

Geography Teachers' Perception of the Use of Learning Media in Public High Schools in South Tangerang City

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ABSTRACT

Learning is an interactive process that involves students interacting with information and their environment, aiming to develop new skills, knowledge, or attitudes. Learning media is one of the factors that play an important role in learning and teaching. When teaching, teachers generally utilize various learning media as a means to convey material more effectively to students. The use of learning media in the context of learning can not only improve students' understanding but also have the potential to develop new interests and motivations and provide a positive psychological impact on the teaching and learning process. Teachers' perceptions of learning media play a significant role in determining the success of the learning process. In this study, the main objective is to analyze geography teachers' perceptions of the various uses of learning media in public high schools in South Tangerang City. This research is descriptive research. Data analysis was conducted using descriptive statistical analysis methods, specifically percentage analysis. By using percentages, this study can analyze the level of geography teachers' perceptions of various uses of learning media in public high schools in South Tangerang City. The results showed that the perception of geography teachers in public high schools in South Tangerang City towards the use of learning media is included in the very good category, with a percentage reaching 94%. This finding shows that geography teachers of public high schools in South Tangerang City have a very positive perception of the use of learning media. This can be seen from the percentage obtained in the data analysis that has been done by researchers that the learning process will be better if using learning media such as visual media, namely maps and Google Earth software, audio-visual media, namely video, and IT-based learning media, namely ArcGIS.

Keywords: Perception, learning media, teacher, education, South Tangerang.



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1. INTRODUCTION

Education, according to Law No. 20 of 2003 governing the National Education System, Article 1 Paragraph 1, is not just a formal obligation but a conscious and planned effort. The goal

is much broader, namely to create a learning atmosphere and learning process that allow students to actively develop their potential. This includes religious and spiritual strength, self-control, personality development, intelligence, noble character, and skills needed for themselves, society, nation, and state. As stated by (Dearlina & Sinaga, 2021) education is not only a need for every individual but also has a strategic and decisive role in building individual personalities in society. The foundation of any effort to create a more advanced society is education, which lies in the creation of a conducive atmosphere and the availability of adequate facilities. However, equally important is the role of teachers, who are able to not only foster, educate, and teach students through the learning process but also become a key pillar in shaping future generations.

Learning is an interactive process that involves students interacting with information and the environment, aiming to develop new skills, knowledge, or attitudes. (Sunhaji, 1970) argues that learning can also be interpreted as activities carried out by teachers in a certain environment to support students' cognitive, emotional, and psychomotor development towards significant improvements. (Rivai & Sudjana, 2010) state that the implementation of learning does not only involve the role of the teacher alone but must also be supported by a combination of elements such as materials, facilities, complements, and procedures that interact with each other, known as learning media.

Learning media is one of the factors that play an important role in learning and teaching. When teaching, teachers generally utilize various learning media as a means to convey material more effectively to students. Learning media is one of the factors that play an important role in learning and teaching. When teaching, teachers generally utilize various learning media as a means to convey material more effectively to students. The use of learning media in the context of learning can not only improve student understanding but also have the potential to develop new interests and motivations and have a positive psychological impact on the teaching and learning process. According to (Junaidi, 2019), incorporating learning media during the teacher orientation phase can significantly improve the effectiveness of the learning process and facilitate the dissemination of messages and subject matter. According to (Abidin, 2017), in accordance with this, a student needs an intermediary, also known as learning media, through which the teacher can divert students' attention so as not to get bored quickly in the teaching and learning process.

The development of learning media does follow the development of educational technology. The development of paradigms in educational technology affects the development of learning media. These paradigms include: first, learning media are the same as audio-visual aids that teachers use to clarify their role. Second, media is considered something that follows the norms

of communication and is made systematically. Third, because media is seen as an important component in the education system, other elements of the education process will change. The fourth learning medium is seen as one of the sources that is deliberately and purposefully developed and utilized for learning purposes (Susilana & Riyana, 2019).

The use of media in delivering learning materials, especially in the context of geography lessons, brings a number of significant advantages compared to the verbal approach alone. Teachers using media can feel the lightness in conveying the content of learning materials. In addition, students can understand learning materials more easily and clearly. However, the effectiveness of using learning media depends not only on the tools and technology used but also on the positive perceptions that teachers must have. This positive perception is the key to achieving learning objectives well, along with increasing student understanding, arousing the desire to learn, and presenting data in an interesting and reliable manner. In addition, the use of media also facilitates interpretation and condenses the information conveyed to students (Firmantika & Mukminan, 2014)

Perception, as a response to an object, has a crucial role in shaping one's mindset. Particularly in education, teachers' perceptions of learning media play a significant role in determining the success of the learning process. These perceptions can range from positive to unfavorable and have a direct impact on the way teachers utilize media in teaching. (Rozie, 2018) revealed that when teachers' perceptions of learning media utilization are positive, this will facilitate the achievement of learning objectives. As a result, students will be motivated to try and learn diligently so that they can achieve optimal learning achievement.

The use of learning media in geography subjects is considered a supporting factor for the success of the learning process. Although the results of observations made by researchers show that geography learning in the classroom has been running smoothly and orderly, in reality, some teachers are still not optimal in using geography learning media, so this condition causes students to become bored and less interested in the material presented. In his research (Muda, 2018) found the impact of less than optimal use of learning media, where students experience delays in understanding the material and tend to only imitate without developing their creativity.

As a teacher, efforts have been made to make it easier for students to understand the material by using learning media. The perception of teachers, especially geography teachers, towards the media is an important key. By having a positive perception and awareness of the role of learning media, it is expected that geography learning can be more effective and enjoyable. The role of teachers, especially in geography subjects, is strongly influenced by perceptions of media

use. Awareness of the importance of learning media in the teaching and learning process is the main foundation on which learning can run more smoothly. In the education process standard, the lesson plan has a special component that includes the use of media. This reflects the important role of media in supporting learning, especially in geography subjects. With this component, teachers are expected to be more proactive and creative in utilizing media to provide better understanding to students.

Based on the problems that have been identified, in-depth research on geography teachers' perceptions of the use of learning media is a necessity. It is very important to understand the extent to which teachers view or may encounter obstacles in the application of learning media. With a deeper understanding, appropriate steps can be taken to improve the effectiveness of the use of learning media in geography learning. Thus, it can create a more dynamic, interactive, and inspiring learning environment for students.

2. METHOD

2.1. Research Design

This research is descriptive research. (Arikunto, 2006)) states that descriptive research is research that only describes the state or status of a phenomenon. This research focuses on describing problems in the use of learning media. This research was conducted in public high schools in South Tangerang City. The method used in this research is a survey method with data collection techniques using a questionnaire.

2.2. Samples/Participants

The research population is the entire research subject. The sample, according to Pabundu Tika in (Hermawan, 2009) is part of the population that represents a larger group. The sampling technique applied in this study was purposive sampling. Purposive sampling is a sample selection technique in research that is carried out by deliberately selecting subjects that have certain characteristics or characteristics that are considered relevant to the research being conducted. The sample selection was carried out with special considerations and objectives, with the hope that the selected subjects could provide relevant and significant data for the research. The sample in this study consisted of 12 geography teachers from various public high schools in South Tangerang City. Thus, this study aims to provide a comprehensive picture of the problems of using learning media among geography teachers in public high schools in South Tangerang City, with the hope that the findings from this study can provide meaningful insights and contributions to the development of learning in the future.

2.3. Instruments

The research instrument was used to measure geography teachers' perceptions of the various uses of learning media. The instrument is a test that has the characteristics to measure informants, with several statements in the study regarding the use of learning media (Sukmadinata, 2011). The data in this study were collected through the use of a closed questionnaire distributed to geography teachers of public high schools in South Tangerang City. The indicators contained in the questionnaire include relevance in the use of learning media, teachers' ability to use learning media, ease of use of learning media, availability of learning media, and usefulness in the use of learning media.

2.4. Data analysis

The data collected in this study are the results of respondents from geography teachers related to perceptions of the use of learning media. The data-checking process involves evaluating the completeness and clarity of filling out the questionnaire, aiming to avoid errors and minimize the potential for errors in obtaining accurate information. The next step involves tabulating the alternative answer data that has been scored into a table, which will later be calculated and applied to the table. Data analysis was carried out using descriptive statistical calculations of percentages, in accordance with the approach described by (Sudijono, 2011). Through these steps, it is hoped that this research can provide a comprehensive and accurate picture of geography teachers' perceptions of the use of learning media in public high schools in South Tangerang City.

3.FINDINGS AND DISCUSSION

This section will reveal the findings of the research conducted by the researcher. In this study, there are five indicators used as a reference, namely: relevance, teacher ability, ease of use, availability, and usefulness.

Relevance

Relevance shows that the use of learning media must be in accordance with the context and learning objectives. In addition, the selection of appropriate media can increase students' understanding and desire to fulfill the learning objectives that have been set. The following figure shows the results of research conducted by geography teachers regarding the use of learning media.

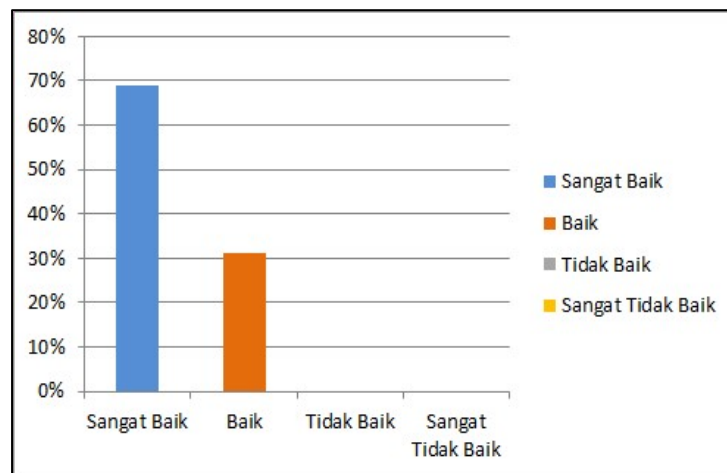


Figure 1. Findings from Relevance Analysis
Source: Research Data Results

Figure 1 shows that the relevance indicator reached 69%, which is in the very good category, while the good category reached 31%. This illustrates that the use of learning media by geography teachers in South Tangerang City has successfully designed media in accordance with lesson plans, syllabuses, and textbooks. The relevance of learning media can optimize teacher performance in delivering material to students to achieve learning objectives, so that teachers in South Tangerang City can create an interesting learning environment. Through appropriate and interesting media, students can feel more motivated and enthusiastic about participating in learning. That way, the learning process can be more effective and enjoyable for students.

In line with these findings, the role of learning media relevance becomes very important in designing and utilizing media to achieve the expected learning objectives and to ensure that the media and subject matter used are appropriate. According to (Ekayani, 2017), the use of learning media must be in accordance with the learning objectives and topics discussed. In line with (Winda & Dafit, 2021) the use of media needs to be adjusted to the learning objectives, sources, interests, needs, and circumstances of students.

Teacher Ability

Teacher ability is the skill and competence of the teacher in using media during classroom learning. According to (Masnunah, 2019), variation is the teacher's ability to maintain the learning environment in such a way that it becomes a fun and not boring activity so that students become enthusiastic and diligent to understand the lesson. The results of the research conducted on geography teachers regarding the use of learning media can be seen in the following figure.

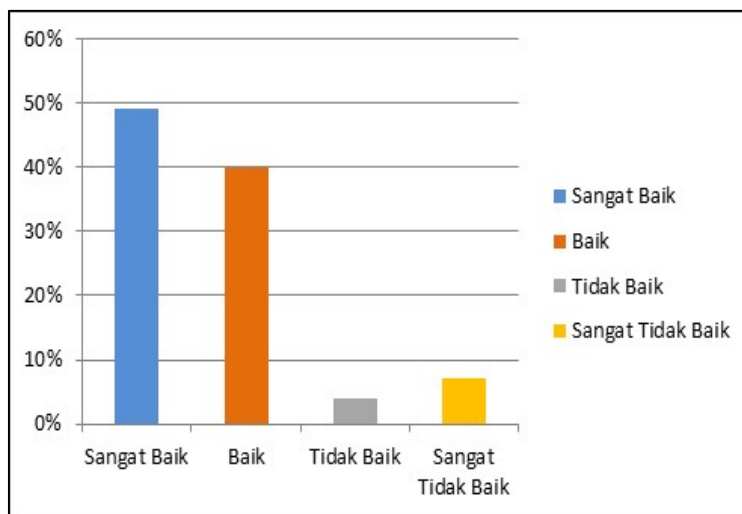


Figure 2. Findings from the Teacher Capability Analysis
Source: Research Data Results

In Figure 2, the indicator of teacher ability obtained a result of 49%, which is in the very good category. This means that most geography teachers in South Tangerang City have succeeded in developing good and varied abilities in using learning media. Geography teachers also have the ability to use a variety of geography learning media, such as visual media such as maps, globes, and Google Earth software, as well as audiovisual media such as videos, IT-based learning media such as ArcGIS, and so on. However, 7% of teachers are in the very bad category; this indicates that some teachers are not yet proficient and must go through a training process on the use of learning media in order to be more skilled in utilizing geography learning media. Based on the results of the study, the use of learning media in the form of audio, visual, audio-visual, graphic, and multimedia media will certainly help students understand geography material better. Therefore, a professional geography teacher needs to have a strategy in every lesson, especially in the use of media, so that the learning process is not boring and greatly facilitates the delivery of material by the teacher.

According to (Noermanzah, 2015), the ability of a teacher, especially in the context of teaching geography, lies not only in the knowledge of the material but also in the expertise in choosing the right learning media. It is important for a teacher to present learning in an innovative, interesting, and creative way in order to achieve the desired learning objectives. The use of learning media is considered one of the most effective ways to achieve this. The number of learning media available often confuses teachers in choosing the right learning media. When a teacher uses media, they really need to think about what kind of media is suitable for the material so that learning can be done effectively. If the teacher chooses the wrong medium, it is fatal for students, so they cannot understand the material presented. Therefore, in the selection of media, there needs to be such

things as attention and consideration. Things that must be considered in media selection are as follows: (1) the media is adjusted to the material; (2) the media is adjusted to the students' level of thinking; (3) the time of use; and (4) ease of use. In accordance with the opinion (Miftah & Nur Rokhman, 2022), the principles of selecting learning media are suitability, convenience, cost, availability, and technical quality. According to the opinion (Abidin, 2017), media selection is an interesting decision and determines the accuracy of the type of media used, which affects the effectiveness and efficiency of the learning process.

Ease of Use

Ease of use is the level of ease of teachers in operating learning media (Tampubolon et al., 2021) The results of the findings of researchers conducted to geography teachers regarding the use of learning media can be seen in the following figure.

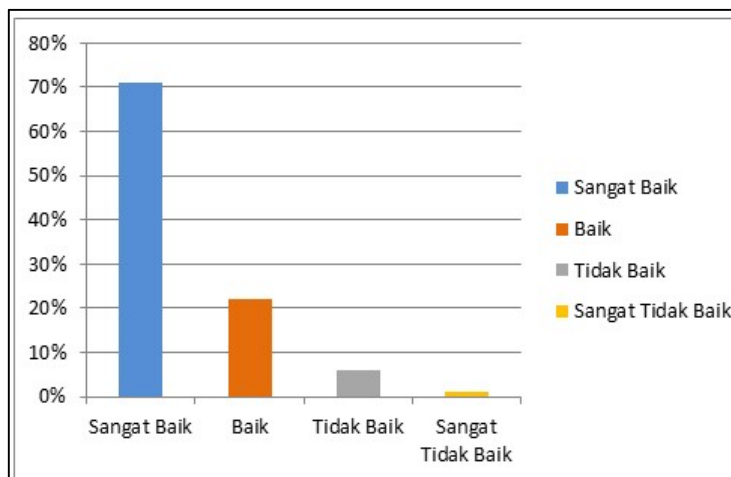


Figure 3. Findings from the Ease of Use Analysis

Source: Research Data Results

Figure 3 shows that 71% of geography teachers in South Tangerang City are in the very good category for operating geography learning media. This high percentage indicates that the use of various media, such as globes, maps, atlases, pictures, and videos, in geography learning has become a common practice among teachers. However, 1% of teachers fall into the very poor category, indicating that a small number of geography teachers face obstacles in using learning media, such as teachers who are not proficient in using the learning media and students who are confused about the media used by the teacher. The ease of use of geography learning media does not only apply to teachers but also provides easy access to students. Students can freely access various learning media used by teachers, and this can be done through electronic devices such as

computers, tablets, or mobile phones. This ease of access creates a learning environment that supports students to learn independently.

According to research conducted by (Wulandari et al., 2023), ease of use of learning media refers to the extent to which the media can be used easily by teachers and students. The importance of this ease of use factor plays a central role in improving the quality of learning. Learning media that are easy to use have the potential to assist teachers in preparing and implementing learning more efficiently.

Availability

Availability refers to the facilities and infrastructure available at the school. Each school is different in terms of the facilities and infrastructure it has, such as physical facilities, hardware, and software that support learning. (Hamna & BK, 2022). The findings of researchers conducted with geography teachers regarding the use of learning media can be seen in the following figure.

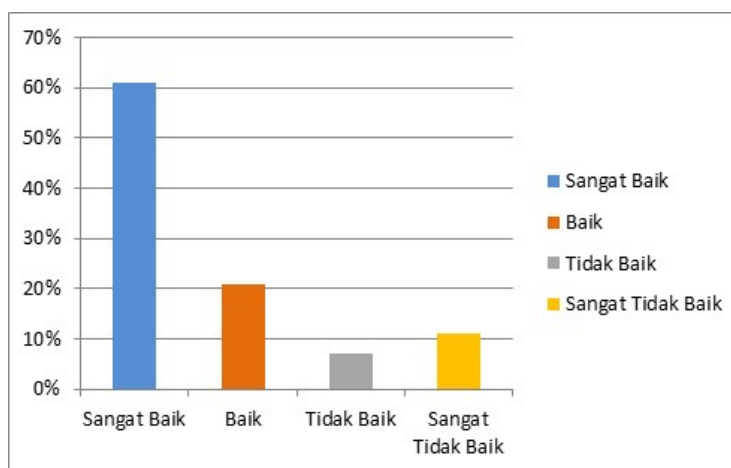


Figure 4. Findings from Availability Analysis
Source: Research Data Results

In Figure 4, the availability indicator obtained a result of 61%, which is in the very good category, and 11% in the very bad category. This study provides an overview of the extent to which schools in the area support geography learning through media availability. As a public institution, schools have a big responsibility in providing the best service to students. In this case, the availability of facilities and infrastructure, especially learning media, has a significant impact on the success of the learning process. The results showed that most schools in South Tangerang City considered the availability of learning media in schools to be supportive of the geography learning process. However, schools in South Tangerang City have organized training on the use of learning media, especially in geography learning. This aims to improve the understanding and knowledge of teachers in South Tangerang City about using learning media, which has been considered to be

not optimal. With adequate support and facilities from schools, as well as training efforts, it is hoped that teachers in South Tangerang City can improve the use of learning media in geography learning.

The availability of learning media has been recognized by education experts as one of the most important aspects of the learning process. In many studies and views, experts have emphasized the importance of learning media availability indicators as a determining factor in the success of effective learning. This is the opinion (Abanmi, 2018) that the availability of relevant learning media is the main indicator of effective learning. With the availability of adequate learning media, teachers can design varied and interesting teaching; therefore, schools and educational institutions need to pay attention to and ensure the availability of adequate learning media. As (Kasimin, 2012) expressed, the availability of adequate learning media will encourage active student interaction with learning content, help students construct new knowledge, and increase student learning motivation.

Usability

Usefulness is the benefit contained in the use of learning media in facilitating student understanding. In this context, the usefulness of learning media can be interpreted as the extent to which the media provides real benefits for learning. The findings of researchers conducted with geography teachers regarding the use of learning media can be seen in the following figure.

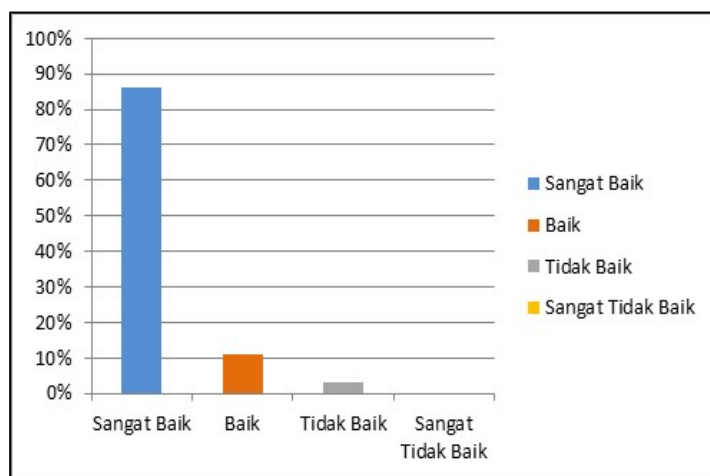


Figure 5. Findings from Benefit Analysis
Source: Research Data Results

In Figure 5, the usefulness indicator obtained a result of 86% which is in the very good category in utilizing the use of geography learning media. This high percentage shows that geography teachers in South Tangerang City have succeeded in utilizing various types of learning media, not only fixated on the use of one media such as Powerpoint. However, geography teachers

have utilized other geography learning media such as globe visual media, maps, atlases, pictures, as well as IT-based learning media such as ArcGIS, and audiovisual media such as videos. The use of learning media used in South Tangerang City is not only to create a more interesting learning environment, but can also increase the effectiveness of learning and help students to better understand and remember the subject matter. Nevertheless, there are 3% of teachers who are considered less good in the usefulness of learning media because they have not fully understood the potential of utilizing these media in supporting the geography learning process.

The use of various media in learning is very helpful for teachers in facilitating the delivery of material. The teacher stated that by using the media and applying media variations, the teacher felt it helped because it made it easier to deliver material and connected the ability of students to concentrate with the teacher explaining with the help of the media when learning took place, which was not monotonous. Not only from the teacher's point of view, the media is very instrumental in the development of students' thinking because, through the media, students themselves feel the benefits of the media. In accordance with the teacher's statement that varied media can facilitate the development of student potential, students get the same experience, can easily understand the material, focus on learning, be motivated, interact with the teacher smoothly, be active, and achieve the expected learning objectives. This is related to the opinion (Ahmad & Mustika, 2021) that the use of learning media makes it easier for teachers to convey material to students and helps increase student motivation so that student understanding can increase and learning effectiveness also increases. This is also as expressed by (Mushoddik et al., 2023) in their research: in today's ever-growing digital era, challenges and opportunities in the world of education are increasingly open. The utilization of social media such as YouTube can be used as an effective learning alternative for students, with the aim of making learning easier, fun, and meaningful. So that teachers do not only utilize the media available at school. As stated by (Miftah, 2014), teachers must understand how important media utilization is in helping the learning process, which will help students learn. In order for the desired learning objectives to be easily achieved, the media selection must be appropriate. This media utilization will increase the effectiveness, efficiency, and attractiveness of learning.

Based on the five indicators previously mentioned, the results of the analysis of geography teachers' perceptions of the various uses of learning media in South Tangerang City can be presented in the following figure:



Figure 6. Percentage Results of Respondents' Answers
Source: Research Data Results

Table 1. Score Interpretation Criteria

No	Nilai	Kategori
1	0% - 25%	Sangat Tidak Baik
2	26% - 50%	Tidak Baik
3	51% - 75%	Baik
4	76% - 100%	Sangat Baik

Based on the calculation results, a percentage of 94% was obtained. With this figure, it can be concluded that the perception of geography teachers about the various uses of learning media in public high schools in South Tangerang City is included in the very good category. This shows that geography teachers believe that learning media can increase students' attention, speed up, and improve the delivery of material. However, this study only measured teachers' perceptions of learning media, with very positive results. Therefore, it is important to continue to pay attention to and improve the shortcomings in the use of learning media. These measures include ensuring equitable accessibility of learning media, overcoming technical barriers, and providing training to teachers. The use of learning media not only increases student motivation but also affects the smoothness of the learning process. The key to success lies in the selection of learning media that is in accordance with the objectives, the condition of the students, the material being taught, and the teacher's ability related to the media. Although there are shortcomings in the use of media, the benefits obtained by teachers and students are far greater. Therefore, the use of media in learning is still considered a positive step to improve the overall quality of learning.

4. CONCLUSION

Education is a very important and inseparable part of the process of forming quality human resources. This is related to the development of technology, which is very influential in the process of forming quality human resources through learning in schools. The development of educational technology is in line with the development of learning media and is very important in the context of modern education. Technological developments have brought about a paradigm shift in the utilization of learning media. Teachers' perception of learning media plays an important role in the context of learning. If teachers have a good perception of learning media, they tend to be more active in using the media in the learning process. Teachers' perceptions of learning media use include how they see, understand, and give meaning to the use of media in the learning context. If teachers have a good perception of learning media, they tend to be more active in using the media in the learning process. Teachers' perceptions of using learning media include how they see, understand, and give meaning to the use of media in the context of learning. This includes teachers' views on the benefits, challenges, and effectiveness of learning media in supporting the learning process. Therefore, based on the findings contained in this study, most geography teachers in public high schools in South Tangerang City have a positive view and good understanding of responding to the importance of using learning media in the teaching and learning process in order to form quality human resources. However, the use of learning media must still be considered and the shortcomings that may exist corrected to optimize the use of learning media to improve the quality of geography learning in the future.

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