

**Development of Catholic Religious Learning Media
for Elementary School Students in Palangkaraya**

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Abstract: This research aims to develop Catholic religious learning media for elementary school students in Palangka Raya. The learning media developed as illustrated storybooks with 3 themes based on the teacher's textbook: students, society and church. This research is a research and development with development steps from the Dick and Carey model. The subjects of this study were elementary school students taken from 3 schools in Palangka Raya city. Researchers used expert validation from 2 material experts, 1 linguist and small class trials to determine the feasibility of the media. The data analysis technique uses the PSA percentage formula. Based on the score obtained from validator 1, the average assessment score is 85.7%. Based on the scores obtained from validator 2, the average assessment score is 88.7%. Based on the score obtained from validator 1, the average assessment score is 83.3%. From the feasibility study results, material experts and linguists have tested the development of teaching media through storybook products with excellent and feasible results.

Keywords: Catholic Religious Education, Elementary School, Learning Media

A. Introduction

Learning is an everyday event in schools. Learning is a complex thing. The complexity of learning can be viewed from two objects, namely from students and from teachers (Kristianto et al., 2023). In terms of students, learning is experienced as a process. Students experience a mental process in dealing with learning materials (Utama, 2017). The learning material is natural conditions, animals, plants, humans, and materials collected in learning books. Regarding the teacher, the learning process appears as learning behavior about something (Hastuti & Utomo, 2022). Learning is a process to get changes both in terms of psychomotor (Riyadi et al., 2023). So that students can un canale good attitudes and characteristics, create something useful, and socialize with the broader community. Religious education is given as early as possible to each individual within the scope of family, school and community environment (Jaenullah, 2022). In formal situations, Catholic Religious education is one of the subjects given to students in schools from an early age to college (Law-Davis, 2023). A strong understanding of religious values will guide individuals in living life (Park, 2005). In addition, education will guide what he will become in the future, so that it can help him to make the right decisions based on the religious values he believes in.

In the learning process, at least teachers must pay attention to several learning components such as learning objectives, learning materials, media and/or learning methods and evaluation (Abdulrahaman et al., 2020). These components are related to one another. If one component is prepared less than optimally, it will interfere with other components. Professional teachers will prepare each component carefully so that the learning process can run well, but it must be considered that many teachers sometimes skip the media component and learning methods due to lack of time to prepare (Widiastuti et al., 2020). This causes the delivery of learning material to be centered on the delivery of material only so that the learning atmosphere becomes less varied, needs more interaction and tends to be teacher centered (Chen & Tsai, 2021). Media use becomes important when the material that must be conveyed to students requires illustrations and can be developed in a good learning media (Yusuf & Ma'arif Lampung, 2023). The main purpose of the media assistance is to make it easier for students to understand the material conveyed by the teacher more clearly, including Catholic religious education material. Learners are also affected by a different atmosphere media use media (Anorida, 2022).

Media, the plural of medium, is a means of communication. Derived from the Latin (medium) "between" which refers to anything that carries information between a source and a receiver (Ali Equatora & Rahayu, 2019). The six basic media categories are text, audio, visual, manipulative, objects and people (Sharon E. Smaldino. Et all, 2014). Criticos in Daryanto (2010: 4-5) states that media is one communication component, namely as a messenger from the communicator to the communicant. AECT in (Miarso, 2011) Defines media as any form of channel for the information transmission process. The most commonly used learning media is text. Text is an alphanumeric character that may be displayed in any format such as books, posters, whiteboards, computer screens and so on (Maulina et al., 2022). Another medium commonly used in learning is audio which includes anything that can be heard such as people's voices, music, the roar of a car engine, noise and so on (Blandy et al., 2019). These sounds can be heard directly or recorded. Visuals are routinely used to trigger learning. Visuals include diagrams on a poster, blackboard drawings, photographs, and cartoon drawings, etc. Another type of media is motion audiovisual (Ali Equatora & Rahayu, 2019). These are medialay motion including DVDs, motion audiovisual recordings, computer animation, etc (Lestari & Hadiwinarto, 2022). They are three-dimensional and can be touched and held by students (Soleh et al., 2023). The sixth and final category of media is people which can be teachers, students or subject matter experts.

Developing learning media has long stages before it becomes media that is truly worth testing and can be used for many people. Many development models can be used to make media suitable for use by many people. One of them is using Dick and Carey's learning design. The development model according to Dick and Carey includes ten development steps, namely identifying general learning objectives, conducting a teaching analysis, identifying learner behavior, input and characteristics, formulating performance objectives, developing benchmark reference test items, developing learning strategies, developing and selecting teaching materials, designing and carrying out formative evaluations, revising learning materials, and the last is designing and conducting summative evaluations. The ten stages are carried out to obtain learning media that can help teachers in clarifying their learning materials. This research aims to describe the stages of developing Catholic religious learning media for elementary school students according to the Dick and Carey development model and to produce

products from Catholic religious learning media that are suitable for elementary school students according to the Dick and Carey development model. The results to be achieved from the implement implementing this research are Catholic religious learning media products that can be used to support teacher teaching materials in schools, especially for elementary school Catholic religion teachers in and those in other regions in Central Kalimantan Province.

In teaching and learning, two essential elements are learning methods and learning media. These two aspects are interrelated. The choice of a particular learning method will influence the type of learning media that is appropriate a. However, there are still various other aspects that must be considered in choosing media, including learning objectives, types of tasks, and responses that students are expected to master after learning. Nevertheless, one of the main functions of learning media is as a tool in learning that also influences the climate, conditions and learning environment arranged and created by the teacher. Hamalik in Arsyad suggests that using learning media can arouse new desires and interests, arouse motivation and stimulation of learning activities and psychologically affect students (Azhar Arsyad, 2011).

Suggest the benefits of learning media in the student learning process, namely: (1) Learning will be more attractive to students so that it can foster learning motivation; (2) Learning materials will be clearer in meaning so that they can be better understood by students and enable them to master and achieve learning objectives; (3) Teaching methods will be more varied, not merely verbal communication through the spoken words of the teacher, so that students are not bored and the teacher does not run out of energy, especially if the teacher teaches every lesson hour; (4) Students can do more learning activities because they are not only listening to the teacher's description, but also other activities such as observing, doing, demonstrating, acting, and others (Sahronih et al., 2019).

B. Methods

This study is a research and development with 10 development steps from the Dick and Carey model. The subjects of this study were elementary school students taken from 3 schools in Palangka Raya city. Researchers used expert validation from 2 material experts, 1 linguist and small class trials to determine the feasibility of the media. The data analysis technique used the PSA percentage

formula. Dick & Carey model is a learning design model developed by Walter Dick, Lou Carey and James O Carey.

This model is one of the procedural models, which is a model that suggests that the application of learning design principles is adjusted to the steps that must be taken sequentially (Sugiyono, 2010). The steps are: (1) Identifying General Learning Objectives, The first step in this model is to determine the abilities or competencies that need to be possessed by students after following the learning program. The formulation of learning objectives can be developed from the formulation of learning objectives that already exist in the syllabus as well as the results of performance analysis and needs analysis, reflections related to learning difficulties faced by students, the results of an analysis of how someone does a job/task and the requirements needed to do the job, as well as for new learning objectives. (2) Carry out Teaching Analysis, this second step is a procedure to determine the skills and knowledge that have relevance and are needed by learners to achieve competencies and learning objectives, such as knowledge, skills and attitudes that learners need to have. In this step, a "map" will be produced that illustrates the linkages and relationships of all skills and abilities needed to achieve competencies or learning objectives. (3) Identifying Learners' Behavior, Input and Characteristics, Analysis of learners' characteristics includes analysis to find out learners' initial abilities, learning preferences or styles and attitudes towards learning activities. proper and accurate analysis of learners' characteristics will greatly help in selecting and using learning strategies.

While the analysis of the learning context includes an analysis of the situation and conditions of learners, which includes situations related to the tasks faced by learners in applying knowledge and skills and conditions related to the skills learned by learners. (4) Formulating Specific Objectives After conducting instructional analysis, the next step is to develop competencies or specific learning objectives (instructional objectives) that need to be mastered by students. The formulation of these specific learning objectives needs to pay attention to the knowledge and skills that must students must possessr the learning process is complete, the conditions needed so that students can demonstrate the ability of the knowledge they have learned, indicators and criteria that can be used to determine the success of students in the learning process. (5) Develop Benchmark Test Items, Based on the specific objectives or competencies that have been formulated previously, the next step is to develop test items for assessment. This test

instrument must be able to measure student performance in terms of knowledge/cognition, skills/psychomotor or attitude. (6) Developing Learning Strategies, Based on the information previously, learning strategies can be developed to so that the learning program can be achieved. Learning strategies include pre-learning activities to increase motivation, presentation of learning materials using examples and demonstrations, and follow-up of the learning process. Factors that need to be considered in developing learning strategies are: The latest learning theories and research results, Characteristics of learning media, material or substance that needs to be learned, and characteristics of learners. Choosing the right learning strategy will be able to support various learning activities. (7) Developing and Selecting Teaching Materials, the development of teaching materials can mean everything that is used to carry and convey information and messages from learning sources to learners. Examples of teaching materials that can be used are textbooks, guidebooks, modules, audio video programs, computer-based teaching materials, multimedia programs, teaching materials for distance learning systems. The learning media used can also come from commercial products or modify existing learning media. (8) Design and Implement Formative Evaluation Formative evaluation is conducted to collect data related to the strengths and weaknesses of the learning program. The results of the formative evaluation process are used as input to improve the design of the learning process or outcomes. (9) Revise Learning Materials, Revision of learning materials is the last step in the learning program design and development process. The data obtained from the formative evaluation procedure is summarized and interpreted to determine the difficulties encountered and weaknesses and then revised. Evaluation procedures need to be carried out at all stages of the learning process using the teaching media that has been developed. The main purpose of this step is to improve and enhance the quality of the developed teaching media. (10) Designing and Conducting Summative Evaluation This summative evaluation is the culmination of evaluation to measure the efficiency and effectiveness of learning. Still, this last step is often seen as part of the learning design because this evaluation is carried out after all components are complete and formative evaluation has been carried out. Sufficient revisions have been made according to the standards used by learning designers, and summative evaluation involves not program designers but teachers.

C. Results and Discussion

Instructional Media

Media is one of the communication components, namely as a messenger from the communicator to the communicant. Media is all forms of intermediaries used by people who spread ideas, so that ideas or ideas reach the recipient. Media in a broad sense is an activity that can create a condition, allowing students to gain new knowledge skills and attitudes. According to Heinich, Molenda and Russell, media is a communication channel. Media comes from Latin and is the plural form of the word medium which literally means intermediary, namely the intermediary of the message source (a source) with the message receiver (a receiver). Examples of media can be considered as learning media if they carry messages in order to achieve learning objectives (Lestari & Hadiwinarto, 2022). The relationship between media and messages and methods in learning. In learning, the media has a function in it.

Learning is only sometimes in contact with concrete things, both in concept and in fact. In fact, in reality, learning is often in contact with things that are complex, virtual and behind reality. Therefore, the media has a role to explain abstract things and show hidden things. In certain cases, the media can represent the teacher's shortcomings in communicating the subject matter. However, no matter how important the role of the media is in teaching, it still cannot shift the role of the teacher, because the media is only a tool that facilitates the teacher in teaching. The functions of the media according to Nana Sudjana are:

1. As a tool to realize an effective teaching and learning situation.
2. The use of media in teaching is not merely an entertainment tool that is used only to complement the learning process to make it more interesting for students.
3. The use of media in teaching is prioritized to accelerate the teaching and learning process and help students capture the teacher's understanding.
4. Media used in teaching is prioritized to improve the quality of teaching and learning.

Through learning media, it is expected to be by the function of the learning media used. Besides having a function, learning media can be categorized into several types of learning medichool children.

Quite a lot of types and forms of media are known at this time, from simple to high-tech, from easy and naturally existing media to media that the teacher himself must design.

Visual Media

Visual media is media that conveys messages through the viewer's vision or media that can only be seen. This type of optical media is the most frequently used by SD/MI teachers to help convey the content of learning themes that are often studied. Visual media consists of media that can be projected (projected visual) and media that cannot be projected (non-projected visual). Projected visual media is basically media that uses a projection device (called a projector) to display images or writings that will appear on the screen (screen). This projection media can be in the form of silent projection media, for example still pictures and motion projections, for example motion pictures. The projection tool requires electricity and a certain room that is quite adequate, both in size and light intensity.

The types of projection tools commonly used to convey learning messages in SD / MI include OHP (overhead projection) and sound slides (soundslide).

Visual media that are not projected consist of still/dead pictures, graphic media, model media, and reality media. Still images or inanimate images are images that are presented photographically or like photography, for example images of people, animals, places or other objects that have to do with the material / content of the theme being taught. There are still images that are single in nature and serialized, namely in the form of a set of still images that are interconnected with one another. The advantages that can be obtained by using this still image media include:

1. This media can translate ideas / ideas that are abstract to be more concrete
2. Widely available in books, magazines, newspapers, calendars and so on
3. Easy to use and does not require other equipment
4. Inexpensive, maybe even without spending money on its procurement
5. Can be used at any stage of learning and all themes.

There are some disadvantages to this media, namely that sometimes the size of the picture could be bigger if used in large classes. Still images are also two-dimensional media and do not cause motion.

Graphic media are two-dimensional viewing media (not photographic) specifically designed to communicate learning messages. The elements contained in this graphic media are images and writing. This media can be used to express facts or ideas using words, numbers and symbols. If you are going to use this graphic media you must understand and understand the meaning of the symbols so that this media will be more effective for presenting themes to children. The characteristics of this media, simple, can attract attention, cheap and easy to store and carry. The types of graphic media include graphs, charts, diagrams, posters, cartoons and comics.

Model media is a three-dimensional media that is often used in learning in elementary schools, this media is an imitation of some real objects, such as objects that are too large, objects that are too far away, objects that are too small, objects that are too expensive, objects that are rarely found or objects that are too complicated to bring into the classroom and difficult to learn the original form. Types of media models include solid models, cutaway models, build-up models, working models, mock-ups and dioramas. Each type of model may be exactly the same size, may also be smaller or larger than the actual object.

Realia media is a visual aid in learning that functions to provide direct experience to children. This realia is a real object, such as currency, plants, animals that are not dangerous.

Audio Media

Audio media is media that contains messages in auditive form (can only be heard) that can stimulate children's thoughts, feelings, attention, and willingness to learn the content of the theme. Examples of audio media are sound cassette programs and radio programs. The use of audio media in sd or mi learning activities is generally to train skills related to aspects of listening skills. From its auditive nature, this media has weaknesses that must be overcome by utilizing other media. Several considerations must be considered if you are going to use audio media in elementary school, namely as follows:

1. This media is only able to serve well those who already can think abstractly, while we know that elementary or low-grade children are still in the process of thinking from concrete to abstract thinking. Therefore, audio media for elementary or nursery school children we need to make various modifications in its use tailored to the child's

ability. If the learning objective is to train children's hearing, before using audio media we must provide a concrete picture of where the sound comes from. For example, we want children to be able to guess what animals they hear from audio tapes. Then the child must first recognize the animals concretely and know how they sound.

2. This media requires higher concentration of attention than other media. Therefore, when using this media in elementary school or nursery school, certain techniques are needed according to the child's ability.
3. Because of its auditive nature if you want the learning outcomes achieved by children to be more optimal, visual experiences are also needed. Learning control can be done by assigning vocabulary, language, and sentence structure.

Audiovisual Media

Audio-visual media is a combination of audio media and visual media or commonly called see-and-hear media. By using audiovisual media, the presentation of theme content to children will be completer and more optimal. In this case, the teacher only sometimes acts as a material presenter because the presentation of the material can be replaced by the media. The role of the teacher can switch to a learning facilitator, which makes it easier for children to learn. Examples of audiovisual media include educational television/video programs, sound slide programs, and so on.

You need to consider the following in planning and selecting learning media. Compatibility with planning in elementary school, namely lesson plans or lesson plans and syllabuses.

1. Suitability with learning targets, namely children who will study themes through the learning media, the selected media must be adjusted to the level of child development, for example in terms of language, symbols used, how to present them and the time used.
2. Suitability with the level of media limitations means whether the learning media has met technical requirements such as the clarity of images and letters and the arrangement of colors, sizes, and so on. If you pay less attention to this, it will certainly interfere with the learning process.

3. Suitability to the situation and conditions, for example, the place or room used for the learning level, such as the size of the equipment, ventilation, light, or suitability to the condition of the students, such as the number, interest, and motivation to learn.
4. Objectivity means and must be protected from media selection based on personal pleasure alone (subjective). This element of subjectivity is rather difficult to avoid. To avoid it. You should always ask for views, opinions, suggestions or corrections from colleagues (other teachers) or from children.

Catholic Religion Learning Media Development

The development of learning media for third-grade students was carried out over a period of 4 months. Development activities start with selecting story materials that will be developed based on the third-grade teacher's guide in Catholic Religion. The activity then continued with discussions with illustrators who helped illustrate the images that would be displayed in the storybook along with material experts and linguists. The details of the activities carried out in the development of learning media are as follows:

Development Activity 1

The product was developed based on a needs analysis conducted by the researcher. In the initial discussion, it can be outlined as follows:

1. The story was developed based on the third-grade textbook for Catholic Religious Education materials. Researchers sorted themes that could be developed and adjusted to the needs analysis, student characteristics, environment and subject matter teachers.
2. The developed stories include illustrations and simple sentences that teachers and students easily understand. Reports are made with colours, themes and pictures that attract students' interest.

Development Activity 2

The product prepared in stage 1 is then continued with stage 2 development. The results of discussions with illustrators, subject teachers and linguists are described as follows:

1. The theme chosen within the scope of Learners is I grow and develop, the theme of Jesus Christ is the parable of the prodigal son and the last

theme is the theme of Society, namely Preserving the natural environment. After the theme is chosen, then the illustrator illustrates the picture according to the theme, language and age of the students.

2. After the illustration is complete, the draft is given to material experts and linguists for initial checking.

Development Activity 3

The product prepared in stage 2 is then continued with stage 3 development. The results of discussions with illustrators, subject teachers and linguists are described as follows:

Material experts and linguists checked the draft that the illustrator had prepared. Further discussion for improvement to get good results. The story that was developed is in the appendix. The results of expert validation are as follows:

Table 1. Expert Validation 1

No	Assessment indicators	Rating Scale				
		1	2	3	4	5
1	Learning Objectives by the textbook				√	
2	Design is by the material in the textbook				√	
3	The colors used are attractive					√
4	The suitability of the picture with the story					√
5	The material presented through the media is by the learning objectives				√	
6	The material developed is appropriate for the grade level				√	
7	The material developed is by the evaluation reference				√	
SCORE		30				
Average		85,7%				

Table 2. Expert Validation 2

No	Indicator Assessment	Assessment Scale				
		1	2	3	4	5
1	Learning Objectives in accordance with the textbook				√	
2	Design is by the material in the book				√	
3	The images used are interesting					√
4	Conformity between pictures and story					√
5	The material conveyed through the media is by the learning objectives				√	
6	The material developed is appropriate for the grade level				√	
7	The material developed is by the evaluation reference.					√
SCORE		31				
Average		88,5%				

Table 3. Validation score

No	Assessment indicator	Rating Scale				
		1	2	3	4	5
1	The language used is by PUEBI			√		
2	Punctuation is correct				√	
3	Word selection is appropriate for the age level of grade III students.				√	
4	Appropriateness between picture and story				√	
5	Language is easy to					√

	understand					
6	The writing layout is appropriate					√
Score		25				
Average		83,3%				

Religious education is given as early as possible to every individual within the scope of family, school and community environment. In formal situations, Catholic Religious education is one of the subjects given to students in schools from an early age to college. A strong understanding of religious values will guide individuals in living life. In addition, education will guide what he will become in the future, so that it can help him to make the right decisions based on the religious values he believes in.

In the learning process, at least teachers must pay attention to several learning components such as learning objectives, learning materials, media and/or learning methods and evaluation. These components are related to one another. If one component is prepared less than optimally, it will interfere with other components. Professional teachers will prepare each component carefully so that the learning process can run well, but it must be considered that many teachers sometimes skip the media component and learning methods due to lack of time to prepare. This causes the delivery of learning material to be centered on the delivery of material only so that the learning atmosphere becomes less varied, needs more interaction and tends to be teacher-centered.

The use of media becomes important when the material that must be conveyed to students is material that requires illustrations and can be developed in a good learning media. The main purpose of media assistance is to make it easier for students to understand the material conveyed by the teacher more clearly, including Catholic religious education material. Learners are also affected by a different atmosphere with media use.

Based on the score obtained from validator 1, the average assessment score is 85.7%. When included in the assessment criteria, validator 1's score is very good. Based on the scores obtained from validator 2, the average assessment score is 88.7%. If included in the assessment criteria, the value of validator 2 is very good. The suggestions given by the validators are:

1. Use simple language and easy to understand
2. Enlarge the picture more
3. Book packaging should be large and can be seen by students sitting at the back.

Based on the scores obtained from validator 3, the average assessment score is 83.3%. When included in the assessment criteria, the value of validator 1 is very good.

D. Conclusion

The development of teaching media is carried out in 10 development steps, namely conducting preliminary observations, identifying learning objectives, analyzing learning, analyzing students, determining performance targets, developing research instruments, developing learning strategies, and evaluating and revising. Material experts and linguists have tested the feasibility of developing teaching media in storybook products with excellent and feasible results.

There are suggestions in this study, including overcoming various kinds of problems in learning. Learning media in the form of storybooks is one solution that can be taken. Teachers need to be trained to develop interesting teaching materials for students so that teachers do not rely only on textbooks. Researchers can improve learning media development through spiritual stories to all appropriate educational units. This development research needs to be improved because it benefits the world of education in solving academic problems.

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