



jsret.knpub.com

Journal of Scientific Research, Education, and Technology

E-ISSN: 2962-6110
P-ISSN: 2964-7843

JSRET

Interdisciplinary science, open access, and peer-reviewed journal that disseminates research findings from lecturers, researchers, teachers, and scientists in a variety of scientific and technological fields. This is an open-access article distributed under the terms of the Creative Commons Attribution-ShareAlike 4.0 International License (<https://creativecommons.org/licenses/by-sa/4.0/>)

Implementation of Differentiated Learning Through the Utilization of Audiovisual Media for Improving the Tolerance Attitude of Grade V Students In the Science and Technology Subject at SDN Lahuafu

Siti Norma Abd. Gafar, Misnah, Bau Ratu
Tadulako University, Palu

ABSTRACT

Study This aiming For describe implementation learning differentiate through utilization of audiovisual media in increase attitude tolerance student Class V of SDN Lahuafu on the subject Science lessons . Research This use approach qualitative descriptive with technique data collection through observation , interviews , and documentation . Research results show that the teacher was successful apply learning differentiate based on style learning and readiness students , as well as utilizing audiovisual media such as educational videos , animations and documentaries as tool help main . Learning implemented in a way collaborative in group heterogeneous , accompanied by discussion and reflection , which encourages student For value differences . Impact from the application This seen in the increase attitude tolerance students , such as value opinion friends , work The same in group , and show empathy . Approximately 89% of students show change behavior to more direction tolerant . Approach This proven effective No only in aspect cognitive , but also in strengthening character student .

Keywords: *Learning Differentiated , Audiovisual Media, Tolerance*

Corresponding author

Name: Misnah

Email: misnah@untad.ac.id

Contact phone / WA: 082249378405

Author (metadata only / purposes) completeness of OJS metadata according to amount writer

1. Misnah – misnah@untad.ac.id

INTRODUCTION

Education in Indonesia continues to experience significant developments along with various social, economic, and political changes that occur in this country. Education in Indonesia faces major challenges in meeting the diverse learning needs of each student. Education also has an important role in shaping the character of students to form individuals who value diversity (Ramadan 2025) .

Differentiated learning emerged as a workable solution to accommodate individual differences and characters. student in abilities, interests, and preferences student learning. This learning aims to provide a more relevant and effective learning experience, so that each student can reach their maximum potential . Teachers need to know how to design

and implement differentiated learning processes in ways that allow teachers to manage them effectively. (Marantika, Tomasouw, and Wenno 2023) .

Differentiated learning allows teachers to adjust the content, process and learning products according to the characteristics of the students. Thus, students with different abilities can learn in the way that is most appropriate for them. This study shows that when students feel cared for and receive special attention according to their needs, they tend to appreciate the differences between their classmates more. With this approach, it is hoped that each student can learn in the way that is most effective for them, so that learning materials, including tolerance values, can be better absorbed (Maria Atik Sunarti Ekowati et al. 2025) .

Success learning is also influenced by the use of media and methods proper learning . In addition , the class studies social involving Lots memorization , which can So boring . If the teacher doesn't using media when teach and only give lecture so atmosphere Study will become boring . There are many learning media that can used For learn and will help the learning process . One of the media used is audiovisual media (Gunawan et al. 2024) . The use of audiovisual media in differentiated learning offers advantages in delivering abstract and complex material in a more interesting and easily understood way by students. Audiovisual media can present concepts of attitudes and behavior of tolerance in the form of stories, animations, or videos that depict real situations that depict diversity, so that students can more easily understand and internalize these values in a more enjoyable and meaningful way. (Novianti, Latifah, and Kashefian 2025) .

(Kurnia and Mukhlis 2023) To improve the character of tolerance, one of the efforts that teachers can make is to adapt alternative teaching methods or modify instructional strategies in diverse classroom cultures. Differences in student character can be seen from differences in academic ability, preferences or learning styles, interests, and learning needs of students. Some students are very quick to understand the material taught and often feel bored because the tasks given are too easy. On the other hand, there are also students who need more time and support to understand the same concept and often feel left behind or frustrated because they have difficulty following the rhythm of learning.

This condition results in a lack of motivation to learn, decreased student involvement in the learning process, and the emergence of learning outcome gaps among students. The current Indonesian education curriculum provides many changes, one of which is the simplified science and social studies lessons into IPAS (Natural and Social Sciences). The purpose of this change is to improve multicultural education and develop more advanced Indonesian education about history, social conditions, and culture in Indonesia (Faradila, Safriatun, and Safriani nd) .

Initial observations on July 26, 2024, researchers observed that several students in Class V of SDN Lahuafu often had difficulty in following learning because the approach used did not fully pay attention to the differences in their characteristics . Teachers still tend to apply conventional teaching methods and have not use learning innovative . This causes students to feel bored and less interactive. in learning, especially in Natural and Social Sciences (IPAS) subjects .

Further observations, on the second day, July 28, 2024, time: 08:00 - 09:30 WITA, the results of the observation showed dynamics among students when they interacted in small groups. When given group discussion assignments, several students showed unwillingness to work together with other students who were considered different in terms of academic ability. It can be seen that a student who has high academic grades tends to dominate the discussion and ignores the opinions of his group members who are considered less capable. In addition, there was an incident where a student refused to share stationery with other students who did not bring it. This refusal was accompanied by derogatory comments, indicating a lack of empathy and mutual respect among students. At the end of the session, when asked to present the results of the group discussion, several students were reluctant to listen to the presentations of other groups. They seemed uninterested and busy talking to their neighbors. This reflects a low appreciation for the efforts and opinions of others, which is one indicator of low tolerance in the classroom. This is also clearly seen from several students who tend to close themselves off from their friends (Frisna Septian Renaldi and Nazhifatul Ulfah 2025) .

This attitude shows the existence of prejudice among students, which can be a barrier in building an attitude of tolerance. At the end of the lesson, the teacher gave a reflection on the importance of respecting differences. However, the responses from students still seemed passive, and some students still seemed reluctant to open themselves to new understandings about diversity. Some students were also reluctant to participate in class discussions that involved perspectives from different abilities.

METHOD

This type of research uses a descriptive qualitative method. This research provides a precise description and explanation of the conditions or symptoms faced. According to (Frisna Septian Renaldi and Nazhifatul Ulfah 2025) Qualitative research methods are research methods used to research natural object conditions, where the researcher is the key instrument, data collection techniques are carried out through triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning more than generalization.

FINDING AND DISCUSSION

RESEARCH RESULT

The implementation of differentiated learning in the subject of science in grade V of SDN Lahuafu was carried out by considering aspects of learning readiness, interests, and student learning profiles. Researchers together with grade V teachers began the learning process by conducting a diagnostic assessment to determine the background of students' abilities and their learning styles. The results of the assessment showed that there were striking differences in students' learning styles, namely visual, auditory, and kinesthetic. Some students find it easier to understand material through images and videos, while others are more active if the material is delivered through discussion or physical activities. Audiovisual media provides solution for need learning and style Study different students .

Teachers realize that a uniform approach will not be effective in reaching all the diverse characters of students.

To overcome the challenges of diversity, teachers create differentiated teaching modules that combine various approaches and methods, one of which is the use of audiovisual media. This media is used as the main tool in delivering science and science material, especially on the theme of socio-cultural diversity and tolerance. Teachers utilize learning videos, educational animations, and documentary shows that show real examples of tolerance practices in everyday life. Audiovisual media is chosen because it is considered to be able to bridge the gap in understanding between students with different learning styles and help them capture the values of tolerance more contextually.

The implementation of learning begins with the screening of a short video that is relevant to the topic being discussed. After that, students are given time to reflect and write down personal responses. The activity is continued with a heterogeneous group discussion whose members are selected based on background and academic ability evenly. In the discussion, the teacher encourages students to express their opinions, respect different points of view, and respond to friends' ideas openly. The teacher also provides direction on the importance of respecting friends who have different habits and cultures as a concrete form of tolerance.

In addition to discussion activities, teachers facilitate collaborative activities that can foster a spirit of cooperation and togetherness among students. namely, students are asked to make posters inviting tolerance in groups, write short stories based on personal experiences, and play roles (role-play) namely imitating regional customs with scenarios that display multicultural social situations. This activity is designed not only to train students' cognitive abilities in understanding science material, but also to foster an attitude of empathy and appreciation for the diversity around them. Teachers provide feedback and awards to each group so that students feel appreciated and motivated.

After several weeks of implementing differentiated learning with audiovisual media, researchers noted quite significant changes in student behavior, especially in the aspect of tolerance. Based on the results of observations during the learning process, students who previously tended to be alone and avoid groups, began to show active involvement in heterogeneous group activities. They began to sit side by side with friends from different cultural backgrounds , or habits, and showed an open attitude towards differences. This shows that the values of tolerance instilled through audiovisual media are not only accepted cognitively, but also begin to be practiced in the real behavior of students.

From the results of teacher documentation in the form of daily notes and attitude observation sheets, it was found that most of the... Most students experienced an increase in tolerance indicators such as each other helping , not mocking friends, working same , willing to share stationery, and show a neutral attitude during group discussions. Some students who used to be easily offended or dominate discussions, are now starting to be patient and respect their friends' opinions. The teacher noted that from the first meeting to the third meeting in learning, students showed a tolerant attitude even outside of science

lessons, such as during breaks or in extracurricular activities. This indicates a transfer of attitudes from the classroom to students' daily social lives.

The level of effectiveness of the implementation of differentiated learning with audiovisual media in improving students' tolerance attitudes can be seen from the consistency of changes in attitudes shown by students over a certain period of time. Based on the results of data triangulation from observations, interviews, and documentation, it was found that around 89% of students experienced improvements not only in attitudes during the learning process, but also maintained these attitudes outside the classroom. This change reflects the success of the approach used by teachers in integrating character values into science and science material contextually and touching students' real lives.

Effectiveness is also evident from the increasing involvement of students in learning activities. Students who were previously passive began to actively express their views and provide responses to video displays. They not only commented on the content of the material, but also related it to personal experiences or social situations around them. The video displays presented were able to stimulate empathy and encourage students to think critically and reflectively. The teacher noted that students began to use polite words, restrain their emotions, and demonstrate fairness in dividing tasks and making decisions together. Teacher documentation data shows an increase in attitude assessment scores on the tolerance indicator consistently for three consecutive weeks. Teachers also keep daily journals containing notes on student behavior, such as students who previously refused to join groups now asking to join groups with different backgrounds.

In addition, students' work in the form of posters and tolerance stories also demonstrate understanding and awareness of the importance of respecting differences. This means that audiovisual media not only changes attitudes instantly, but also forms habits and values that are embedded gradually. The principal's statement also strengthens this. He said that the differentiated learning approach assisted by audiovisual media can make it easier for students to understand and internalize the values of tolerance. This is because the video presents concrete and emotional examples that are difficult to explain through conventional methods. The support of facilities provided by the school such as projectors and teacher training, makes the learning process more optimal and focused.

DISCUSSION

This approach becomes stronger when combined with audiovisual media. The use of educational videos, animations, and educational documentaries not only answers students' visual needs, but also provides contextual and meaningful learning experiences. Students who have visual and auditory learning tendencies appear to understand science material more easily, especially those related to cultural diversity and the environment. This is reinforced by findings that explain that audiovisual media creates a more effective multisensory learning experience and touches the emotional aspects of students, making it suitable for delivering value and character materials. (Aini et al. 2025) .

The results of interviews with teachers and principals showed that this strategy had been implemented systematically and fully supported by the school. The fifth grade teacher

used video footage as a trigger for reflective discussion, which was then continued with heterogeneous group activities. In this context, differentiated learning not only reaches cognitive aspects, but also instills social values such as respecting differences, accepting other people's opinions, and working together inclusively. stated that differentiated learning is not just about varying the material, but also creating learning justice based on the diverse needs of students.

Implementation at SDN Lahuafu shows that the use of audiovisual media greatly supports a differentiated approach because it is able to reach different learning styles while conveying complex social messages. Students are more interested and motivated to learn, and show changes in their perspectives on their different friends. This process fosters a more open, inclusive classroom culture and supports the development of tolerant characters. (Wahyuni 2024) also confirms that audiovisual media can increase learning concentration while building students' emotional involvement, which is important in learning values.

Thus, the application of differentiated learning through audiovisual media is an appropriate and relevant approach for heterogeneous classroom contexts. This approach not only answers the challenges of variations in student learning styles, but also becomes an effective medium in character education. Teachers play a central role in managing classroom dynamics and facilitating healthy interactions, while audiovisual media becomes a bridge between abstract concepts and concrete realities that can be felt directly by students. The results of this study are in line with the principles of the Independent Curriculum which emphasizes adaptive, meaningful, and student-centered learning. (Isnanda, Suaedi, and Afrizal 2025) .

The impact of implementing differentiated learning assisted by audiovisual media on students' tolerance attitudes is clearly visible in changes in their social behavior. Students who were previously withdrawn began to show courage to speak, listen to friends, and collaborate in heterogeneous groups. (Purnamasari, Anwar, and Junaidi nd) . The learning process involving video displays opens up space for reflection and discussion, so that tolerance values are not only digested intellectually, but also understood through concrete examples presented in the media. This supports the idea (Colia et al. 2025) which states that learning that provides space for students to express themselves and understand others directly can form open and tolerant characters. This change in attitude not only occurs in the classroom, but is also seen in students' daily lives. Observation results show that students begin to help each other, no longer tease different friends, and are able to work together in groups with diverse cultural backgrounds. This reflects the success of learning in forming students' social awareness in a sustainable manner. (Saputra, Rahmat, and Komalasari 2024) , it is stated that students who are accustomed to seeing positive representations of diversity will find it easier to develop empathy and an attitude of respect for differences.

Teachers play a major role in facilitating this process. By providing reinforcement for positive attitudes, teachers encourage students to internalize the values of tolerance in real action. (Nuriyanti and Prayitno 2025) . Audiovisual media is a very helpful tool in

bridging the understanding of values with students' direct experiences. The videos used are not only informative, but also educational and touch the emotional side of students, which encourages them to take a more positive attitude towards diversity. This is in accordance with the opinion of (Yusra et al. 2025) who emphasizes the importance of affective-based learning to shape students' character.

The effectiveness of this approach is also reinforced by the testimonies of students who feel more comfortable, happy, and enthusiastic in participating in learning. They feel that the videos shown teach many things that are useful for their social life. (Octaviani et al. 2024) . They also realize the importance of being fair and respecting differences in the context of school and outside school. This change is evidence that learning does not only function as a means of transferring knowledge, but also as a medium for character formation. (Putri and Widyartono 2024) .

Thus, it can be concluded that the implementation of differentiated learning through audiovisual media has a positive impact on increasing students' tolerance behavior attitudes. This approach provides space for students' active participation in understanding and deeply experiencing social values. The teacher succeeded in creating a safe and supportive learning atmosphere, where students can learn from experience and from each other. (Putri and Widyartono 2024) . This impact is proof that technology integration in character learning can provide significant results if it is well designed and implemented consistently. The effectiveness of this approach is also marked by the increasing quality of interaction between students, both in discussions and in group activities. Audiovisual media acts as a stimulant that raises students' awareness and empathy for differences. Videos showing real situations about social tolerance provide concrete representations that are easy for students to digest and reflect on. This is in line with the opinion of (Assiddiqi 2025) , who emphasized that visual media that touches on students' emotional experiences can be a bridge for more effective value learning.

The results of teacher documentation show that during the learning process, there was a significant increase in attitude indicators such as: respecting other people's opinions, not interrupting conversations, and being neutral when having different views. Students also began to get used to expressing apologies and gratitude, which shows an increasing awareness of the importance of living peacefully in diversity. This finding strengthens research by (Tamara and Arfiyanti 2025) which states that students who are given space to practice tolerant attitudes through collaborative activities and digital media will more quickly form positive social attitudes.

The statements of the principal and teachers show that the changes that occur in students are not temporary. The attitude of tolerance that emerges seems sustainable because it is built through meaningful and repeated learning experiences. The learning that is carried out is not just a one-off, but part of a series of consistent approaches. This shows that the effectiveness of character learning through audiovisual media can continue to increase if it is carried out systematically and linked to the context of students' lives. (Fatimah and Purnomo 2025) .

Overall, the level of effectiveness of differentiated learning assisted by audiovisual media in increasing students' tolerance attitudes is very high. This is evidenced by changes in student behavior, increased attitude scores in observations, and recognition from students themselves about changes in the way they treat different friends. With this approach, science learning is not only a means of understanding natural and social sciences, but also a strong vehicle for character education. This is in line with the spirit of the Independent Curriculum which emphasizes the importance of forming a Pancasila Student Profile that is moral, tolerant, and inclusive (Purnamasari et al. nd) .

CONCLUSION

Based on the results of the research conducted through a descriptive qualitative approach using observation, interview, and documentation techniques in class V of SDN Lahuafu, several conclusions were obtained that answered the three problem formulations in this study. First, the implementation of differentiated learning through the use of audiovisual media in the subject of science has been carried out in a planned, systematic manner, and in accordance with the characteristics of diverse students. Researchers together with grade V teachers began with a diagnostic assessment to map students' readiness, interests, and learning styles. Based on the results of the assessment, researchers together with teachers developed learning strategies by integrating audiovisual media such as educational videos, animations, and documentaries. Each learning activity began with the screening of relevant videos, followed by heterogeneous group discussions, individual reflections, and collaborative activities such as making posters, role playing, and writing personal experience stories.

This implementation has proven to be able to reach the different learning needs of students and create an inclusive, participatory, and conducive classroom atmosphere. Second, the impact of implementing differentiated learning assisted by audiovisual media on students' tolerance attitudes is very positive and significant. Based on the results of observations, interviews, and documentation, it was found that there was a change in student behavior towards being more tolerant. Students who were previously closed, reluctant to work together, or did not appreciate differences, now began to show an open attitude, respect each other, and work together in diverse groups. Researchers together with teachers and principals noted that most students showed an increase in their ability to respect other people's opinions, be patient in discussions, and show empathy towards friends from different backgrounds. This finding is also reinforced by the recognition of students who feel they understand the importance of tolerance better after participating in learning with interesting and inspiring video displays.

Third, the effectiveness of differentiated learning based on audiovisual media in increasing students' tolerance attitudes can be seen from the consistency of behavioral changes shown by students, both inside and outside the classroom. Students not only show positive attitudes during the learning process, but also in everyday social life. Indicators of increasing tolerance include the ability to work together, accept differences of opinion, not interrupt conversations, and use polite expressions more often and respect others.

Researchers noted a gradual and continuous increase in attitude scores during the implementation of learning. This shows that this approach is not instant, but rather forms patterns of thinking and habits that continue to develop. Thus, it can be concluded that differentiated learning through audiovisual media is an effective and relevant approach to be applied in the context of the Independent Curriculum, especially in the subject of Science and Science. This approach not only strengthens the achievement of learning objectives from the cognitive aspect, but also significantly contributes to the formation of tolerant, inclusive, and empathetic student characters. The success of this learning is not only determined by the use of technology, but also depends on the sensitivity of teachers in understanding student diversity, the ability to design reflective activities, and support from the school environment as a whole.

REFERENCES

- Aini, Anniswatul Lathiifah, Mohamad Vijay, Indriati Nurul Hidayah, and Dolfi Harsadi. 2025. "STRY WRITING SKILLS OF GRADE II ELEMENTARY SCHOOL STUDENTS THROUGH DIFFERENTIAL LEARNING BASED ON SMALL GROUP DISCUSSION." *Journal of Integration and Innovative Harmony of Social Sciences* 5(3):5. doi:10.17977/um063.v5.i3.2025.5.
- Assiddiqi, Dimas Hasbi. 2025. "ISLAMIC EDUCATION LEARNING IN INCLUSIVE SCHOOLS BASED ON THE INDEPENDENT CURRICULUM IN CLASS 7 OF SMP MUHAMMADIYAH 4 KEBOMAS." 26(1).
- Colia, Ukurta, Fathur Rokhman, Eko Handoyo, Bambang Subali, and Decky Avrilianda. 2025. "Improving Mathematics Learning Motivation Through Differentiated Learning Implementation with Quizizz Media Support." *Flobamorata Elementary Education Journal* 6(1):115–22. doi:10.51494/jpdf.v6i1.1998.
- Faradila, Aulia, Faidah Safriatun, and Eka Safriani. nd "Effectiveness of Using Animated Video Media of Prophet Stories in Improving Student Learning Outcomes in Islamic Religious Education Material."
- Fatimah, Dewi, and Agus Purnomo. 2025. "The Effect of the Cooperative Learning Model of Teams Games Tournament Type Based on Bamboozle Media on Student Learning Outcomes." *Journal of Innovation and Teacher Professionalism* 3(3):557–63. doi:10.17977/um084v3i32025p557-563.
- Frisna Septian Renaldi and Nazhifatul Ulfah. 2025. "IMPLEMENTATION OF PICTURE STORY BOOK MEDIA (COMICS) TO IMPROVE ARABIC READING INTEREST OF STUDENTS AT SIROJUT THOLIBIN ISLAMIC BOARDING SCHOOL TULUNGAGUNG." *Journal of Islamic Boarding School Studies* 5(1):145–68. doi:10.35897/studipesantren.v5i1.1598.
2024. "(CONTEXT, INPUT, PROCESS, PRODUCT)." 09.

- Isnanda, Wheka, Hasan Suaedi, and Mohamad Afrizal. 2025. "SOCIAL CLASS CONFLICT IN THE FILM STEALING RADEN SALEH BY ANGGA DWIMAS SASONGKO." 9.
- Kurnia, Ira Restu, and Septian Mukhlis. 2023. "Implementation of Problem Based Learning to Improve Tolerance Character Through Multicultural Education." *Jurnal Educatio FKIP UNMA* 9(1):209–16. doi:10.31949/educatio.v9i1.4064.
- Marantika, Juliaans ER, Jolanda Tomasouw, and Eldaa C. Wenno. 2023. "Implementation of Differentiated Learning in the Classroom." *German Für Gesellschaft (J-Gefüge)* 2(1):1–8. doi:10.30598/jgefuege.2.1.1-8.
- Maria Atik Sunarti Ekowati, Moyo Hady Poernomo, Gabriel Silvano, and Unggul Widya Saputra. 2025. "CapCut and Canva as Effective Visual Learning Media at SMP Kanisius Sumber." *ACADEMIC JOURNAL OF COMMUNITY SERVICE* 3(3):54–60. doi:10.61722/japm.v3i3.4475.
- Novianti, Rahmah, Nur Latifah, and Sara Kashefian. 2025. "Digital Learning Innovation Through Application-Assisted RADEC Model: Let's Read About Elementary School Students' Writing Skills." *Elementary Education Profession* 48–65. doi:10.23917/ppd.v12i1.9830.
- Nuriyanti, Lina, and Sudi Prayitno. 2025. "The Use of Canva-Based Audiovisual Learning Media to Improve Student Learning Outcomes." 7.
- Octaviani, Wulandari, Srimulia Purnama, Sari Yani, Suci Aminah, Mayang Sari, Vianti Anatasya, and Dinna Lestari. 2024. "EFFORTS TO IMPROVE STUDENTS' LEARNING OUTCOMES IN UNDERSTANDING PANCASILA VALUES THROUGH DIFFERENTIATED LEARNING WITH THE CRT APPROACH IN GRADE IV OF STATE ELEMENTARY SCHOOL 124 PALEMBANG." 09.
- Purnamasari, Ni Nyoman Dayuni, Yunita Arian Sani Anwar, and Eka Junaidi. nd "DEVELOPMENT OF E-LKPD BASED ON PJBL-STEM ON THE TOPIC OF ACIDS AND BASES."
- Putri, Aldila Rahmita, and Didin Widyartono. 2024. "Utilization of Differentiated Learning to Overcome the Stigma of Difficulty in Declaring Poetry." *Journal of Language Literature and Arts* 5(1):12–23. doi:10.17977/um064v5i12025p12-23.
- Ramadhan, Faozie. 2025. "Analysis of Cognitive and Noncognitive Diagnostic Assessment in Indonesian Language Learning at SMA NEGERI 2 Semarang." *Journal of Language and Literature Education* 5(1).
- Saputra, Hari Nugraha, Rahmat Rahmat, and Kokom Komalasari. 2024. "Utilization of Artificial Intelligence in Project-Based Pancasila Education Lessons at SMP Daarut

Tauhiid Boarding School.” *Sanskara Education and Teaching* 2(02):115–25.
doi:10.58812/spp.v2i02.397.

Tamara, Fanni, and Riskha Arfiyanti. 2025. “CONSTRUCTIVIST APPROACH IN LANGUAGE LEARNING STRATEGY: IMPLEMENTATION STUDY IN MULTICULTURAL CLASS.” 5.

Wahyuni, Dwita. 2024. “Internalization of Religious Moderation Values in Indonesian Language Teaching Through Audiovisual Media.” 5(2).

Yusra, Habiburrahman, Salma Yulia Putri, Miskah Sofia Rani, Nur Azmi Alwi, and Yarisda Ningsih. 2025. “Utilization of Image and Video Media as Learning Aids in Lower Elementary School Grades.” 1(2).