



## Enhancing Young Learners' English Skills Through Game-Based Pedagogy

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### Abstract

The purpose of this study is to find out whether or not game-based pedagogy was effective in increasing students' interest, active participation, enthusiasm and sympathy of the elementary school in learning English at SD Pemulung Rappokalling assumed that the learning media and methods provided by the teacher were still less attractive so students were not interested, unenthusiastic and uninterested in finishing the assignments. This study took one of the inhibiting factors of learning carried out in the class to increase interest in learning. The subjects of this study were 20 students of fifth grade students of SD Pemulung Rappokalling. The type of this research used Kemmis and Taggart models carried out 2 cycles, each of consisting of planning, action, observation and reflection stages in each cycle. The data in this study was obtained from the observation checklist written by the collaborator and observer. Methods of collecting data was obtained through observation, interviews and documentation. This research used a research methodology known as the classroom action research approach, data was analyzed since the learning action was implemented and developed during the learning process to conclude whether the use of the game-based pedagogy was effective in increasing students' interest in learning English. The results of this study indicated that learning English by applying the game-based pedagogy could improve the mastery of vocabulary and interest of students, this could be proven in the improvement of the percentage of the pre-cycle was obtained at 49.25%, cycle I was 61.38% and the second cycle reached 76%.

*Keywords:* Young Learners,, *students' interest and Game Based Pedagogy*

## **Introduction**

Learning English for children called English for Young Learners (TEYL) is developing in various parts of the world, especially in developing countries including Indonesia. This policy has been going on for a long time and the implementation needs to be increased. This is related to the government's efforts to prepare reliable and quality students who will be able to compete at national and international levels. To achieve this goal, English became the subject of local content taught in elementary schools. The introduction of English from the beginning was based on a pedagogical concept that the earlier the age of a person is introduced to the target language, the faster and better mastery and acquisition of the child is learned (Harmer, 2007).

Essentially, learning for children in elementary school is very different from learning for adults, children learners possess different characteristics from adults. Children generally have a great curiosity, love to play and have a short concentration. However, when viewed in reality in the primary school class the problems that often arise in the learning process are: 1) the enthusiasm of students in learning is low, this is evident when students attend the classroom and begin with learning that students are not motivated to take English lessons students are often inactive and do not feel part of the class. These symptoms are indicated by several students' attitudes such as frequent chatting when learning takes place; 2) English material that is too

monotonous; 3) an environment is not conducive and boring to learn.

Especially in Pemulung Rappokalling Elementary School there are still many shortcomings that must be addressed immediately, including learning media and less interesting learning methods. When the learning process takes place students look less interested, not enthusiastic and not independent in doing the assignments. This is evidenced by the condition of the students when learning takes place still playing alone, chatting and even going out of class.

English is one language that is considered important so that it must be given at all levels of formal education, with the hope that later students can communicate using simple English both verbally and in writing and can help students get to know other people's cultures and even express ideas and participate in society by using the language. If we look at the fact that English is sometimes disliked and saturated for some students, especially for students who do not have the basics but many difficulties especially in reciting and memorizing the appropriate vocabulary tend to be lazy and not focused on the current learning process takes place.

For elementary school students, their hopes and dreams are in the hands of their teachers. Their goals and aspirations are formed through interaction with teachers, so teachers in elementary schools can package learning appealing, so it will not create any boredom on the

subject matter. As such, the teacher's task is to make the learning interesting, alive and fun. Related to this, Parepare Municipal Education and Cultural Office and Parepare Municipal Informal Sector Development and Development Agency (LP2MSI) stated that materials for elementary students should focus on learning while playing which competence approaches are used: learn to know, learn to do, and learn to live together

Furthermore, according to Endraswara (2009: 19) the learning process is not always effective and efficient and the results of the learning process are not always optimal, because there are several obstacles. Therefore, learning will be more meaningful by creating conducive learning conditions that can build students' creativity to master English. To create these conditions, it is necessary to have a fun learning method that is arranged to maximize learning in the classroom.

In connection with this, Djumungin (2011: 43) explained that the learning strategy is the overall general pattern of teacher-student activities in learning to achieve the goals and strategies for language learning that have variations in presentation.

Some conditions that have been stated above, give an indication of a significant problem, namely problems that lead to student saturation in learning English and as evidence still found students do not pay attention to the teacher's explanation because during the learning process the teacher is still presenting the material using the conventional method, teachers have not found the right learning strategy for learners who are less

active and shy due to various obstacles (Prastyo AB, 2018).

Learning English can be fun or boring for students depending on how the teacher creates student learning activities. Learning will be boring if students only pay attention to the lecturer explaining in front, but it will be fun if students participate in it. Student involvement in learning activities will increase understanding (Nurmala, Aida, 2014). Furthermore The practical experience of teaching teachers in the classroom can improve teachers' abilities in terms of teachers finding more effective ways of presenting subject matter and adjusting the use of instructional media according to students' needs (Stevi & Haryanto, 2020).

Based on the explanation above, the English language teacher in elementary school should use strategies, techniques or teaching methods different from other groups of students. Primary students at this time are expected to be able to know English more deeply. Therefore, teaching English using the game-based pedagogy is very effective in elementary schools. According to (Liu and Chu, 2019), could boost learning motivation and performance, as well as learning effectiveness and satisfaction, so that it can provide benefits in increasing student involvement in the classroom when learning activities take place. Therefore, the incorporation of games into English instruction for young children is strongly encouraged. Along with successful learning, children can readily understand the material (.Hudriati, et all.

The purpose of using this method is

expected to increase interest, motivation, active participation and enthusiasm of elementary school students in learning English through the game - based pedagogy. Because the characteristics of students who are still happy to learn while playing are very pleasant things when implemented in learning English. In addition, the utilization of engaging educational media can encourage students to learn and boost the level of interest that students have in the educational process. (Puspitarini & Hanif, 2019)

Therefore to practice students to have competence in mastering English vocabulary according to Pavita (2022) vocabulary is one element of language that should be learned and taught, it is necessary to foster the interest of students learning languages to avoid students' boredom in receiving English lessons. And someone's interest in something will be expressed through activities or activities related to their interests so that to find out indicators of interest can be seen by analyzing the activities carried out by individuals or objects that they like because interest is a learned motif that encourages individuals to be active in certain activities .

Indicators of interest are feelings of pleasure, feelings of interest, attention, positive attitude and fulfillment of needs, discipline, attention, participation and initiative. And the factors that influence interest include discipline, attention, participation and initiative. To increase students' interest and creativity in learning English, a teacher is required to have methods, techniques or strategies. One of them by mastering the learning method that is through the

game -based pedagogy.

According to Roestiyah (2008) teaching methods are also called lesson presentation techniques that have an understanding of knowledge about teaching methods used by teachers or instructors. The teaching and learning activities in the classroom will be effective and conducive if a teacher can create creativity by using various methods, strategies and techniques. One of them is through the game -based pedagogy. This is relevant to what was stated by Djumungin (2011: 43) in his book explained that learning strategies are the overall general pattern of teacher-student activities in learning to achieve goals.

Furthermore, Padmono (2011) in Andrian Perdana (2015) states that the method of play is a way of presenting learning materials through various forms of play. So it can be concluded that the game -based pedagogy is a strategy that can increase interest and enthusiasm. create a special preoccupation for the teacher if he/she sees his students happy with the material presented in the class.

By interpreting the importance of the formulation of learning methods that can be harmonized with the conditions of the elementary school as well as the reality in the field, it encourages the author to conduct classroom action research with the title ""The Use of Game -based pedagogy in Learning English at SD Pemulung Rappokalling""

### **Research Methods**

The method used in this study was the

Classroom Action Research approach. The researcher collaborated with the teacher to conduct research that aims to correct any deficiencies that occur during the learning process in the classroom.

The subjects of this study were 20 students of the sixth-grade students SD Pemulung Rappokalling. While the research location is in Jalan Rapokalling, precisely at An -Nur Foundation.

The instruments used in this study were:

1. Observation sheet in the form of an observation checklist for increasing English vocabulary.

How to score according to the observation items, namely:

- 4.: if students can do without helping
- 3: If students can do it by helping of the prefix
- 2: if students can do it by imitating friends
- 1: if students don't try it

Analysis of children can be done in several stages (Mulyasa, 2009: 101).

1. Add the score the child achieved on each item of observation
2. Make a tabulation of the observation score on increasing the English vocabulary through the game -based pedagogy namely number, students' name, observation number and number of scores (Tabulation score can be seen in tables 3 & 4)
3. Calculate the percentage of the improvement of students' English vocabulary through the game -based pedagogy in the following ways:
  - a. Percentage of achievement

$\frac{\text{total observation scores achieved by each student} \times 100 \%}{\text{maximum total score}}$
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- a. Maximum score = maximum score of observation items x number of items of observation  
Maximum score = 4x 10 = 40
  - b. The percentage results were filled in with the tabulation label in the column (%)
2. Observation sheet of teacher activities during the learning process which was observed in the form of opening activities, main activities and the end of learning.

**Table 1. Observation sheet of teacher activities**

		The Implementation of Cycle Teaching				
		Meeting I		Meeting II		Meeting III
		Y	T	Y	T	Y
Steps	Aspect observated					

Opening activity	1.	Starting with greetings, prayer and sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.	Carrying out apperception				
	3.	Writing the tittle what was studied				
Core activity	4.	Preparing media learning				
	5.	Explaining the material and relate to the reality of life				
	6.	Giving a chance students to ask a question				
	7.	Class Mastery				
	8.	Assignment process				
	9.	Monitoring and guiding activities study				
	10.	Responding to questions /Student suggestion				
	11.	Giving evaluation				
	12.	Giving awards to students with the highest scores				
	Closing activity	13.	Giivng homework			
		14.	Reflection			
			Score			

In this study, the researcher used data collection methods consisting of (1) observation, interview methods and (3) documentation obtained during the learning process taking place through photographs, archives and other relevant

research.

The study used qualitative analysis by describing the data through information that obtained through the flow method, namely data analyzed since the action of learning was carried out and developed during the learning process in

the form of observations, interviews with teachers and students conducted at the end of each action.

## Results and Discussion

### Research Results

#### 1. Pre Cycle

Based on preliminary observations conducted by the researcher through a pre-cycle to identify problems that arise during the process of learning English in SD Pemulung Rappokalliang, it was done by paying attention to the teaching teacher, active participation of students and learning outcomes in English, the initial findings were the students still have limitations on the use of simple vocabulary and

sentence conversations, while in general the teachers still used conventional methods, namely students have not received special treatment from the teachers at the elementary school relevant to English lessons and the teacher has not optimized the learning method, of course this was very affect students' interest.

The results of the learning process obtained during the pre-cycle period obtained data that the ability of students was only 49.25%. The data informed the researcher that the results of observation of students' interest in attending the lesson have not been successful.

**Table 2. Tabulation Scores of English Vocabulary Improvement in Pre Cycle**

No	Respondents	Score of each Item										Total	Percentage (%)
		1	2	3	4	5	6	7	8	9	10		
1	Al	2	3	3	2	3	3	3	3	2	3	27	67,5 0 %
2	Su	3	2	2	3	2	2	3	2	2	2	23	57,5 0 %
3	Mr	2	2	3	2	1	2	2	3	2	2	21	52,5 0 %
4	Nu	3	2	2	2	2	2	3	2	2	2	23	57,5 0 %
5	Mi	2	3	2	3	2	2	3	3	2	2	24	80,00 %
6	Sr	2	2	3	2	3	2	3	2	2	2	23	57,5 0 %
7	Ia	2	2	1	2	2	1	2	2	1	1	16	40 ,00 %
8	In	1	1	1	2	1	1	2	1	1	1	12	30,00 %
9	Mu	2	1	2	2	2	1	2	2	1	1	16	40,00 %
10	La	2	2	1	2	1	2	2	2	1	1	16	40,00 %
11	As	1	2	2	3	2	1	2	3	2	1	19	47,5 0 %
12	Ra	3	2	3	2	2	2	3	2	1	2	22	55 ,00 %
13	Mt	2	1	1	2	1	1	2	1	1	1	15	32,50 %
14	Ri	2	1	2	2	2	3	3	2	1	2	20	50,00 %
15	Mu	2	1	2	2	2	2	3	2	2	1	19	47,50 %
16	Mm	2	2	2	2	2	1	2	2	1	1	17	42,5 0 %

17	Ms	3	2	3	2	2	2	2	3	2	2	23	57,50 %
18	Fa	2	2	2	1	2	2	1	1	2	1	16	40,00 %
19	Ry	2	2	3	3	2	3	2	2	2	2	23	57,50 %
20	Ar	1	2	1	2	1	1	1	2	1	1	13	52,50 %
The Average of increasing students' English vocabulary												<b>386</b>	<b>49,25 %</b>

1.

## 2. Cycle 1

### a. Planning

Before taking the implementation of the action, planned actions were simulated to reduce some mistakes and provide an explanation of what would be done. The researcher determined the target to be achieved so that students' interest could be increased through the "Guess How Many" game. The procedure for implementing the action was as follows:

1. Create a learning scenario by using the "" Guess How Many "game.
2. Prepare the Observation checklist
3. Prepare the media that would be used in improving learning.
4. Prepare reflection activities to overcome several problems in the next cycle.

### b. Implementation of Action

The action was in accordance with the learning scenario, the game used at this stage was a Card Game with the topic "Guess How Many". The researcher gave the game "Guess How Many" by first explaining the rules of the game

Based on the observations done, it could be concluded that vocabulary mastery increased when compared with the pre -cycle which only got 49.25%

two times , so students knew the game. The researcher explained the differences between "How Much" and "How Many" and then instructed them to look for their respective partners. Next researchers and colleagues asked students to play the game in pairs using several corn and candy.

### c. Observation

The observation was carried out by colleagues using the observation format prepared by the researcher. The results of observations obtained from the beginning of the lesson until the end of the lesson in cycle 1 were (1) students appeared enthusiastic and interested "guess how many" games, (2) they were very interested in knowing how to play and said the types of fruit the ingredients. (3) some children who need to be motivated before doing the game. (4) When compared to the second game, all children were more active because they played in smaller groups. All had the opportunity to actively participate, and each student appeared to enjoy the game because they took part by doing role play

while in cycle 1 it showed 61.38% and most students were happy and enthusiastic about the game.



**Table 3. Tabulation Scores of English Vocabulary Improvement in Cycle 1**

No	Respondents	Observer's Number (Nomor Butir Amatan)										Total	Percentage (%)
		1	2	3	4	5	6	7	8	9	10		
1	Al	3	3	3	3	3	3	3	3	3	3	30	75,00 %
2	Su	3	3	2	3	2	3	2	4	3	2	27	67,50 %
3	Mr	2	2	2	2	2	3	3	3	3	3	24	60,00 %
4	Nu	3	2	2	2	2	2	3	2	2	2	25	62,50 %
5	Mi	3	2	3	3	2	3	3	4	2	2	27	67,50 %
6	Sr	3	3	3	3	3	3	3	4	3	3	31	77,50 %
7	Ia	3	2	2	2	2	3	2	3	2	2	23	57,50 %
8	In	3	2	2	2	2	2	2	2	2	1	20	50,00 %
9	Mu	2	2	2	2	2	3	2	3	2	2	22	55,00 %
10	La	3	2	2	2	3	2	2	3	2	2	23	57,50 %
11	As	2	2	3	2	2	2	3	3	2	2	22	55,00 %
12	Ra	3	3	3	2	3	3	2	3	2	2	25	62,50 %
13	Mt	3	2	3	2	2	2	2	2	2	2	17	55,00 %
14	Ri	2	2	3	2	3	3	2	3	2	2	24	60,00 %
15	Mu	2	2	2	3	3	2	3	3	2	1	23	57,50 %
16	Mm	3	2	3	3	2	3	2	2	3	2	25	62,50 %
17	Ms	3	2	2	2	3	3	3	3	3	3	27	67,50 %
18	Fa	2	2	3	2	2	1	2	3	2	2	21	57,50 %
19	Ry	3	2	3	3	3	3	2	3	3	2	27	67,50 %
20	Ar	3	2	2	3	2	3	2	2	3	1	23	57,50 %
The Average of Increasing Students' English Vocabulary											491	61,38 %	

d. Reflection

The results of the observations have been described above, then the last step carried out in this cycle was the reflection stage. In implementing of the first cycle of action could be described that in general students were interested in participating "Guess How Many" and "Role Play" games even though there were still students

who were not too involved in the game.

However, in the cycle 1 activities stated there were still some weaknesses including (1) there were still some students who have not mastered both in terms of pronunciation and usage (2) although vocabulary mastery has increased, this means that the learning process was not optimal because means, researchers and

colleagues could carry out simulations to improve the quality, content, process and results of classroom learning and design actions in the next round.

## 2. Cycle II

### a. Planning

After reflecting on cycle 1 and the results of discussions with colleagues, the target to be achieved in cycle 2 was to make changes and improvements during the learning process in the classroom.

In this second cycle, researchers and colleagues changed action planning based on experience in cycle 1, but the cycle procedure remains the same presented to students. The first change made was about the name of the type of game. The topic of the game which applied was stick them on their limbs while singing. But previously given instructions to write on the board to recited the types of parts of the body.

Based on the results of discussions with colleagues, a cycle of II was carried out three times and the game used in cycle 2 was the Parts of Body. The procedure of this cycle 2 action was almost the same as cycle 1, only the types of games were different. And on this occasion, researchers also gave instructions to students to be ready to learn while playing in a conducive

"Parts of Body" and the second change was about the method of presentation and learning, that all students were divided into groups and each Spokesperson group appeared in front of the class and asked each other and at this meeting, the method used is the "Demonstration Method" by mentioning the parts of the body correctly and directly gave examples through ice- breaking with the procedure students were asked to follow what the teacher said is hands up, palms together, elbow together, knee together.

Every single command immediately said all the time while rocking. And a song was also given to make the learning atmosphere more interesting and fun. The teacher gave the game identifying the parts of the body by writing on each of the names of the limbs and instructing the students to atmosphere,

### b. Observation

Observation was done the same as in the first cycle, namely during the learning process. This was done to find out to what extent the increase in vocabulary, interest, motivation and active participation of students during the learning process took place. For the results of observation activities in the second cycle could be seen in the following table.

**Table 4. Tabulation Scores of English Vocabulary Improvement in Cycle II**

No	Student's Name	Observer's Number (Nomor Butir Amatan)										Jumlah	Percentage (%)
		1	2	3	4	5	6	7	8	9	10		
1	Al	4	3	3	4	3	3	4	4	3	3	24	85,00 %
2	Su	3	3	3	3	3	3	4	3	3	2	30	75,50 %
3	Mr	3	3	3	3	3	3	3	3	3	2	29	72,50 %
4	Nu	3	3	3	3	3	3	4	3	3	3	31	77,50 %
5	Mi	3	3	3	3	3	3	3	3	3	3	30	75,00 %
6	Sr	4	4	4	4	3	4	4	4	3	3	36	90,00 %
7	Ia	3	2	2	3	3	3	3	3	2	3	27	67,50 %
8	In	3	2	3	3	2	3	2	3	2	2	25	62,50 %
9	Mu	3	3	3	3	2	3	3	3	3	2	28	70,00 %
10	La	3	3	3	3	3	3	3	3	3	3	30	75,00 %
11	As	3	3	3	3	3	2	3	3	3	2	28	70,00 %
12	Ra	4	4	4	3	3	3	4	3	3	3	34	85,00 %
13	Mt	3	3	2	3	3	2	3	3	3	2	27	67,50 %
14	Ri	4	4	3	3	3	3	4	4	3	3	34	85,00 %
15	Ri	3	3	3	3	3	3	3	3	3	3	30	75,00 %
16	Mu	4	3	3	3	3	3	3	3	3	3	31	77,50 %
17	Mm	4	3	3	3	3	3	4	3	3	3	32	80,00 %
18	Ms	3	3	3	3	3	3	3	3	2	2	38	70,00 %
19	Fa	4	4	3	4	3	4	4	3	3	3	35	87,50 %
20	Ry	3	3	3	3	3	3	3	3	3	2	29	72,50 %
The Average of Increasing Students' English Vocabulary											<b>608</b>	<b>76 %</b>	

a. Reflection

After reviewing and discussing with colleagues through observational data, it could be explained that learning in the second cycle during

the learning process took place could be said to be successful, this was evidenced that students were active, interested in learning and vocabulary enhancement was increasingly visible in this

cycle, researchers managed to apply the use of game -based pedagogy that could increase students' learning interest in the learning process.

### **Discussion**

Through several stages, starting from pre cycle to cycle 2 in the implementation of the learning process by applying the game based pedagogy in learning English at SD Pemulung Rappokalling, the improvement of vocabulary and interest in learning increased significantly and this could be described as follows:

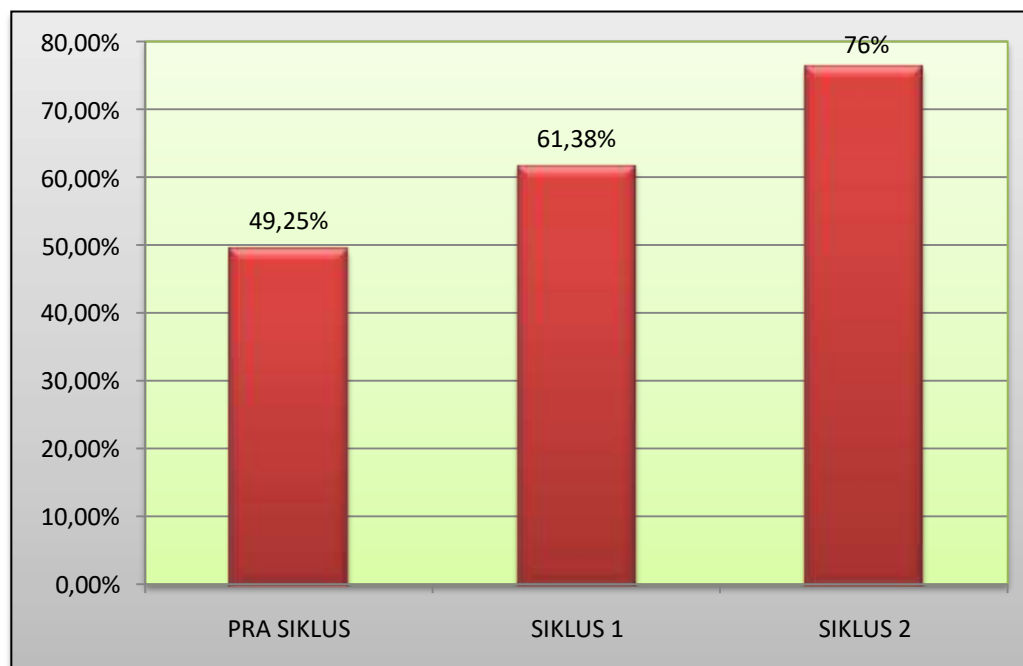
1. Pre-cycle, this learning stage using the game -based pedagogy has not been successful, this could be seen in the activities of students who have not reached the stage of perfection. This could be described as the students in the learning process have not entirely involved themselves in applying the Ice Breaking game -based pedagogy.
2. Cycle 1, in this cycle in general students have been involved in taking lessons by using the game "Guss How Many" so that students appeared enthusiastic and excited and more cheerful in

attending lessons, but there was still one student who has not been active during the learning process.

3. Cycle II, students during the learning process were very active, they did not seem awkward or afraid to ask questions and answered good questions given by their friends or researchers, so they could express simple conversations, this could also be seen from their active participation in filling out the LKS, and concluded the material with the researcher for the guidance of researchers. then we also as researchers felt happy and more enthusiastic in delivering material to students. Based on this, the data obtained from the observation concluded that the learning process using effective game -based pedagogy increase students' interest in learning English.

Based on the explanation above, the improvement in English

vocabulary can be illustrated in the following graph



**Figure 1. The mean percentage of pre cycle to cycle 2**

Based on the table above shows that the improvement of vocabulary mastery during the learning process met the desired criteria. This was based on the analysis of researchers before the action reached at 49.25%, the first cycle 61.38% and the second cycle reached 76%. This was influenced by the method of play that was applied at SD Pemulung Rappokalling

### Conclusion

Based on the results of classroom action research that has been carried out in 2 cycles using the game - based pedagogy in the learning process, it could be concluded as follows:

1. The game -based pedagogy could be

recommended to be used as one method that helps the process of understanding and improving students' English vocabulary. This was indicated by an improvement in the average percentage of the pre cycle, which was obtained 49.25%, the first cycle was 61.38% and the second cycle reached 76%.

2. The method of play was very good in elementary schools because this learning model was very effective in increasing students' interest in learning English, this was indicated by active participation and the enthusiasm of students in participating in the learning process that brings positive changes to

students.

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