



Audio-Visual Learning as an Instructional Strategy to Improve Reading Comprehension in Primary Education

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Article Info	Abstract
Received: 2026-08-14 Revised: 2026-08-18 Accepted: 2026-08-23 Keywords: audio-visual media; elementary education; reading comprehension; quasi-experimental study; YouTube DOI: 10.24256/ideas.v14i1.12284 Corresponding Author: Marshanda A'irin Marshandaairin23@gmail.com Faculty of Teacher Training and Education, Muhammadiyah University of Cirebon, Cirebon, West Java, Indonesia	<i>Reading comprehension is one of the essential literacy skills that supports students' academic achievement at the elementary school level. However, many students still experience difficulties in understanding, interpreting, and evaluating written texts. This study aimed to examine the effect of YouTube-based audio-visual learning media on the reading comprehension ability of sixth-grade students at SDN 2 Gebangilir, Cirebon Regency, Indonesia. A quantitative approach with a quasi-experimental one-group pretest-posttest design was employed. The participants consisted of all 23 sixth-grade students selected through total sampling. Reading comprehension was measured using a validated essay test covering literal, inferential, and evaluative comprehension. Data were analyzed using descriptive statistics and inferential statistics, including the Shapiro-Wilk normality test and paired-samples t-test. The findings showed that the mean pretest score was 64.891, which increased to 87.935 after the implementation of YouTube-based audio-visual learning media, with an average improvement of 23.044 points. The Shapiro-Wilk test confirmed that both datasets were normally distributed ($p > 0.05$). Furthermore, the paired-samples t-test revealed a statistically significant difference between the pretest and posttest scores ($t = -10.582$, $p < 0.001$), indicating that the intervention significantly improved students' reading comprehension. The results suggest that integrating YouTube-based audio-visual media into elementary reading instruction enhances students' comprehension by providing multimodal learning experiences that promote engagement, facilitate cognitive processing, and support deeper understanding of written texts. Therefore, YouTube-based audio-visual media can be considered an effective instructional strategy for improving reading comprehension in elementary education.</i>

1. Introduction

Reading comprehension is a fundamental literacy skill that enables learners to construct meaning from written texts, interpret information critically, and apply acquired knowledge in various learning contexts. At the elementary school level, reading comprehension serves as the foundation for academic achievement because almost all school subjects require students to understand written information effectively. National literacy indicators in Indonesia reveal encouraging progress in reading interest, as reflected by the Reading Interest Index (Tingkat Kegemaran Membaca/TGM), which reached 72.44 in 2024. Despite this improvement, the index remains within the moderate category and does not necessarily reflect students' actual reading comprehension performance. The discrepancy between increased reading interest and the quality of reading comprehension suggests that greater reading frequency has not been accompanied by deeper cognitive engagement with texts (Badan Pusat Statistik, 2024).

International evidence also demonstrates that Indonesian students continue to face substantial challenges in reading literacy. Results from the Programme for International Student Assessment (PISA) 2022 indicate that Indonesia obtained a reading literacy score of 359, considerably lower than the OECD average of approximately 476. These findings suggest that many students experience difficulties in understanding, interpreting, and evaluating textual information critically. National educational reports present a similar pattern. The proportion of students achieving minimum literacy competence increased from 59.49% in 2022 to 68.05% in 2023, yet this quantitative improvement has not been followed by equally strong gains in higher-order reading comprehension skills (Pojoksatu, 2025). Media Mahasiswa Indonesia (2025) also reported that limited reading comprehension continues to hinder elementary students in following classroom learning effectively, particularly during the transition to secondary education.

Learning media have become increasingly important in addressing these literacy challenges, particularly in digital learning environments. Conventional instruction relying primarily on textbooks often provides limited opportunities for students to engage actively with reading materials. Audio-visual media integrate visual representations, narration, animation, and contextual information that facilitate students' cognitive processing of written texts. Educational videos delivered through digital platforms such as YouTube provide multimodal learning experiences that align with the learning characteristics of elementary school students. Previous studies consistently demonstrate that audio-visual media contribute positively to reading achievement by enhancing students' motivation, attention, and understanding of narrative and informational texts (Iqbal et al., 2024). Multimedia learning theory also supports the premise that presenting information through multiple sensory channels improves information processing and long-term retention (Madani & Zainil, 2025).

Reading comprehension involves complex cognitive processes extending beyond word recognition. Students are expected to identify explicit information, infer implicit meanings, evaluate textual content, and integrate new information with prior knowledge. Audio-visual learning resources can strengthen these processes by providing contextual visualizations that assist learners in constructing meaning from texts. YouTube-based instructional videos offer illustrations, narration, and dynamic presentations that bridge the gap between abstract textual information and concrete understanding. Research has shown that digital audio-visual media significantly improve elementary students' reading comprehension, particularly at literal and interpretative levels (Buana et al., 2023).

Visual and multimedia learning environments also enhance students' literacy development by making textual information more accessible and meaningful (Hermalia & Nurhabibah, 2025). Experimental findings further indicate that audio-visual instruction

produces significant improvements in students' reading performance compared with conventional classroom instruction (Djafri, 2025).

Preliminary observations conducted in Grade VI of SDN 2 Gebangilir reveal that students obtained an average Indonesian language score of 79.2, exceeding the school's minimum mastery criterion (75). Academic achievement, however, does not fully represent students' reading comprehension abilities. Classroom observations and interviews with teachers identified persistent difficulties in determining main ideas, drawing conclusions, and interpreting implicit meanings within reading texts. Traditional instructional practices continue to dominate reading lessons, limiting students' active engagement with learning materials and reducing opportunities for meaningful comprehension. These classroom conditions indicate the need for more interactive instructional media capable of supporting students' comprehension processes through integrated visual and auditory stimulation.

Existing literature provides substantial evidence regarding the effectiveness of audio-visual media in literacy instruction; nevertheless, important research gaps remain. Iqbal et al. (2024) examined audio-visual media in lower elementary grades using a qualitative approach, while Khairunsyah and Usiono (2023) focused on narrative text comprehension through an experimental design. Yulianto et al. (2024) investigated YouTube-assisted problem-based learning among junior high school students learning English reading skills. Buana et al. (2025) emphasized the effectiveness of digital audio-visual media in improving elementary students' reading comprehension without specifically examining YouTube-based instruction in upper elementary classrooms. Nurhabibah and Wahyuningsih (2025) as well as Djafri (2025) confirmed the positive influence of multimedia and audio-visual instruction on elementary students' reading achievement. Limited empirical evidence is available concerning the specific use of YouTube-based audio-visual learning media to improve reading comprehension among sixth-grade elementary students in Indonesian primary schools, particularly within the context of SDN 2 Gebangilir.

This study aims to examine the effect of YouTube-based audio-visual learning media on the reading comprehension ability of sixth-grade students at SDN 2 Gebangilir. Reading comprehension is evaluated across literal, inferential, and evaluative dimensions before and after the implementation of audio-visual instruction. Findings from this study are expected to contribute to the growing body of research on multimedia-assisted literacy instruction while providing empirical evidence for integrating YouTube-based learning media into elementary reading education.

2. Method

This study employed a quantitative approach using a quasi-experimental design with a one-group pretest–posttest design to examine the effect of YouTube-based audio-visual learning media on students' reading comprehension. This design was selected because it enables researchers to measure changes in students' reading comprehension before and after the implementation of the instructional treatment without the use of a control group (Creswell, 2019). Students' reading comprehension was assessed through a pretest administered before the intervention and a posttest conducted after the learning activities using YouTube-based audio-visual media. The difference between the pretest and posttest scores was used to determine the effectiveness of the instructional intervention.

The study was conducted at SDN 2 Gebangilir, Cirebon Regency, West Java, Indonesia, during the February 2026 academic period. The research population consisted of all sixth-grade students enrolled at the school. Because the population was relatively small, the study employed total sampling (saturated sampling), in which all 23 sixth-grade students participated as research subjects (Sugiyono, 2023). This sampling technique was considered appropriate because every member of the population met the research criteria

and could be included in the intervention, thereby reducing sampling bias and improving the internal validity of the study.

The independent variable was the use of YouTube-based audio-visual learning media, implemented through instructional videos integrated into Indonesian language lessons. The instructional material focused on the Grade VI Indonesian language topic "Joey Alexander, Pianist Who Has Gained International Recognition" from the *Merdeka Curriculum* textbook (Chapter 2, pp. 29–34). The selected YouTube video was incorporated into classroom instruction to provide visual and auditory support for students' reading activities. The dependent variable was reading comprehension ability, operationalized as students' ability to understand written texts at the literal, inferential, and evaluative levels.

Data were collected using a reading comprehension test administered as both the pretest and posttest. The instrument consisted of 10 essay questions designed according to Barrett's taxonomy of reading comprehension, covering literal, inferential, and evaluative comprehension (Pratiwi et al., 2022). Each response was scored using an analytic rubric with a maximum score of 40, which was subsequently converted into a percentage score. Classroom observations were also conducted throughout the intervention to ensure that the instructional procedures were implemented consistently according to the lesson plan. Supporting documentation, including student attendance records and classroom learning activities, was collected to complement the primary data.

Prior to data collection, the instrument underwent content validity evaluation through expert judgment by specialists in Indonesian language education and elementary education. The revised instrument was subsequently pilot-tested on students with characteristics similar to those of the research participants. Item validity was examined using the Pearson Product–Moment correlation, while instrument reliability was assessed using Cronbach's alpha. Only items meeting the required validity and reliability criteria were retained for the final data collection (Sugiyono, 2023; Fraenkel et al., 2020).

Data analysis was performed using descriptive and inferential statistics. Descriptive statistics included the mean, minimum score, maximum score, and standard deviation of both pretest and posttest results. Assumption testing consisted of normality testing using the Shapiro–Wilk test and homogeneity testing before hypothesis testing. Students' learning improvement was evaluated using the normalized gain (N-gain) score to determine the effectiveness of the intervention. The research hypothesis was tested using a paired-samples t-test to compare pretest and posttest scores. Statistical significance was determined at $\alpha = 0.05$. All statistical analyses were conducted using statistical software to ensure the accuracy and reliability of the findings.

3. Result

Descriptive Statistics

Table 1. Case Processing Summary

	Valid		Cases Missing		Total	
	N	Percent	N	Percent	N	Percent
pretest	23	100.0%	0	0.0%	23	100.0%
posttest	23	100.0%	0	0.0%	23	100.0%

Based on Table 1, a total of 23 students participated in this study. All pretest and posttest data were successfully processed, with no missing values identified. Therefore, all participants were included in the statistical analyses.

Table 2. Descriptives
Descriptives

			Statistic	Std. Error
pretest	Mean		64.891	2.5992
	95% Confidence Interval for Mean	Lower Bound	59.501	
		Upper Bound	70.282	
	5% Trimmed Mean		64.740	
	Median		67.500	
	Variance		155.385	
	Std. Deviation		12.4654	
	Minimum		47.5	
	Maximum		85.0	
	Range		37.5	
	Interquartile Range		22.5	
	Skewness		-.063	.481
	Kurtosis		-1.267	.935
posttest	Mean		87.935	1.1296
	95% Confidence Interval for Mean	Lower Bound	85.592	
		Upper Bound	90.277	
	5% Trimmed Mean		87.862	
	Median		87.500	
	Variance		29.348	
	Std. Deviation		5.4174	
	Minimum		80.0	
	Maximum		97.5	
	Range		17.5	
	Interquartile Range		7.5	
	Skewness		-.127	.481
	Kurtosis		-.901	.935

Based on Table 2, the descriptive statistics summarize students' reading comprehension performance before and after the implementation of YouTube-based audio-visual learning media.

The pretest results yielded a mean score of 64.891, with a minimum score of 47.5 and a maximum score of 85.0. The standard deviation was 12.4654, indicating considerable variation in students' initial reading comprehension performance.

Following the instructional intervention, the posttest results showed a mean score of 87.935, with a minimum score of 80.0 and a maximum score of 97.5. The standard deviation decreased to 5.4174, suggesting that students' performance became more homogeneous after the intervention.

The increase in the mean score from 64.891 to 87.935 indicates that students' reading comprehension improved after learning through YouTube-based audio-visual media. The reduction in the standard deviation further suggests that students achieved more consistent learning outcomes following the intervention.

Normality Test

Table 3. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.148	23	.200*	.919	23	.065
posttest	.146	23	.200*	.926	23	.088

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

A normality test was conducted to determine whether the research data were normally distributed before hypothesis testing. Since the sample consisted of fewer than 50 participants, the Shapiro-Wilk test was used as the basis for assessing normality.

As presented in Table 3, the Shapiro-Wilk significance value was 0.065 for the pretest and 0.088 for the posttest. Both significance values exceeded the criterion of 0.05, indicating that the pretest and posttest scores were normally distributed. These findings confirm that the assumption of normality was satisfied, allowing the use of parametric statistical analysis through the paired-samples *t*-test.

Hypothesis Testing

Table 4. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	64.891	23	12.4654	2.5992
	posttest	87.935	23	5.4174	1.1296

As shown in Table 4, the mean pretest score was 64.891, whereas the mean posttest score increased to 87.935. The average improvement was 23.044 points, indicating that students achieved better reading comprehension performance after receiving instruction through YouTube-based audio-visual learning media.

Table 5. Paired Samples Test

Paired Samples Test									
		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	pretest - posttest	-23.0435	10.4435	2.1776	-27.5596	-18.5274	-10.582	22	.000

The paired-samples *t*-test results presented in Table 5 showed a Sig. (2-tailed) value of 0.000. According to the decision criterion, the null hypothesis (H_0) is rejected when the significance value is less than 0.05. Since the obtained significance value (0.000) was lower than 0.05, H_0 was rejected and H_1 was accepted. These findings demonstrate that the use of YouTube-based audio-visual learning media had a statistically significant effect on the reading comprehension ability of sixth-grade students at SDN 2 Gebangilir. The substantial

increase in posttest scores confirms that integrating YouTube-based audio-visual media into reading instruction effectively enhanced students' reading comprehension.

4. Discussion

Students' Reading Comprehension Before the Implementation of YouTube-Based Audio-Visual Learning Media

The findings of this study indicate that students' reading comprehension ability before the implementation of YouTube-based audio-visual learning media was relatively moderate, as reflected by the pretest mean score of 64.891. This result suggests that although students were able to identify explicit information presented in the reading text, many still experienced difficulties in higher-order comprehension skills, particularly those requiring inference, interpretation, and evaluation. Several students struggled to identify the main idea of a paragraph, infer implicit meanings, formulate conclusions, and provide critical responses to the reading material. These findings imply that students' reading comprehension had not yet developed optimally prior to the instructional intervention.

The relatively moderate pretest performance is consistent with the preliminary classroom observations conducted before the study. Reading instruction at SDN 2 Gebangilir primarily relied on conventional teaching methods, in which teachers explained the reading material using textbooks followed by question-and-answer activities. Although this instructional approach enables students to recognize factual information, it provides limited opportunities for learners to actively construct meaning from texts. Students tended to become passive recipients of information rather than active participants in the reading process. Consequently, their comprehension remained limited to literal understanding, while inferential and evaluative comprehension received less attention during classroom instruction.

These findings support the argument proposed by Juariah (2024), who emphasized that reading comprehension is not merely the ability to decode written symbols but also involves interpreting, integrating, and evaluating textual information. Successful readers actively connect new information with their prior knowledge, identify relationships among ideas, and construct meaning throughout the reading process. Students who fail to perform these cognitive activities generally encounter difficulties in comprehending texts beyond the literal level. This condition was clearly reflected in the present study, where students demonstrated satisfactory performance in identifying explicit information but encountered challenges when answering questions requiring analytical thinking.

Barrett's taxonomy further explains that reading comprehension consists of several hierarchical levels, namely literal, inferential, and evaluative comprehension (Pratiwi et al., 2022). Literal comprehension requires readers to identify information explicitly stated in the text, whereas inferential comprehension demands the ability to interpret implied meanings and establish relationships between textual ideas. Evaluative comprehension represents the highest level, requiring readers to critically assess textual information and relate it to personal experiences or broader contexts. The present findings indicate that students performed relatively well at the literal level but demonstrated weaker performance in inferential and evaluative comprehension. Such findings are expected because higher-order comprehension requires more sophisticated cognitive processing and adequate instructional support.

Another possible explanation for the moderate pretest performance relates to the developmental characteristics of elementary school students. Sixth-grade students are transitioning from concrete operational thinking toward more abstract reasoning. At this developmental stage, students generally require concrete representations, visual

illustrations, and contextual examples to facilitate conceptual understanding. Reading activities relying solely on printed texts may impose substantial cognitive demands because students must construct mental representations independently without sufficient external support. As a result, comprehension becomes more difficult, particularly when texts contain abstract concepts or implicit information.

The findings of the present study therefore suggest that improving reading comprehension requires more than simply increasing students' exposure to reading materials. Effective reading instruction should also incorporate instructional strategies capable of facilitating meaning construction and maintaining students' engagement throughout the learning process. These findings provided the rationale for introducing YouTube-based audio-visual learning media as an instructional intervention designed to support students' reading comprehension through multimodal learning experiences.

Students' Reading Comprehension After the Implementation of YouTube-Based Audio-Visual Learning Media

Following the implementation of YouTube-based audio-visual learning media, students' reading comprehension improved substantially. The posttest mean score increased to 87.935, representing an average improvement of more than twenty-three points compared with the pretest. Besides the increase in the average score, the reduction in the standard deviation from 12.4654 to 5.4174 indicates that students' achievement became more homogeneous after the intervention. This finding suggests that the instructional media benefited not only high-achieving students but also those who initially demonstrated lower reading comprehension ability.

Several factors may explain this substantial improvement. The instructional videos presented textual information through synchronized narration, images, animations, and visual illustrations. Such multimodal presentation enabled students to process information using both visual and auditory channels simultaneously, thereby reducing cognitive load during reading activities. Students no longer relied exclusively on written texts to construct meaning because visual representations provided contextual support for understanding characters, settings, events, and relationships among ideas.

These findings are consistent with the multimedia learning theory proposed by Madani and Zainil (2025), which argues that learning becomes more effective when information is presented through multiple sensory channels rather than a single modality. The integration of visual and auditory information facilitates cognitive processing by allowing learners to organize and integrate information more efficiently. Consequently, students are more likely to retain information in long-term memory and retrieve it when answering comprehension questions.

The effectiveness of YouTube-based learning media can also be explained through Dale's Cone of Experience. According to Dale, learning experiences involving visual observation and auditory stimulation are more concrete than purely verbal instruction, enabling learners to understand concepts more effectively (Dash, 2023). The instructional videos used in this study provided students with concrete visualizations of the reading material, thereby reducing abstraction and helping them understand textual content more comprehensively.

Another important finding concerns students' classroom engagement during the intervention. Classroom observations indicated that students became more attentive, enthusiastic, and actively involved throughout the learning activities. Many students demonstrated increased curiosity by asking questions, discussing the content with peers, and responding confidently during classroom interactions. Such behavioral changes

suggest that YouTube-based instructional media enhanced students' learning motivation, which subsequently contributed to improved reading comprehension.

These findings are also consistent with Widiastuti and Fauziya (2024), who reported that YouTube provides dynamic and communicative learning experiences capable of increasing students' participation during classroom instruction. Unlike conventional teaching methods that depend primarily on teacher explanations, YouTube-based instructional videos create interactive learning environments that attract students' attention and sustain their interest throughout the lesson.

Multimedia learning theory proposed by Yulianto et al. (2024) further explains that students learn more effectively when verbal explanations are accompanied by relevant visual representations. Visual information supports the construction of mental models, enabling learners to integrate textual information with existing knowledge more efficiently. The present findings strongly support this theoretical perspective because students demonstrated considerable improvement after learning through integrated visual and auditory instructional materials.

The improvement observed in this study also indicates that digital instructional media can address some of the limitations associated with conventional reading instruction. Students who previously struggled to understand abstract textual information became more capable of interpreting implicit meanings after receiving visual support. Consequently, YouTube-based audio-visual media not only increased students' academic performance but also enhanced the quality of classroom learning by creating a more engaging, interactive, and meaningful instructional environment.

The Effect of YouTube-Based Audio-Visual Learning Media on Students' Reading Comprehension

The hypothesis testing results provide strong empirical evidence regarding the effectiveness of YouTube-based audio-visual learning media in improving students' reading comprehension. The paired-samples *t*-test produced a significance value of 0.000, which was lower than the significance level of 0.05. Accordingly, the null hypothesis was rejected, indicating that the instructional intervention exerted a statistically significant effect on students' reading comprehension performance.

The statistical findings were reinforced by the observed increase of 23.044 points between the pretest and posttest mean scores. Such improvement demonstrates that YouTube-based instructional media contributed substantially to students' ability to comprehend reading texts. The intervention enhanced students' literal comprehension while simultaneously improving inferential and evaluative comprehension, suggesting that multimedia instruction supports multiple dimensions of reading comprehension rather than merely facilitating factual recall.

The findings corroborate those reported by Madani and Zainil (2025), who concluded that audio-visual learning media improve elementary students' reading achievement by increasing learning motivation, attention, and cognitive engagement. Similar findings were reported by Núñez and Molina (2024), who found significant improvements in inferential and interpretative reading comprehension following the implementation of audio-visual instructional materials. These studies collectively indicate that multimedia instruction strengthens students' ability to process textual information at higher cognitive levels.

Comparable results were also reported by Hastuti and Afrita (2025), who demonstrated that audio-visual media significantly improved students' reading skills. Fitri, Sunanih, and Dewi (2024) likewise concluded that audio-visual instruction positively influenced elementary students' reading achievement. Jusmeri (2021) further reported

improvements in receptive language skills through the use of audio-visual instructional media. The consistency between these previous studies and the present findings strengthens the empirical evidence supporting the effectiveness of multimedia-based literacy instruction.

Although previous studies have consistently demonstrated the benefits of audio-visual learning media, the present study contributes additional evidence by focusing specifically on YouTube-based instructional videos implemented in sixth-grade Indonesian language instruction. Most previous studies examined audio-visual media in general or involved different educational levels and learning contexts. The present research therefore extends existing knowledge by demonstrating that freely accessible YouTube resources can effectively support reading comprehension among upper elementary school students.

The educational implications of these findings are considerable. Teachers are encouraged to integrate carefully selected YouTube videos into reading instruction to provide richer and more contextual learning experiences. Educational institutions should also consider incorporating digital media into literacy programs to accommodate students' learning characteristics in the digital era. Appropriate integration of audio-visual resources may improve not only students' reading achievement but also their motivation, classroom participation, and overall learning experience.

Several limitations should nevertheless be acknowledged. The study employed a one-group pretest-posttest design without a control group, making it difficult to eliminate all potential external influences. The relatively small sample size and the focus on a single elementary school also limit the generalizability of the findings. Future studies are therefore encouraged to employ randomized experimental designs involving larger samples and multiple schools to provide stronger evidence regarding the effectiveness of YouTube-based instructional media across diverse educational contexts.

Overall, the findings demonstrate that YouTube-based audio-visual learning media constitute an effective instructional strategy for improving elementary students' reading comprehension. The integration of visual and auditory information facilitates deeper cognitive processing, increases students' engagement, and promotes meaningful learning experiences. These findings contribute to the growing body of evidence supporting multimedia-assisted literacy instruction and provide practical implications for improving reading education in elementary schools.

5. Conclusion

This study demonstrates that the implementation of YouTube-based audio-visual learning media significantly improved the reading comprehension ability of sixth-grade students at SDN 2 Gebanglir. Students' reading comprehension before the intervention was at a moderate level, with a pretest mean score of 64.891, indicating difficulties particularly in inferential and evaluative comprehension. Following the intervention, the posttest mean score increased to 87.935, representing an average improvement of 23.044 points. The paired-samples t-test revealed a significance value of 0.000 ($p < 0.05$), confirming that the use of YouTube-based audio-visual learning media had a statistically significant positive effect on students' reading comprehension. These findings indicate that integrating visual and auditory elements into reading instruction effectively enhances students' understanding of written texts.

The findings suggest that elementary school teachers should consider integrating carefully selected YouTube-based audio-visual materials into reading instruction to create more engaging and meaningful learning experiences. Schools are encouraged to support technology-enhanced learning by providing adequate digital facilities and professional development opportunities for teachers. Future studies should employ more rigorous

experimental designs involving control groups, larger samples, and multiple schools to improve the generalizability of the findings. Further research may also examine additional variables, such as learning motivation, reading interest, critical thinking, and digital literacy, to provide a more comprehensive understanding of factors influencing students' reading comprehension.

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