak, 2021),(Liliweri, 2021). Audio visual media can also be an interactive communication tool. For example, by using the Zoom application during online sessions, the function of the Zoom Meeting is to communicate using video and audio via the internet network.(Qomaruddin, 2021),(Ariani et al., 2023).

One of the auxiliary media that educators usually use in teaching is audio-visual learning media. Audio visual media is media that combines audio and visual elements, such as sound, images in the form of films, videos, animations,(Kustandi & Darmawan, 2020),(Nurfadhillah, Nurfalah, Amanda, Kauniyah, & Anggraeni, 2021)multimedia and graphic presentations to convey information, concepts and learning materials in a more interesting and easy to understand manner. FurthermoreSanjaya (2014, 109)mentions the benefits of using audio-visual media, including: providing learning opportunities that cannot be accessed directly and allowing for more varied learning to increase interest in learning(Susanti, 2021),(Mudrikah et al., 2022).

Gayatri (2018) said that, because learning media improves teachers' abilities in communicating knowledge to students and vice versa, learning media is an important element of the effectiveness of the educational process in schools.(Munfarokhah, 2020). The imaginative and creative use of various media is thought to increase the effectiveness of learning and help students achieve their learning goals. Learning materials come in a variety of formats, including print, graphics, animation, audio, and video(Fahmi, 2021).Learning media is a very helpful tool to help students learn and make the learning process more interesting, effective, efficient and dynamic.(Novelti et al, 2019). Learning media functions as a tool to achieve learning goals (learning resources) apart from being a content-centered message distributor(Ariani et al., 2023).

The urgency of communication in education/training is related to how communication can facilitate learning, build positive relationships, foster interest in learning and increase understanding so that it is hoped that it can improve the quality of human resources for students/trainees from an education/training process. By seeing that communication is something that is important to achieve learning objectives, the researcher considers that it is important to know how audio-visual learning media is used at the Makassar Health Training Center (BBPK) to add more insight to teaching staff/facilitators, training organizers and trainees. to improve existing learning methods and provide input to decision-making officials to improve the learning system even better.

The use of learning media at the Makassar Health Training Center (BBPK) is currently quite good(Kristianto & Gozali, 2020). In each training there is audio-visual learning media provided by the central curriculum and module development team, but not all materials are available with audio-visual learning media, there are only 1 or 2 materials. In terms of the benefits of using audio-visual learning media as an interaction between teaching staff and training participants, it makes a big contribution to achieving effective learning goals, increases interest and understanding of training participants as well as ease of accessing past materials again.(Dewi, Sofya, & Huda, 2021).

There are problems that arise in the use of audio-visual learning media, such as: the ability to use high-tech devices for training participants is not the same(Wahid, 2021). There are various reasons for not being able to use this tool, one of which is due to lack of skill in operating it and it is not something that is usually used every day. During the

training, participants are required to be able to use these technological tools so that they can adapt to current training applications.(Sri Indah, 2023).

Another problem is that the educational levels of the training participants are different so that receiving and understanding the material will not be the same. The origin of the participant's agency can also be a problem in itself because it affects the domicile location which may be in remote areas where the infrastructure is inadequate in terms of internet access. The type of job/profession will also be a problem if the training participants only study their profession and do not try to do new things such as learning to use a laptop for professions that are used to patient care.

Furthermore, another problem found was that not all materials were available as audio-visual learning media by the central development team, the teaching staff/facilitators carried out the teaching and learning process using presentation slides, most of which were written text material and were not accompanied by public speaking skills and class mastery, so according to The researcher did not make the classroom atmosphere less attractive to the training participants.Sitepu (2014) in Aryani et al (2016)In his statement, he emphasized that the importance of teaching aids in the teaching and learning process is because they can provide relatively more concrete experiences, motivate and improve students' memory in learning.

This research study regarding audio-visual learning media has been researched a lot before, including:Simbolon Naeklan et al. (2022)examines ICT (Information and Communication Technology) based audio visual learning media, similarities analyzes differences in audio visual learning media, Simbolon specializes in ICT based audio visual learning media with a target population of class III students at Belawan Elementary School.Novelti et al. (2019)discusses the development of a descriptive writing learning model using audio-visual media in Indonesian language subjects targeting class VII students at SMPN 3 Padangpanjang.(Sujana et al (2021)researching how the Problem Based Learning (PBL) model, using audio-visual media, can improve science learning outcomes and problem solving abilities, especially those related to science lesson content in grade V elementary school, it is possible to improve student learning outcomes.

Other research will followSetyani et al (2021)researching problem-solving skills by applying audio-visual media in a problem-based learning model, similarities, Development of Audio-Visual Learning Media, differences, Problem Based Learning (PBL) models are applied to class 11 students at MAN 3 Yogyakarta.Olagbaju et al (2020)researched on improving the quality of teaching through audio-visual resources supported by social media in teaching reading comprehension, audio-visual resources supported the quality of teaching different subjects in grade 11 intact from four randomly selected high schools in two educational provinces in The Gambia. From the research results(Janbani & Osmani, 2023)shows that the designed educational tools can provide increased knowledge in students, but the results show greater effectiveness in the audio-visual group compared to pamphlets, thus showing the superiority of audio-visual compared to written ones in 240 secondary school students in Birjand. Meanwhile in research(Ilin, 2022)as a respondent subject to 122 KS3 Holocaust English students (grade 9 English system, 13 years old) showing material in the form of audio-visual videos to students builds knowledge in class and connects media material with factual knowledge, even watching Disney cartoons can develop between historical events with student life.

The relevance of theory in this research is that communication theory provides an understanding of how messages are delivered, received and understood by recipients. Basically, education is a communication process used to transmit ideas or knowledge to attract students' interests, sentiments and opinions(Anggraeni et al, 2019).In this research, the use of audio-visual learning media allows the application of a communication model that involves the message sender (educator/facilitator), message (information conveyed/material), channel (audio-visual media), recipient (trainee), and feedback (increased interest, understanding etc.). Although this research shows that audio-visual

learning media is one of the most successful ways of conveying material, communication theory examines the effectiveness in conveying messages.

2. Materials and Methods

The type of research carried out is quantitative descriptive research. The sample data used in this research comes from a population, and the sample was selected using a random sampling procedure. This research is expected to produce relevant data regarding the application of the use of audio-visual learning media as a learning aid during training sessions. Makassar Health Training Center (BBPK) located on Jalan Moha No. 59, Manggala Village, Antang District, Makassar City, South Sulawesi Province was the location for this research. Researchers distributed questionnaires using Google Form to the population, in this case the training participants which are currently taking place in November 2023 at BBPK Makassar.

Researchers use the Krejcie and Morgan (1970) table as a reference for the number of samples that will be used as respondents. From a total population of 1665, the total number of respondents was 310 participants from 22 training classes which took place in November 2023. Participants who became respondents had different backgrounds such as different genders, not all women or all men, age , length of service, last level of education, agency of origin, type of work/profession and learning style, also during the teaching and learning process, the training methods implemented by training providers also vary according to budget planning and training module curriculum. Researchers believe that this will provide new information on the results of each participant's receipt of material which is useful for the development of both the participants themselves, the training organizers, the system that is currently running and decision-making officials to improve the capabilities of human resources.

Table 1. Training Schedule for November 2023

No.	Training Implementation Date	Training Methods	Training Name	Number of participants
1	Online 2 - 8 Nov. 2023, Classical 13 - 15 Nov. 2023	Blended	Mop. Surveillance of Diseases That Can Be Prevented by Immunization (PD3I) for Surveillance Officers at the Angk Community Health Center. 1	30
2	Online 6 - 7 Nov. 2023, Classical Nov. 9 - 10. 2023	Blended	Mop. Monitoring Toddler Growth for Health Workers Angk. 4	25
3	6 - 8 Nov. 2023	Full Online	Mop. Newborn Screening Angk. 38	100
4	6 - 8 Nov. 2023	Full Online	Mop. Newborn Screening Angk. 39	100
5	6 - 8 Nov. 2023	Full Online	Mop. Newborn Screening Angk.40	100
6	6 - 8 Nov. 2023	Full Online	Mop. Newborn Screening Angk. 41	100
7	6 - 8 Nov. 2023	Full Online	Mop. Newborn Screening Angk. 42	100
8	06 - 16 NOV 2023	Full Classical	Mop. Angk Health Center Management. 1	25
9	06 - 16 NOV 2023	Full Classical	Mop. Angk Health Center Management. 2	25
10	09 - 11 NOV 2023	Full Online	Mop. Newborn Screening Angk. 43	100
11	09 - 11 NOV 2023	Full Online	Mop. Newborn Screening Angk. 44	100

No.	Training Implementation Date	Training Methods	Training Name	Number of participants
12	09 - 11 NOV 2023	Full Online	Mop. Newborn Screening Angk. 45	100
13	09 - 11 NOV 2023	Full Online	Mop. Newborn Screening Angk. 46	100
14	09 - 11 NOV 2023	Full Online	Mop. Newborn Screening Angk. 47	100
15	13 - 15 NOV 2023	Full Online	Mop. Newborn Screening Angk. 48	100
16	13 - 15 NOV 2023	Full Online	Mop. Newborn Screening Angk. 49	100
17	13 - 15 NOV 2023	Full Online	Mop. Newborn Screening Angk. 50	100
18	13 - 15 NOV 2023	Full Online	Mop. Newborn Screening Angk. 51	100
19	13 - 15 NOV 2023	Full Online	Mop. Newborn Screening Angk. 52	100
20	14 - 16 NOV 2023	Full Classical	Mop. PD3I Surveillance for Surveillance at Community Health Centers	30
21	20 - 24 NOV 2023	Full Classical	Mop. BHD for Laity Angk. I	30
22	Nov. 27 - 01 Dec. 2023	Full Classical	Mop. BHD for Laity Angk. II	30
			TOTAL	1665

Researchers distributed research questionnaires made using Google Form to all training classes on the November 2023 training calendar to determine the effect of learning media on training participants. Researchers prepared participant identity data to support analysis of the use of audio-visual learning media at BBPK Makassar with the following identity data characteristics: Gender, Age, Last Education, Dominant learning style (Visual, Auditory and Kinesthetic),Training Method (Full Online/Blanded/Full Classical). The research questionnaire statements include: (a) I received material using audio-visual learning media, (b) I like learning using audio-visual learning media. (c) With audio-visual learning media, create a positive attitude towards a better way of learning. (d) The audio-visual learning media displayed is in accordance with the visualization of the message content presented in the training material. (e) Audio visual learning media can clarify the material presented by the facilitator (f) Using audio-visual learning media makes it easier for me to practice the material. (g) I can position myself in the same situation with material presented in the form of audio-visual learning media (especially video). (h) I can hear sound (audio) effects clearly in audio-visual learning media. (i) The display of audio-visual learning media is presented systematically sequentially, (j) The facilitator provides feedback after delivering the material using audio-visual learning media

From a total population of 1665 training participants, testing of the research questionnaire instrument was carried out before conducting the research precisely at the end of October 2023 (before starting the research in November 2023) on 10% of the total sample of 310, namely a minimum of 31 people. With the help of the SPSS ver. 26 To process the data, the researcher has carried out 2 tests, namely a validity test and a reliability test on the research questionnaire which will be used as a research instrument. This test was carried out in the fourth week of October 2023 on 31 participants responding to the training which was currently ongoing and in the training there was a teaching and learning process using audio-visual learning media. Training participants who were respondents to instrument testing were not included in the research population.

Table 2. Reliability test results

Reliability Statistics

Cronbach's Alpha	N of Items
,789	11

Cronbach Alpha is used in reliability testing. If a variable or construct has a Croanbach Alpha value **>** 0.60, then it can be considered a reliable instrument. Table 4 shows that the test results for variables that influence the use of learning media are reliable because the value is 0.789 **>** 0.6.

3. Results and Discussion

Audio-visual media functions as a teaching aid to improve learning. Audio visual media has spatial qualities that can help increase students' attention and motivation in carrying out learning activities. Audio visuals have advantages because they can make learning objectives easier to understand. In contrast to other learning materials, audio-visual materials with moving images and sound effects tend to stick more in students' minds and arouse their curiosity(Nurhayati, 2022).

The level of use in this study is measured based on 3 categories, namely: Low if the value obtained is from 10 – 23, Medium if the value is between 24 – 37, High if the value is 38 – 50.

The results obtained show that there is an influence on the use of audio-visual learning media in this research as follows:

Table 3. Level of influence of the use of audio-visual learning media

No.	Level of Learning Media Use		
	Category	Frequency	Percent
1.	Low	2	0.6%
2.	Currently	113	36.5%
3.	Tall	195	62.9%
	Total	310	100%

From table 6 above, it can be seen that the majority of participants in the study used audio-visual learning media in the high usage level category. Specifically, there were 195 participants or around 62.9% of the total number of respondents who were included in the high category. This means that more than half of the total respondents, numbering more than 310 people, use audio-visual learning media with a high level of proficiency. This shows that there is a significant preference from participants in using audio-visual learning media as a learning aid. This high usage also indicates that participants are able to take maximum advantage of the media to gain a deep and effective understanding of the training material presented.

The use of audio-visual learning media has great potential in improving the quality of learning and strengthening participants' active participation in the learning process. According to researchers, the use of learning media is very necessary in every training class and it is even more possible if audio-visual learning media is available in every training material which can be seen from the level of influence of its use.

The following are tables of research results regarding the influence of the use of audio-visual learning media based on the identity of the training participant respondents, namely gender, age, length of service, last level of education, agency of origin, type of work/profession, learning style and training method which are also measured based on The same 3 categories with detailed results as follows:

Table 4. The influence of the use of learning media on the gender of the respondent

Gender * Use of Crosstabulation Learning Media					
		Use of Learning Media			Total
No.	Gender	Low	Currently	Tall	
1.	Man	0	6	22	28
		0%	5.3%	11.3%	9%
2.	Woman	2	107	173	282
		100%	94.7%	88.7%	91%
Total		2	113	195	310
		0.6%	36.5%	62.9%	100%

The dominant respondents who used learning media in this study were female at 91% with a high category of 88.7%. In this research, the majority of respondents who used learning media were women, with a proportion of 91%. This significant proportion indicates that women have a greater tendency to use learning media in the context of this research.

Apart from that, when assessed in terms of the quality of the use of learning media, 88.7% of female respondents received a high rating category. This shows that the majority of female respondents use learning media well and effectively to support their learning process. These results may reflect high interest, good and positive reception, perceived ease and active involvement of women in using learning media, as well as their ability to utilize it optimally to improve their understanding and skills in the learning context at BBPK Makassar.

Table 5. The influence of the use of learning media on the age of respondents

Age * Use of Crosstabulation Learning Media					
		Use of Learning Media			Total
No.	Age	Low	Currently	Tall	
1.	≤ 30 years	0	26	47	73
		0%	23%	24.1%	23.5%
2.	31 – 40 years	1	63	110	174
		50%	55.8%	56.4%	56.1%
3.	41 – 50 years	0	20	29	49
		0%	17.7%	14.9%	15.8%
4.	≥ 51 years old	1	4	9	14
		50%	3.5%	4.6%	4.5%
Total		2	113	195	310
		0.6%	36.5%	62.9%	100%

From the data analyzed, it can be seen that the majority of respondents who use learning media can be grouped in the age range of 31 to 40 years, with a proportion of 56.1%. This shows that this age group is the dominant user of learning media in this study. Furthermore, when looking at the quality of use, as many as 56.4% of respondents in this age group received a high rating category. This shows that the majority of participants in the age range of 31 to 40 years use learning media with a high level of proficiency. This could indicate that this age group may have better technological readiness and skills in utilizing learning media for learning purposes. The implication is that a deep

understanding of the characteristics and preferences of certain age groups can help in designing learning strategies that are more effective and appropriate to the needs of trainees.

Table 6. The influence of the use of learning media on the respondent's final education

No.	last education	Use of Learning Media			Total
		Low	Currently	Tall	
1.	S3	0	1	0	1
		0%	0.9%	0%	0.3%
2.	S2	0	6	8	14
		0%	5.3%	4.1%	4.5%
3.	S1	2	48	102	152
		100%	42.5%	52.3%	49%
4.	D3	0	56	69	125
		0%	49.6%	35.4%	40.3%
5.	SENIOR HIGH SCHOOL	0	2	13	15
		0%	1.8%	6.7%	4.8%
6.	JUNIOR HIGH SCHOOL	0	0	3	3
		0%	0%	1.5%	1%
Total		2	113	195	310
		0.6%	36.5%	62.9%	100%

The results of the analysis of the data above show that the majority of respondents who use audio-visual learning media have a bachelor's degree educational background, with a proportion of 49% and not too different from a D3 education level of 40.3%. This shows that participants with undergraduate and D3 educational backgrounds dominate the use of audio-visual learning media in this study in accordance with the criteria and invitation for calling participants. Furthermore, when assessed from the quality of use, around 52.3% of participants with a Bachelor's educational background and 49.6% for the D3 level were in the high assessment category. This shows that the majority of both levels of education use audio-visual learning media well.

This shows that participants with undergraduate and D3 educational backgrounds have high interest and involvement in utilizing audio-visual learning media to support their learning. A learning approach through audio-visual learning media can be an effective strategy in increasing participant participation.

Table 7. The influence of the use of learning media on participants' learning styles

No.	Learning Style	Use of Learning Media			Total
		Low	Currently	Tall	
1.	Auditory	0	34	60	94
		0%	30.1%	30.8%	30.3%
2.	Kinesthetic	0	19	36	55
		0%	16.8%	18.5%	17.7%
3.	Visual	2	60	99	161
		100%	53.1%	50.8%	51.9%

No.	Learning Style	Use of Learning Media			Total
		Low	Currently	Tall	

Learning Style * Use of Crosstabulation Learning Media

No.	Learning Style	Low	Currently	Tall	Total
Total		2	113	195	310
		0.6%	36.5%	62.9%	100%

The results of the analysis show that the majority of respondents who use audio-visual learning media based on learning styles mostly have a visual learning style (inclined to the sense of sight), with a proportion of 51.9%. This shows that participants with a visual learning style dominate the use of audio-visual learning media in this study. Furthermore, when looking at the selection criteria, around 50.8% of respondents with a visual learning style received the high category. Participants who have a visual learning style have a preference for using learning media that offers strong visual stimuli, such as graphs, diagrams, and videos, to facilitate better understanding and retention of information. It is important for education and training providers to consider participants' learning styles in designing learning materials and choosing appropriate learning media to support their learning needs, such as audio-visual learning media.

Table 8. The influence of the use of learning media on participant training methods

Training Method * Use of Crosstabulation Learning Media

No.	Training Methods	Use of Learning Media			Total
		Low	Currently	Tall	
1.	Blended	1	8	13	22
		50%	7.1%	6.7%	7.1%
2.	Full Classic	1	10	29	40
		50%	8.8%	14.9%	12.9%
3.	Full Online	0	95	153	248
		0%	84.1%	78.5%	80%
Total		2	113	195	310
		0.6%	36.5%	62.9%	100%

The majority of respondents who use audio-visual learning media are based on the training methods they follow, where the majority of them follow full online training methods, with a proportion of 80%. This is because the schedule will take place in November 2023, when the research is taking place, and there will be a lot of training using the full online method. Furthermore, when assessed from usage criteria, around 84.1% of respondents who took the full online training method received the medium category, while the other 78.5% received the high category. This indicates that the majority of participants who took part in the full online training method used audio-visual learning media with a good to high level of proficiency. This shows that the full online training method, if it uses more audio-visual learning media, can help provide understanding to participants anywhere and at any time.

4. **Conclusion**

In this research, the overall use of audio-visual learning media received a high category. The majority of participants are female with a greater tendency to use audio-visual learning media. Respondents aged 31 to 40 years use audio-visual learning media with a high level of proficiency, this age group may have better technological readiness and

skills in utilizing learning media. Work experience of more than 10 years influences attitudes and tends to be more active in using learning media as a tool in their learning with adequate to high levels of proficiency. S1 and D3 education levels dominate because one of the factors is adjusting the criteria for calling participants, while in terms of quality of use each is in the high category. This research originates from institutions dominated by hospitals for the same reason that the call adjusts to the targets of the curriculum and training modules, however, the assessment of respondents from hospitals is in the medium and high criteria, making hospitals able to implement the use of audio-visual based services in improve the quality of patient care and increase the professional competence of medical staff. The type of work of the majority of midwives is in accordance with the criteria for calling participants and the type of training, with the level of use of audio-visual learning media in the medium and high categories indicating that midwives have high interest and involvement in utilizing audio-visual learning media to support their practice and knowledge. The tendency of participants to choose a visual learning style (tends to the sense of sight) with obtaining high category scores, participants who have a visual learning style have a preference for using learning media that offers strong visual stimuli, such as graphs, diagrams and videos, to facilitate understanding and retention of information better. The largest number of full online training methods in the November 2023 training calendar, with medium and high category ratings indicating that the majority of participants who took part in the full online training method used audio-visual learning media with good to high levels of proficiency. This shows that the full online training method, if it uses more audio-visual learning media, can help provide understanding to participants anywhere and at any time. Seeing the results of the high level of use of audio-visual learning media makes this a necessity that needs to be developed even better. Increase the availability of learning media in the form of audio visuals in every training class or even in every learning material.The ability of educational staff/trainers must be improved to be able to balance the need for audio-visual learning media which can influence effectiveness and efficiency in the learning process. From the results of the high level of use, it can be used as a reference that audio-visual media is not only needed during the teaching and learning process but is also needed in every work that involves lots of people, such as promotional activities to attract the interest of many people, etc. . Designing training programs that are easier to use, can reach and empower participants with various levels of work experience, age, education and others. Improving better technological infrastructure to support the development of HR progress.

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