

Application of Audio Media based on The Ragam Gaya Song in Learning IPAS of Fourth Grade at SD Negeri 2 Kalanglundo

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Abstract

Purpose: (1) Describe the planning of the application of song-based audio media "Ragam Gaya" in IPAS learning, (2) describe the application of song-based audio media "Ragam Gaya" in IPAS learning, (3) describe the supporting and inhibiting factors of song-based audio media "Ragam Gaya" in IPAS learning, (4) describe the right solutions to overcome the inhibiting factors of song-based audio media "Ragam Gaya" in IPAS.

Methodology: This study is qualitative with a descriptive design. Data collection involves in-depth interviews, observation, and documentation. The subjects of this study were principals, fourth-grade teachers, and fourth-grade students. Test data validity using data triangulation, including source and technical triangulation.

Results: Based on the results of research that has been done, show that the application of song-based audio media "Ragam Gaya" in learning IPAS in material the influence of style on objects has a positive impact on fourth-grade students. The use of song-based audio media can foster students' learning spirit, increase their interest in learning, and strengthen students' memory and understanding.

Applications/Originality/Value: This research is important in improving students' understanding and learning spirit towards learning IPAS materials about the influence of style on objects by using the song "Ragam Gaya".

Introduction Section

Education plays a crucial role in preparing competent, competitive, and always adaptable human resources to keep up with the times. As Pratiwi (2016) noted, "Basically, the improvement of national education quality has become popular since the early 1990s through the policies issued." In this regard, it cannot be denied that there are many challenges and issues in education to improve its quality. Various efforts have been made to perfect the implementation of education in Indonesia, from primary to higher education. This includes the restructuring of legislation, changes in the curriculum aimed at further exploring students' potential, and the provision of facilities and infrastructure to support the activities and needs of students. One crucial factor in determining the quality of education is the teacher, as they have a central role as controllers in the learning process.

Therefore, the enhancement of a teacher's professionalism is always demanded and strived for to provide effective and quality education for their students. As stated in the Republic of Indonesia Law No. 19 of 2005, concerning teachers and lecturers, Chapter I, Article I, paragraph I, it emphasizes that teachers are professional educators with the main task of educating, teaching, and guiding. From this article, it is evident that a teacher has a challenging task where, in the learning process, they must strive to ensure that each student acquires knowledge according to their individual abilities. A teacher must employ various methods to enable their students to master the taught material and foster the spirit, interest, and enthusiasm of students in learning. One aspect that should be considered in teaching is the use of instructional media.

The use of appropriate teaching methods is essential to assist the learning process both inside and outside the classroom, especially in enhancing students' interest and understanding, resulting in a positive impact on students' learning achievements. The presence of instructional media can facilitate and expedite the learning process towards comprehension. The use of engaging instructional media will increase students' interest in learning because they can directly see, feel, experience, and articulate the material themselves, leading to a better understanding of the instruction. This is especially crucial when dealing with subjects like IPAS, where many theories might be challenging to comprehend through lectures alone without intriguing ideas or elements.

IPAS is a collection of concepts and learning that has a very broad relationship with human life. In IPAS learning, many theories and concepts about the surrounding environment are covered, with the expectation that participants can learn about themselves and their surroundings. It is not surprising that most students do not like the IPAS subject because they

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find it boring and are reluctant to memorize the materials and definitions within it. While IPAS is an enjoyable subject for some students, those who do not like it consider it challenging because it involves a series of processes to understand (Kumape, 2015). Based on observations and interviews with teachers from Class IV at SD Negeri 2 Kalanglundo, students are generally less knowledgeable about IPAS materials, particularly the topic of forces around us, as most students in the class have limited interest in the IPAS subject. During lessons, many students pay insufficient attention to the teacher's explanations, resulting in the material not being effectively conveyed. Recognizing this phenomenon, innovation in teaching is imperative. Teachers should not rely solely on monotonous media such as instructional books; instead, they should employ various unique, engaging, and effective methods to cultivate students' interest in learning, making it easier for them to understand and remember what they have learned.

Process skills will be more beneficial for students, making their knowledge more challenging to forget (Prasasti, 2018). The understanding of each student varies for each subject. Some can comprehend the material through activities such as reading, writing, listening, observing, and even practical exercises (Nurhidayat et al., 2021). Therefore, in providing effective learning activities, the assistance of instructional media that can convey the material well to students is essential.

One of the media that teachers can use is song-based audio media. Song-based audio media is a form of media that interprets a close relationship between auditory and visual elements, capable of evoking feelings and thoughts for those who perceive it (Radia, 2018). Song-based audio media is a learning medium that incorporates both sound and visual elements, such as video recordings, sound slides, and so on (Indawati et al., 2022). Songs or singing are believed to enhance the power of imagination and bring forth hidden aspects stored within an individual, leading to the recollection of certain things. This notion is reinforced by Rasyid's opinion, as cited in (Astuti & Kunci, 2022), stating that "songs are an enjoyable means of conveying messages to children. Children play and even learn through songs." Teachers feel that songs motivate and engage children, extending beyond the confines of the lesson itself, perhaps being requested in subsequent lessons or sung in playgrounds and homes as well (Hamilton & Murphy, 2023). Based on these explanations, giving songs to children can offer a new concept of knowledge that captivates children's interests. Song lyrics can guide children in movements that mimic the movements in the song. This is in line with the view of Samsudin et al (2019) that learning songs and movements is one of the elements used in the child's educational process.

Based on the observations conducted by the researcher in the fourth-grade class at SD Negeri 2 Kalanglundo, issues were identified in the learning process. The teaching was monotonous and lacked the use of instructional media, making the lessons less engaging, less spirited, and students struggled to comprehend the presented material. Using song-based audio media (singing), it is considered quite effective in making the learning process feel lighter and enjoyable. Learning activities involve movement and singing (learning while singing), preventing students from feeling bored and sleepy. Instead, they become more interested, enthusiastic about paying attention to the lesson, and are willing to actively participate in the learning process.

Based on the aforementioned background, the author is interested in conducting research with the title " Application of Audio Media Based on The Ragam Gaya Song in Learning IPAS of Fourth Grade at SD Negeri 2 Kalanglundo"

Methods

The research utilized a qualitative approach, aiming to examine the natural conditions of the object (Sugiyono, 2017). Qualitative research focuses on diverse methods, exploring full interpretations to find meaning and naturalistic insights into its subjects. In other words, it centers on humans and their interactions within social contexts. The research design, according to Moh. Pabundu Tika (2015: 12), is a plan outlining how to systematically and purposefully collect, process, and analyze data to efficiently and effectively carry out the research objectives. The chosen research design is descriptive qualitative research, to discover facts and describe the implementation of audio-based song media "Ragam Gaya" in the teaching of Integrated Science (IPAS) material on the influence of forces on objects in fourth-grade at SD Negeri 2 Kalanglundo.

The research took place at SD Negeri 2 Kalanglundo, Ngarangan, Grobogan, Central Java. This location was selected based on prior observations indicating that fourth-grade students at SD Negeri 2 Kalanglundo were encountering learning difficulties, specifically in understanding IPAS material. Data collection techniques involved observation, interviews, and documentation. According to Marshall (as cited in Kurmiawan, 2018), through observation, researchers can study behavior and its meanings. The data collection process employed participant observation, where the researcher actively participated in the observed activities.

Data validity testing is a necessary step in research to ensure the objectivity of the obtained data. Triangulation, as described by Sarah (2020), involves cross-verifying information from various sources such as interviews, observations, and document archives. Two forms of triangulation were employed: source triangulation, which assesses the credibility of data obtained from informants, and technique triangulation, which examines the credibility of data collection methods (Hayati, 2018).

Miles and Huberman (Sugiyono, 2017) assert that qualitative data analysis is an interactive and continuous process until saturation is achieved. The analysis stages include data collection, data reduction, data display, and conclusion drawing/verification. Data collection involved observing the fourth-grade learning process at SD Negeri 2 Kalanglundo, conducting interviews with the headmaster, fourth-grade teachers, and students. Documentation was carried out by

collecting information from school archives, inventories, and photos of school activities, among other sources. Data reduction simplified and organized the data systematically, highlighting key points regarding findings and their meanings. Data display involved systematically arranging data relevant to the research focus to draw conclusions.

Result and Discussion

In this analysis, the researcher describes the findings obtained from observation, interviews, and documentation methods involving informants. The presentation of this research aims to provide a detailed overview of the implementation of audio-based song media "Ragam Gaya" in the teaching of Integrated Science (IPAS) material on the influence of forces on objects at SD Negeri 2 Kalanglundo. The data presented employs a qualitative approach, intending to address questions related to the formulated problems. The research questions during the study focus on 1) Planning the implementation of audio-based song media "Ragam Gaya" in teaching IPAS material on the influence of forces on objects, 2) Implementing audio-based song media "Ragam Gaya" in teaching IPAS material on the influence of forces on objects in fourth grade at SD Negeri 2 Kalanglundo, 3) Supporting and hindering factors in the implementation of audio-based song media "Ragam Gaya" in teaching IPAS material on the influence of forces on objects in fourth grade at SD Negeri 2 Kalanglundo, 4) Solutions to overcome hindering factors in the implementation of audio-based song media "Ragam Gaya" in teaching IPAS material on the influence of forces on objects in fourth grade at SD Negeri 2 Kalanglundo.

Tabel 1. Planning of audio media based on the "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

No	Informant	Answer
1.	Principal	Before conducting lessons, teachers design complete teaching tools. For example, semester syllabi, annual programs, semester programs, teaching modules/lesson plans (RPP), instructional media, and assessment sheets.
2.	Class IV teacher	<ol style="list-style-type: none"> a. Before conducting lessons, teachers design complete teaching tools, such as syllabi, annual subject programs (prota) and semester subject programs (promes), teaching modules/lesson plans (RPP), and practice questions for students. Syllabi are created at the beginning of each academic year, while teaching modules/lesson plans (RPP) are made and used every day before starting the learning activities. b. Teaching modules/lesson plans (RPP) embody the concept of learning activities. The instructional steps are based on the methods used. Teaching materials and media used are adapted to the content. The complete components of a teaching module include (1) Selection of educational units and levels; (2) Selection of phases and classes; (3) Selection of subjects; (4) General description of the teaching module; (5) Author's identity; (6) Achievements and learning objectives; (7) Flow of learning objectives; (8) Dimensions of the Pancasila Student Profile; (9) Determination of the learning model (online, offline, hybrid); (10) Facilities and infrastructure; (11) Approach and method; (12) Sources and media; (13) Time allocation; (14) Activity steps; (15) Assessment; (16) Remedial and enrichment. c. Teachers consistently create assessment instruments for each student activity as an evaluation tool, and these are included in the grading list.

Tabel 2. Application of audio media based on the "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

No	Informants	Answer
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1.	Principal	I leave the implementation entirely to the fourth-grade teacher because the teacher is the one creating, executing, and evaluating. As the school principal, I am only here to facilitate. Supporting media include a laptop, LCD projector, speakers, a roll, and so on.
2.	Class IV teacher	a. In my teaching activities, I follow the Teaching Module/Lesson Plan (Modul ajar/RPP). It includes the learning method, strategies, teaching models, used media, instructional steps, and evaluation questions. I will inform students a day in advance about using media so that they can prepare. Additionally, audio media based on the "Ragam Gaya" song makes teaching easier for me. The positive impact on students includes easier understanding of the influence of styles on objects, increased enthusiasm for learning, enriched learning experiences, and reduced boredom during classroom lessons.
3.		b. Learning activities at SD Negeri 2 Kalanglundo are conducted offline. The first lesson starts at 07:30-09:00 AM. There's a 30-minute break until 09:30 AM. The next lesson runs from 09:30-11:00 AM. Another break of 30 minutes follows until 11:30 AM. The school day ends at 12:00 PM. During my IPAS class on the topic "The Influence of Styles on Objects," I ask students to prepare writing tools and textbooks. I explain various styles, their influence on objects, and their benefits. Then, I introduce the audio media based on the "Ragam Gaya" song to the students, and we sing it together. During the implementation, the students appear very enthusiastic, happy, motivated, and actively engaged in learning.
4.		c. The types of media used include a laptop, LCD projector, speakers, a roll, and the "Ragam Gaya" song media. The implementation of the media is tailored to the teaching material. During class, I use the LCD projector and speakers to display a video of the "Ragam Gaya" song, and we learn while singing together.
5.	Fourth grade students. 1	I am happy when Miss teaches using media because the class becomes exciting and not boring. We start the class with a prayer, then prepare our writing tools and textbooks for today. The enjoyable part is when we, along with Miss, sing together. We sing while clapping our hands, making the classroom lively and full of learning spirit.
6.	Fourth grade students. 2	During the Integrated Science (IPAS) class on the topic of the influence of styles on objects, learning using the "Ragam Gaya" song media makes the classroom lessons not boring. I enjoy studying while singing because it becomes easy to understand and remember the material taught by Miss.
7.	Fourth grade students. 3	The media used by Miss is the song "Ragam Gaya" displayed on the whiteboard with the help of an LCD projector. Learning becomes clearer due to the large and captivating screen display. I can see the "Ragam Gaya" song video clearly even from my seat at the back. It starts with paying attention to the teacher while singing, then we join in singing together. I'm always interested when the teacher uses an LCD projector. Additionally, learning through singing or songs helps improve my memory of the material taught by Miss.

Tabel 3. Supporting and inhibiting factors for the application of audio media based on the “Ragam Gaya” song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo.

No	Informant	Answer
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1.	Principal	The supporting factor is the enthusiasm for learning from both students and teachers in creating innovative and creative lessons. Meanwhile, the inhibiting factor is that not all teachers possess skills in technology.
2.	Class IV teacher	The supporting factors for implementing audio media based on the "Ragam Gaya" song in the elementary school include infrastructure and facilities; tools and media materials are available in the school, such as laptops, LCD projectors, rolls, speakers, etc. Additionally, this media is easy to implement in teaching, and there's a growing enthusiasm among students when using it. On the other hand, inhibiting factors include occasional difficulties in connecting the LCD projector to the laptop. Moreover, I am not yet very proficient in utilizing technology because not all teachers here are well-versed in IT.

Tabel 4. Solutions in overcoming inhibiting factors in the application of audio media based on the "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

No	Informant	Answer
1.	Principal	As the school principal, I facilitate opportunities for teachers to participate in various training and professional development programs. Additionally, Teacher Work Groups (KKG), which typically involve the dissemination of information regarding the development of teaching techniques, are organized for further professional development.
2.	Class IV teacher	Solutions to the existing issues are as follows: a. If students encounter difficulties connecting to the LCD projector, an alternative solution is to replace the laptop device with another that is compatible. b. When there is a desire to utilize instructional media with an LCD projector, I typically seek assistance from more proficient teachers.

Based on direct observations, information has been obtained that the majority of students still face difficulties in understanding the Science material on the influence of forces on objects. Students tend to easily get bored and feel saturated when the learning process involves a lot of theory. Students find it easier to grasp the material through videos, images, audio, or visually appealing posters with concise, compact, and clear content, rather than listening to direct explanations from the teacher without engaging media. After the learning activities using audio-based song media "Ragam Gaya" in Science education on the influence of forces on objects, students responded positively. Students who were initially bored and unmotivated became very enthusiastic about learning while singing. The use of audio-based song media serves as a learning tool that helps enhance the understanding and memory retention of students in Science education on the influence of forces on objects.

Planning of audio media based on "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

Involves the application of audio-based song media in a learning process organized within a teaching module according to the *merdeka* curriculum and lesson plan (RPP) to ensure that the implementation achieves the expected results. Before applying audio-based song media "Ragam Gaya" in Science education, teachers prepare a teaching module that includes components such as (1) Selection of units and educational levels; (2) Selection of phases and classes; (3) Selection of subjects; (4) General description of the teaching module; (5) Author's identity; (6) Achievements and learning objectives; (7) Flow of learning objectives; (8) Dimensions of the Pancasila Student Profile; (9) Determination of learning models (online, offline, mixed); (10) Facilities and infrastructure; (11) Approach and method; (12) Sources and media; (13) Time allocation; (14) Steps of activities; (15) Assessment; (16) Remedial and enrichment.

The steps in creating audio-based song media start with understanding the material to be presented, selecting an exciting melody or rhythm, composing a song containing the material's lyrics. This aligns with the opinion of Arief & Isnain (2020) that the lyrics and melody used in this type of song are designed according to the students' thoughts. After recording the song, editing it into a video with the teacher's voice, the instructional media is ready for use. The implementation of instructional media proceeds smoothly. After the activity of applying audio-based song media "Ragam Gaya," the class teacher then gives a written post-test assignment at the end of the lesson to assess the effectiveness of the instructional media. Barriers to implementing audio-based song media "Ragam Gaya" include teachers' limitations in IT skills, insufficient proficiency in creating videos with attractive animations. Another inhibiting factor is the teachers' lack of understanding of instructional media creation, which can impede the success of the learning implementation itself.

Instructional media can capture students' attention and focus on the material. Learning media can attract students' attention and focus on the material. "Ragam Gaya" media is very flexible, which is accessed via YouTube and as a medium for learning at home. Parents can make learning activities fun through song media. This is in line with the opinion stated by Steinberg et al (2021) that the involvement of music or singing can support the relationship between parents and children. The accuracy of learning media selection is the main point in the learning process. This aligns with the opinion stated by Nababan (2020) that instructional media are all physical tools designed systematically to convey messages and/or information and build interactions. Teachers can choose the most appropriate media based on students' characteristics and expected learning outcomes. The use of instructional media in the learning process is expected to cultivate students' enthusiasm for learning, fostering interactions both among students and between students and teachers.

Application of audio media based on "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

Involves using audio-based song media to make the teaching and learning activities more creative and innovative. Pane & Darwis Dasopang (2017) state that education is essentially a process of organizing and arranging the environment around students to encourage the learning process. The instructional media used for this research is audio-based song media "Ragam Gaya" because it is easy to create and simple to use. Guidelines for implementing media refer to the teaching module/learning tools that have been prepared. The learning tools include: Lesson Implementation Plan (RPP); introduction, core, and conclusion; teaching materials; instructional media; evaluation; assessment instruments; and assessment rubrics (Marwa et al., 2023).

Good instructional media facilitates the transfer of learning materials, attracts students' attention, creates an enjoyable learning atmosphere, and motivates them (Ratminingsih, 2016). According to Prasasti (2018), instructional media are tools, environments, or intentionally arranged activities that contain teaching material. Instructional media play a crucial role in achieving learning objectives. This is supported by Intaniasari et al (2022), stating that instructional media are a conduit for learning resources that can present quality learning. With instructional media, it is expected that the teaching and learning process can proceed smoothly.

Audio-based song media "Ragam Gaya" is packaged to assist the teaching and learning process on the material of the influence of forces on objects. The steps of implementing audio-based song media "Ragam Gaya" include: 1) the teacher explains the material on the influence of forces on objects, 2) the teacher introduces audio-based song media "Ragam Gaya" to students by displaying it using an LCD projector, 3) the teacher asks students to write down the lyrics of the song "Ragam Gaya" in their notebooks, 4) the teacher provides an example of how to sing the song "Ragam Gaya," 5) the teacher and students sing the song "Ragam Gaya" together.

According to Salim Nahdi et al (2018), audio media can only be enjoyed through hearing and involves sound elements. Audio media relies on sounds that can sharpen the sense of hearing and the ability to capture what is heard. This aligns with the opinion of Samsudin et al (2019) that learning with sound, songs (singing) is one of the elements that must be used in the process of educating children. Therefore, the results of the research on the application of audio-based song media "Ragam Gaya" in Science education on the influence of forces on objects have proven to have a positive impact on students' enthusiasm for learning. Learning using audio media can develop emotional abilities, as stated by Fitri & Nurhafizah (2023), explaining that audio-based song media can make children look cheerful, joke around, and show various expressions of happiness, such as smiling and laughing.

Students' learning activity during the lesson using audio-based song media "Ragam Gaya" experienced an increase. Students who initially appeared bored with learning from books only became enthusiastic when audio-based song media "Ragam Gaya" was played with the help of an LCD projector. Students' learning activity in class greatly influences their learning outcomes (Ramlah et al., 2014). Students who have a learning spirit in the classroom will have more opportunities to grasp the material presented by the teacher. This is in accordance Darling-Hammond et al (2020) with the results of research which states that a good learning structure allows stronger teacher and student relationships to increase student engagement and achievement. Learning should be experienced through direct action and must be done by student actively, this agree with Bahtiar (2017) which explains. that the principal of learning is based on the assumption that learners can gain more experience. This is evident in the increased understanding of students on the material of the influence of forces on objects after the application of audio-based song media "Ragam Gaya". The use of sound elements, music, and songs can attract students' attention and focus on learning. This aligns with the opinion of Arief & Isnani (2020), stating that differences in children's understanding are evident when they understand the song.

Here are some documentation of the implementation of audio-based song media "Ragam Gaya" in learning IPAS on the influence of forces on objects for fourth grade at SD Negeri 2 Kalanglundo.



Figure 1. The teacher gives an example of how to sing the song "Ragam Gaya"



Figure 2. Teacher and students together singing the song "Ragam Gaya"

Supporting and inhibiting factors for the application of audio media based on "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

Supporting factors in the application of audio media based on the song "Ragam Gaya" in IPAS learning material on the effect of force on objects are: 1) the enthusiasm for learning from students and teachers in creating innovative and creative learning, 2) Student interest when using media in learning, 3) Facilities, tools, and media materials are available in school, such as laptops, LCD projectors, rolls, speakers, etc. In addition, this media is easy to implement in learning, and students' enthusiasm in the class always increases during media-assisted learning. Besides supporting factors, there are also hindering factors faced by teachers in implementing various media, namely: 1) Lack of understanding and skills of teachers in the field of IT, 2) Sometimes the LCD projector is difficult to connect to a laptop.

Solutions to overcome inhibiting factors in the application of audio media based on "Ragam Gaya" song in learning IPAS of fourth grade at SD Negeri 2 Kalanglundo

Solutions in overcoming problems regarding the application of song-based audio media "Ragam gaya" are:

- a) Encourage teachers to conduct training, workshops, and seminars on learning media.
- b) Collaboration with other teachers in maximizing the application of audio media based on the song "Ragam gaya".
- c) Equipping learning media in elementary school

Conclusion

Based on the research findings and discussions above, a conclusion can be drawn in this study, namely that the implementation of audio-based song learning media "Ragam Gaya" in Science education for fourth grade at SD Negeri 2 Kalanglundo has a positive impact on the success of the teaching and learning process. The dominant IPAS material, which is theory-heavy and requires memorization, often makes students feel bored and tired of learning. Therefore, teachers as facilitators must be able to create innovative and creative learning environments. The results of implementing learning using audio-based song media "Ragam Gaya" in learning IPAS for fourth grade at SD Negeri 2 Kalanglundo have made it easier for students to remember and understand the material presented by teachers. Students become more enthusiastic about learning, enrich their learning experiences, and avoid boredom. Through songs, children are less likely to forget, making learning more meaningful. Learning with this song media is one of the interesting educational innovations to be applied in student learning at school.

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