



# Teachers' Perception on The Use of Teaching Media in English Classroom at Madrasah Diniyah

## Putri

Missi Tri Astuti<sup>1</sup>; Edi Suprayetno<sup>2</sup>; Shawati<sup>3</sup>; Esti Raihana<sup>4</sup>

[missitriastuty@gmail.com](mailto:missitriastuty@gmail.com)

[edisuprayetno@gmail.com](mailto:edisuprayetno@gmail.com)

[shalawati@edu.uir.ac.id](mailto:shalawati@edu.uir.ac.id)

[estiraihana@umri.ac.id](mailto:estiraihana@umri.ac.id)

<sup>1,3</sup>Pendidikan Bahasa Inggris, Universitas Islam Riau

<sup>2</sup>Pendidikan Bahasa Inggris, STKIP Al Maksum Langkat

<sup>4</sup>Pendidikan Bahasa Inggris, Universitas Muhammadiyah Riau

Received: 2023-11-13 Accepted: 2023-11-15

DOI: 10.24256/ideas.v11i2.4651

### Abstract

This study was aimed to investigate teachers' perspectives on the utilization of teaching media in English classrooms at Madrasah Alyah Diniyah Putri. The method used in this study was qualitative method. The participants were 10 English teachers from Madrasah Alyah Diniyah Putri. The data for this study was collected by using questionnaire which consisted of 15 items. The data analysis used analytical model proposed by (Miles, M. B., Huberman, A. M., & Saldana, J., 2013). The research explored the significances of English teaching media, the criteria for appropriateness, commonly used types of media, obstacles in implementation, and the process of creating teaching media based on student needs. Findings revealed that teachers acknowledge the crucial role of media in facilitating effective learning experiences, emphasizing interactivity, practicality, and alignment with students' characteristics. WhatsApp Group emerges as the dominant medium, though challenges in facilities, resources, and technical aspects are evident. Adaptability of teachers and students in overcoming obstacles is noted. The study underscores the importance of needs analysis and learning objectives in creating tailored teaching media. Overall, the research provides insights for educators, policymakers, and researchers,

guiding effective practices in integrating teaching media into English language classrooms.

**Keywords:** *English Classroom; Teaching Media; Teachers' Percetion;*

## **Introduction**

With the increasing demand for English proficiency in today's world, teachers have a crucial role to play in maximizing students' learning achievements. As key contributors to English language teaching and learning, teachers bear significant responsibility in facilitating effective learning experiences for their students. In this context, the use of media serves as a valuable tool for teachers to effectively deliver instructional materials in the classroom. (Indahyanti & Wira Rahman, 2022).

Media plays a vital role as an essential element in the learning journey. Its significance lies in facilitating communication, a fundamental aspect of the learning process. Without media, effective communication is hindered, and the learning process, inherently a form of communication, cannot reach its optimal potential. Indeed, the judicious use of media is crucial, as the absence of appropriate media utilization can lead to an inefficient learning process, falling short of achieving the intended educational goals (Sari, 2020).

Leveraging instructional teaching media in education has the potential to significantly improve the teaching and learning experience, leading to more impactful and profound educational outcomes. Successful use of educational media serves as a connective link between students' prior knowledge and the specific learning goals of the curriculum. Moreover, it fosters a sense of responsibility and autonomy among students, encouraging active participation in collaborative syllabus development and cultivating a forward-looking mindset regarding their academic journey. Through the integration of appropriate teaching media, educators can establish an interactive and empowering learning atmosphere for their students. (Lele, 2019).

Media is a tool used by teachers in learning and makes teaching and learning process effective (Ristyani & Nurhayati, 2020). Whereas (Wahyuni & Yokhebed, 2019) stated that Learning media serves as instruments or tools employed to facilitate the conveyance of information during teaching and learning activities. Its significance in the teaching and learning process cannot be overstated, as it plays a crucial role in motivating students and capturing their interest throughout the educational journey. The utilization of effective learning media ensures an engaging and enjoyable experience, ultimately contributing to enhanced student learning outcomes.

The study had been conducted by (Ahmadi & Ilmiani, 2020) In the context of the pandemic, the study examined the utilization of teaching media during the online teaching and learning process. The findings revealed a widespread adoption of online technology, primarily leveraging platforms rooted in social media and eLearning applications. These platforms were classified into three main categories:

1. **WhatsApp Group.** This platform served as a means for intensive communication between teachers and students, specifically focused on teaching and learning activities.
2. **Google Classroom.** Employed for the collection of assignments, Google Classroom provided a structured and organized space for managing and submitting coursework.
3. **Zoom Cloud Meeting.** Utilized for audio-visual presentations, Zoom Cloud Meeting played a crucial role in facilitating in-depth explanations of learning topics that required significant elaboration.

These media were chosen after thorough consideration of various factors, including accessibility, compatibility with available hardware, communication features, and the related processes and costs. This deliberate selection process was undertaken to guarantee streamlined and effective online teaching and learning experiences, particularly in light of the challenges imposed by the ongoing pandemic.

## Perception

Perception is the cognitive process through which individuals recognize and interpret sensory information. This cognitive function extends to how individuals respond to the information received. Essentially, perception can be conceptualized as a dynamic process wherein individuals absorb sensory input from their environment and, in turn, utilize this information to engage with and understand their surroundings. This process of perception enables individuals to transform raw sensory data into meaningful and comprehensible information, shaping their understanding and interaction with the world around them (Lele, 2019).

Furthermore, (Angela & Rachmawati, 2021) stated that perception is characterized as the conscious awareness of specific material elements presented to the senses. It involves the reception of stimuli through sensory channels, with this process being preceded by the individual's attention or awareness. In essence, perception is a multifaceted process where individuals can discern, interpret, and appreciate the details of what they observe. It encompasses how a person sees, views, or defines something based on their cognitive and sensory experiences, highlighting the intricate interplay between attention, awareness, and the interpretation of sensory stimuli.

According to (Dwinata, 2017) The factors influencing people's perceptions encompass several key elements, as outlined by the provided information:

1. **Perceptual learning.** The process through which individuals acquire and develop their perceptual skills and abilities.
2. **Mental set.** Refers to the preparedness or readiness of an individual to receive sensory input. It influences how one approaches and interprets stimuli based on their mental framework.
3. **Motives and needs.** Personal motivations and needs play a role in shaping perception. What individuals seek or require can influence how they perceive and interpret information.
4. **Cognitive styles.** These are individual preferences or tendencies in how people process information, think, and solve problems. Cognitive styles contribute to variations in

perception among individuals.

While (Goldstein, E & Bruce, C, 2007) classify the types of Perceptions as they are :

1. **Depth Perception.** The ability to perceive distance, crucial for understanding spatial relationships in the real world, such as distances between objects and individuals. This includes perceiving moving objects, like vehicles on roads, and involves considerations of first, second, and third dimensions.
2. **Movement Perception.** The understanding of objects in motion, where specific objects appear in different positions at different times. This innate ability is vital for comprehending the dynamic nature of the world and identifying potential threats or dangers in movement.
3. **Time Perception.** The perception of time, involving the awareness of seconds, minutes, hours, days, weeks, months, and years. Individuals perceive time in relation to past, present, and future, with factors such as age, activity, motivation, and intelligence influencing subjective time perception.
4. **Size Perception.** The perceived size of objects is influenced by various factors, with a significant one being the visual angle subtended by the object on the retina. This factor, among others, contributes to how individuals perceive the size of objects in their environment.

## Teaching Media

According to Munadi in (Wirawan, 2020) Teaching media serves as a tool that helps students understand the material provided by educators, whether through print or electronic formats. It acts as an intermediary, facilitating the implementation of various learning system components, ensuring a prolonged and effective learning process. Essentially, teaching media is a means to convey messages, capturing students' attention and interest. It stimulates their thoughts and feelings during learning activities, ultimately contributing to the achievement of learning goals. In simpler terms, it's a valuable tool that enhances the learning experience by engaging students and aiding in the comprehension of educational content. As one component of a learning system, media plays a critical role in the learning process.(Andriani et al., 2022).

According to Mahajan in (Andriani et al., 2022) media are classified into seven categories such as : 1)Teaching media comes in various forms, each serving a distinct purpose in the educational landscape; 2) Graphic media, encompassing printed materials like books and charts, provides visual aids for learning; 3) Display media, such as chalkboards and bulletin boards, facilitates information sharing in small group settings. Three-dimensional media introduces a tangible dimension with models and puppets; 4) Projected media, utilizing projectors for slides and films, combines visual and auditory elements; 5) Audio media, like radio and recordings, engages students through sound; 6) Video media merges audio and visual elements, utilizing platforms such as television and computers; 7) Activity media involves hands-on approaches like field trips and role-playing, enhancing interactive learning experiences. This diverse array of teaching media

caters to various learning styles and objectives, empowering educators to create dynamic and effective learning environments.

Learning media serves as a versatile tool for conveying information across different stages of the learning journey. Beyond its role in disseminating information during the learning process (Andriani et al., 2022). Furthermore (Asyhar, R, 2011) serves the following functions: Firstly, it serves as a valuable learning resource, providing information and content to support the educational process. Secondly, as a linguistic entity, it holds a semantic function, conveying meaning through words, terms, signs, or symbols. The functions extend to the media's ability to manipulate objects or events in various ways, influenced by specific conditions, circumstances, objectives, and targets. Additionally, it plays a fixative role by capturing, storing, and representing past objects or events. Lastly, learning media has distributive functions, enabling widespread and unrestricted coverage in the learning process, contributing to a comprehensive educational experience.

## **State of the Art**

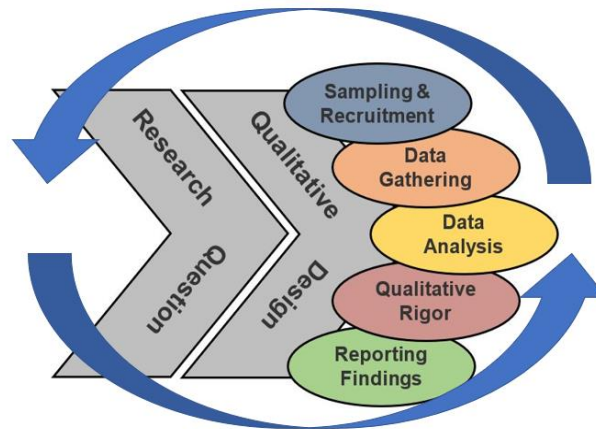
The utilization of technology in English language learning as a teaching media has been extensively studied by previous researchers. Several prior studies have indicated that the use of instructional media in English language classrooms is assumed to offer effective solutions in English language learning. In a study conducted by (Wirawan, 2020) which states that the teacher taught English using a mobile phone, a laptop, the internet, a digital projector, Microsoft Power Point, a book, a poster, a real object, an active speaker, a video, and YouTube. The researcher also discovered several benefits to using teaching media in English instruction. These strengths included the ability of the media to engage students in the learning process and the students' focus on understanding the material. The researcher, however, discovered a flaw in using teaching media to teach English. The teacher's weakness was that he struggled to keep the students' attention.

Based on the foregoing, the author was eager to conduct a study to investigate teachers' perspectives on the use of teaching media in English classrooms at Madrasah Alyah Diniyah Putri. The study sought to investigate teachers' internal experiences and compare them to external perceptions. It provided useful insights into the use of teaching media, the types of media used, the challenges encountered, and how teachers adapt learning media based on the characteristics of their students. This study was significant because it could be used to determine effective learning methods or approaches.

## **Method**

The qualitative approach allowed for in-depth insights, with 10 English teachers participating in the study. Data collection involved a questionnaire comprising 15 items, and the analysis followed the analytical model proposed by (Miles, M. B., Huberman, A. M., & Saldana, J., 2013). This methodological choice aimed to provide a comprehensive understanding of the significances of teaching media, appropriateness criteria, commonly

used types, obstacles in implementation, and the process of creating teaching media based on student needs. The findings contribute valuable insights to inform effective practices in integrating teaching media into English language classrooms. The stages of the research will be displayed on the following figure.



**Figure 1. qualitative Research Design by** (Creswell, J. W., & Creswell, J. D., 2017)

The steps to conduct the research on teachers' perception of the use of teaching media in the English classroom at Madrasah Alyah Diniyah Putri can be outlined as follows:

1. **Research Planning:** This initial stage involves defining the research objectives, identifying the research questions, and formulating a clear research plan.
2. **Literature Review:** Conduct a comprehensive review of relevant literature and studies related to teaching media, English language teaching, and perceptions of teachers in similar contexts. This step helps establish a theoretical framework and identify any existing research gaps.
3. **Research Methodology:** Determine the appropriate research methodology for the study, such as qualitative, quantitative, or a mixed-methods approach. Decide on the sample size, sampling technique, and data collection methods, such as surveys, interviews, or observations.
4. **Data Collection:** Collect data from the teachers at Madrasah Alyah Diniyah Putri using the chosen methods. This may involve administering surveys, conducting interviews, or observing teaching sessions. Ensure ethical considerations are taken into account during data collection.
5. **Data Analysis:** Analyze the collected data using appropriate analytical techniques. This may involve coding qualitative data, conducting statistical analyses for quantitative data, and identifying patterns, themes, or correlations in the data.
6. **Results and Findings:** Summarize and interpret the results of the data analysis. Present the findings in a clear and coherent manner, supported by relevant evidence from the data.

7. Discussion and Conclusion: Discuss the implications of the findings, compare them with existing literature, and draw conclusions based on the research objectives. Highlight the significance of the study and any recommendations for practice or further research.
8. Research Dissemination: Share the research findings through academic publications, conference presentations, or other appropriate channels to contribute to the field of English language teaching and inform educational practices. (Creswell, J. W., & Creswell, J. D., 2017).

## Results and Discussion

The findings of this study to five crucial conclusions about the English Teachers' perspectives of the use of English Teaching media in the classroom as they are: (a) the significances of English Teaching Media, (b) the appropriateness Criteria of English Teaching media, (c) the types of English Teaching media that are commonly used, (d) The Obstacles of the use of English Teaching media in the classroom, and (e) how to create English Teaching Media based on student needs.

### The Significances of English Teaching Media

The first question the teachers had to answer was how essential English Teaching media is to them. This question was provided as preliminary data, which will be expanded upon by posing more questions to the teachers. The result of the teachers' answer was shown in the following table.

**Table 1. Teachers' Perception on The Significances of English Teaching Media**

Question	Answers										%
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Is English Teaching media essensial for you?	yes	No	Yes	Ye	Yes	Yes	No	No	Yes	Yes	70%

From the data above it can be said that from 10 teachers 70% teachers answered that English Teaching media was very essential while other 30% answered that it was not essential.

Some teachers believed that using English Teaching media to review material to be taught to pupils is really beneficial due to the effectiveness of English language delivery. This finding was supported by the research conducted by (Indahyanti & Wira Rahman, 2022) which stated that learning media is very important in teaching English. Students understand better when we use learning media such as video or audio, especially when it is filled by native speakers.

## The Appropriateness Criteria of English Teaching Media

On this question the writer wanted to find out how vital English teaching media was to the teachers. In addition, the interview was intended to find out the criteria for a good English Teaching medium for teachers. The result of the teachers' answer was shown in the following table.

**Table 2. The Appropriateness Criteria of English Teaching Media**

Question	Answers										%
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Interactive	√	√	√	√	√	√	√	√	√	√	100%
Practical	√	√		√	√	√	√		√		70%
Based on the Students' Characteristics	√	√		√	√	√	√	√		√	80%
Based On the Learning goals		√		√			√		√		40%
IT based	√		√				√			√	40%

Based on the table 2 above, it was apparent that the teacher's dominating perspective in selecting the criteria for the Appropriateness Criteria of English Teaching Media must be interactive which the value of 100%, practical with the value of 70%, and relevant to the students' characteristic with value of 80%. This finding was supported by (Andriani et al., 2022) which said that the teachers make use of four kinds of media, namely graphic media such as textbook and picture, media video such as video, projected media such as Power Point and display media such as a board. In addition, the factors influencing the teachers' selection of those media are time availability, media availability, students' characteristics, and students' needs.

## The Types of English Teaching Media that are Commonly Used

The following interview was designed to determine what sorts of English teaching media are regularly used by the teachers in the classroom. This is significant whether, after learning the criteria for an effective learning medium, teachers adjust the sort of media they employ in the classroom. The interview yielded the following results:

**Table 3. The Types of English Teaching Media that are Commonly Used**

Question	Answers										%
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
WassApp Group	√	√	√	√	√	√	√	√	√	√	100%
Google Classroom	√	√			√		√		√		50%
Zoom Cloud Meeting	√			√		√				√	40%



Based on the table above, it can be illustrated that teachers predominantly use the WhatsApp application compared to Google Classroom and Zoom Cloud Meeting. This is due to the limited facilities available in schools and the existing internet access. Another factor is the teachers' limitations in utilizing IT-based learning media applications. This finding supported by the research conducted by (Wirawan, 2020) which found that the teacher utilized mobile phone, laptop, internet, digital projector, Microsoft Power Point, book, poster, real object, speaker active, video and Youtube as the teaching media used in teaching English. Furthermore, the researcher identified several strengths associated with the use of teaching media in English instruction. Notably, these strengths included the ability of media to actively engage students in the learning process, fostering increased participation and focus on understanding the material. However, the researcher also uncovered a weakness in employing teaching media for English instruction. Specifically, the challenge observed was the difficulty faced by teachers in capturing and maintaining students' attention, especially when compared to alternative instructional methods.

#### The Obstacles of the use of English Teaching media in the classroom

The following interview was designed to determine what sorts of Obstacles of the use of English Teaching media in the classroom. The interview yielded the following results:

**Table 4. The Obstacles of the use of English Teaching media in the classroom**

Question	Answers										%
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
facilities	√	√	√	√	√	√	√	√	√	√	100%
Teachers' Resources	√				√				√		30%
Students' Resources	√	√		√		√			√	√	60%

The application of teaching media in an implementation manner is not always desirable. The interview is continued in this segment to see what hurdles teachers typically face when implementing learning media in the classroom. The issues that occur are more prevalent in the availability of supporting services or facilities at school the second was the students' resources and the teachers' resources. This finding was supported by the study conducted by (Nisa. U & Solusia. C, 2022) which was found that teachers encounter numerous challenges in online learning, including a lack of technological proficiency, making it difficult to devise teaching methods that are easily comprehensible for students. Moreover, the most prevalent obstacle identified is the intermittent disruptions in internet connectivity. Furthermore, a significant portion of students also confront similar challenges, primarily related to unreliable internet networks, hindering their ability to engage effectively in online English learning. Despite these obstacles, the research suggests that both teachers and students find ways to navigate and overcome some of these challenges in the online learning environment.

## How to Create English Teaching Media

The following interview was designed to determine How to Create English Teaching Media Based on Student Needs. The interview yielded the following results:

**Table 5. How to Create English Teaching Media**

Question	Answers										%
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	
Need Analysis	√	√	√	√	√	√	√	√	√	√	100%
Observation	√								√		20%
Learning Objectives	√	√	√	√		√	√		√	√	80%

Based on the analysis of both teacher and student needs, which is highly prioritized with a 100% completion rate. Following closely is the consideration of learning objectives that will be achieved, with a completion rate of 80%. Considering the needs of both teachers and students through a need analysis ensures that teaching materials are tailored, relevant, and engaging. Additionally, incorporating learning objectives into the design process ensures alignment with educational goals, measurable outcomes, and a focused, clear structure for effective teaching and learning. Both aspects contribute significantly to the overall quality and effectiveness of instructional materials. This finding was supported by the study conducted by (Ayu et al., 2019) which found that In developing multimedia, the need analysis takes an important role. it showed that the students strongly agreed that the use of multimedia is needed in teaching-learning process. The result of this study will be used as reference in the next study in developing multimedia.

## Conclusion

This study focused on exploring teachers' perspectives on the utilization of teaching media in English classrooms at Madrasah Alyah Diniyah Putri. The research revealed valuable insights into the significance of English teaching media, the appropriateness criteria for selecting media, commonly used types of media, obstacles faced in implementing media, and the process of creating English teaching media based on student needs.

The findings indicated that teachers recognized the essential role of English teaching media in facilitating effective learning experiences. The criteria for selecting appropriate media emphasized interactivity, practicality, alignment with students' characteristics, and relevance to learning goals. The most commonly used media included WhatsApp Group, Google Classroom, and Zoom Cloud Meeting, with WhatsApp Group being the most dominant.

However, teachers faced obstacles in implementing teaching media, primarily related to the availability of facilities, resources for both teachers and students, and technical challenges. Despite these challenges, the study highlighted the adaptability of teachers and

students in overcoming some of these obstacles in the online learning environment.

Additionally, the research emphasized the importance of conducting a thorough needs analysis and considering learning objectives when creating English teaching media. These aspects were deemed critical for tailoring instructional materials to meet the unique needs of both teachers and students, ensuring relevance, engagement, and alignment with educational goals.

In light of these findings, it is evident that English teaching media plays a crucial role in enhancing the teaching and learning process. The study provides valuable insights for educators, policymakers, and researchers, serving as a reference for effective practices in integrating teaching media into English language classrooms. As technology continues to evolve, addressing the identified challenges and leveraging the strengths of teaching media can contribute to more impactful and innovative language education strategies.

## References

- Ahmadi, A., & Ilmiani, A. M. (2020). The Use of Teaching Media in Arabic Language Teaching During Covid-19 Pandemic. *Dinamika Ilmu*, 307–322.  
<https://doi.org/10.21093/di.v20i2.2515>
- Andriani, Ardiana, & Firman. (2022). Teaching Media in EFL Classroom. *Journal of Language Testing and Assessment*, 2(2). <https://doi.org/10.56983/jlta.v2i1.214>
- Angela, A., & Rachmawati, D. (2021). The Determinant of Internet Financial Reporting: Evidence From Asean Stock Exchange. *Journal of Auditing, Finance, and Forensic Accounting*, 9(1), 11–21. <https://doi.org/10.21107/jaffa.v9i1.10321>
- Asyhar, R. (2011). *Being Creative on developing learning media*. Gaung Persada Press.
- Ayu, M., Hamzah, H., & Refnaldi, R. (2019). A Need Analysis Study in Developing Multimedia for Functional Grammar Course. *Proceedings of the Proceedings of the 2nd International Conference on Language, Literature and Education, ICLLE 2019, 22-23 August, Padang, West Sumatra, Indonesia*. Proceedings of the 2nd International Conference on Language, Literature and Education, ICLLE 2019, 22-23 August, Padang, West Sumatra, Indonesia, Padang, Indonesia.  
<https://doi.org/10.4108/eai.19-7-2019.2289515>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Dwinata, E. (2017). Language and Perception. *Journal of English Language Teaching, Linguistics and Literature*, 1(1), 71–77.
- Dewi, P., & Sari, D. (2022). Perception of Digital Storytelling in Overcoming Fear for Speaking English through Interdisciplinary Project of Gender Issues. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1635 – 1642.  
doi:<https://doi.org/10.24256/ideas.v10i2.2748>
- Goldstein, E., & Bruce, C. (2007). *Sensation and Perception*. Stamford, Connecticut.
- Indahyanti, R., & Wira Rahman, A. (2022). Teachers' Perception on the Use of Teaching Media in English Classroom. *KLASIKAL : JOURNAL OF EDUCATION, LANGUAGE*

*TEACHING AND SCIENCE*, 4(2), 187–196.

<https://doi.org/10.52208/klasikal.v4i2.217>

- Lele, M. A. (2019). Students' Perception of the Media Used by Teacher in Teaching English (A Descriptive Research of the Eighth Grade Students of SMP Muhammadiyah 12 Makassar). *Faculty of Teacher Training and Educational Makassar Muhammadiyah University*, 259.  
[https://digilibadmin.unismuh.ac.id/upload/5751-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/5751-Full_Text.pdf)
- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis: A methods sourcebook*. SAGE Publications.
- Nisa, U, & Solusia. C. (2022). An Analysis of Obstacles Faced by English Teachers and Students during Online Learning at SMA N 11 Solok Selatan. *Journal of English Language Teaching*, 11(4), 491–499. <https://doi.org/10.24036/jelt.v11i4.120174>
- Ristyani, N. A., & Nurhayati, N. N. (2020). Improving Students' Interest By Using Picture Media at TK Nur Assalam. *PROJECT (Professional Journal of English Education)*, 3(1), 1. <https://doi.org/10.22460/project.v3i1.p1-4>
- Sari, A. N. (2020). *The Students' Perception of The Media Used By Teacher in Teaching Sidabutar, K. (2022). Grice's Types of Maxims in "Willoughbhys" Movie. IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(1), 326-337. doi:<https://doi.org/10.24256/ideas.v10i1.2661English>.
- Sabrila, R., & Apoko, T. (2022). The Effectiveness of Podcast on Listening Skill for Vocational School Students. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1177-1186. doi:<https://doi.org/10.24256/ideas.v10i2.2897>
- Wahyuni, E. S., & Yokhebed, Y. (2019). Deskripsi Media Pembelajaran Yang Digunakan Guru Biologi SMA Negeri Di Kota Pontianak. *Jurnal Pendidikan Informatika dan Sains*, 8(1), 32. <https://doi.org/10.31571/saintek.v8i1.1105>
- Wirawan, F. (2020). A Study on The Teaching Media used by The English Teacher at SMP Muhammadiyah 2 Malang. *Jurnal Ilmiah Profesi Pendidikan*, 5(2), 89–95.  
<https://doi.org/10.29303/jipp.v5i2.115>