SUSTAINABILITY EDUCATION REVIEW
INTERNATIONAL PEER-REVIEWED JOURNAL
Knowledge Today for a Sustainable Tomorrow
Vol. 1, No. 2, September 2026 | pp. 19–26 | DOI: 10.xxxx/suer.xxxx
p-ISSN: XXXX-XXXX | e-ISSN: XXXX-XXXX

# Audio Media in Elementary Madrasah Learning: A Literature Review of Characteristics, Functions, Advantages, Limitations, and Utilization Strategies

**Ahmad Noviansah***
Elementary Madrasah Teacher Education, STIT Darussalimin NW Praya, NTB, Indonesia
*Corresponding author: noviansah@stitdarussaliminnw.ac.id

**ARTICLE INFO**
**Received:** 1 August 2026
**Revised:** 5 August 2026
**Accepted:** 28 August 2026
**Published:** 1 September 2026
**Keywords**
Audio media; Islamic elementary schools; listening skills; educational podcasts; learning strategies; literature review

**ABSTRACT**
Audio media is a learning tool that conveys messages through sound, for example, recorded explanations, stories, conversations, songs, verse readings, and podcasts. In Islamic Elementary Schools (MI), this media is relevant because many learning activities rely on listening skills, ranging from language lessons, the Qur'an and Hadith, to Aqidah and Akhlak. This article aims to examine the characteristics of audio media in learning at MI, including its nature, function, form, advantages, limitations, suitability for elementary school-aged students, and teacher strategies in utilizing it. The study used a library research method *by* searching, selecting, and thematically analyzing relevant journal articles, books, and research results. The results of the study indicate five core characteristics: messages are conveyed through hearing, require concentration and active listening, can be replayed, stimulate the imagination because it does not present visuals, and is flexible for use both in class and independently. The main limitations include dependence on one sense, sensitivity to sound quality and the classroom environment, and the risk of making students passive. Therefore, audio media is most effective when designed through stages before, during, and after listening, combined with visual media or practical activities, and actively accompanied by the teacher.

CC BY-SA 4.0

Corresponding Author: Ahmad Noviansah | STIT Darussalimin NW Praya, NTB, Indonesia | noviansah@stitdarussaliminnw.ac.id

## 1. INTRODUCTION

The success of classroom learning is not solely determined by how well the teacher explains. The way the material is packaged and presented to students is equally important. Learning media acts as a bridge between the teacher, the material, and the students, ensuring that the intended message is received more clearly, engagingly, and meaningfully (Maisarah et al., 2023; Nurfadhillah & 4A PGSD UMT, 2021). Selecting the right media ultimately becomes part of the learning plan, not merely an add-on.

Students in Islamic elementary schools (MI) are at an age when concrete, varied, and enjoyable learning experiences are crucial for their understanding. Teachers who rely solely on lectures or textbooks risk making classes feel monotonous. One relatively accessible option is audio media, which conveys messages through sound, allowing students to receive information primarily through hearing. These come in various forms: recordings of teacher explanations, stories, dialogues, songs, Quranic recitations, environmental sounds, and even learning podcasts.

Interest in audio-based media has recently grown with the development of digital devices. A bibliometric review of publications on the Web of Science indicates that podcasts are seen as having significant didactic potential because they can be designed by teachers and students for various learning purposes (del Pino-Espejo et al., 2022). In Indonesia, their use is also beginning to emerge at the elementary and madrasah levels, for example, the development of storytelling podcasts for third grade (Hayya & Widyasari, 2022) and the study of podcasts for Islamic Religious Education (Abdusshomad, 2025).

An earlier synthesis of audio podcast research in K–12 and higher education found that podcasts were mainly used for reviewing or replaying supplementary instructional recordings, while much of the evidence was descriptive and concentrated in higher education (Hew, 2009). Hence, convenient access to audio should not itself be construed as evidence of learning gains among MI pupils.

However, audio media is not automatically effective. Information presented solely through sound is easily missed if students' attention is distracted. Students who lose focus easily, recordings with unclear sound, or material that actually requires images and demonstrations can be real obstacles. This means that teachers need to fully understand the characteristics of audio media, both its strengths and weaknesses, before deciding when and how to use it.

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

Several previous studies have focused primarily on audiovisual media or examined the influence of specific media on learning outcomes in a single class or subject (e.g., Jusmeri, 2021; Nurbaiti et al., 2022). Studies that specifically summarize the characteristics of audio media in the context of MI, including their functions, forms, limitations, and implementation strategies, are still limited. This paper aims to fill this gap.

Based on the description, the problem formulation of this article is: (1) what is the nature and function of audio media in learning at MI; (2) what are its characteristics, forms, advantages, and limitations; (3) to what extent is audio media appropriate to the characteristics of MI students; and (4) what strategies can teachers use to optimize it. This article is expected to provide a conceptual overview that can be used by prospective teachers and MI teachers in designing audio-based learning.

## 2. METHOD

This research uses a qualitative approach with a library research method. This method was chosen because the goal of the study was to synthesize conceptual understanding from various written sources, not to collect field data. A systematic literature review can serve as a research method in its own right, particularly for compiling, comparing, and interpreting knowledge scattered across numerous publications (Snyder, 2019).

The data sources were secondary data, namely learning media textbooks, scientific journal articles, and research reports discussing audio media, podcasts, listening activities, and media utilization in elementary schools and madrasas. The search was conducted through open databases and academic search engines with keywords such as "audio media", "learning podcasts", "listening skills", "madrasah ibtidaiyah", and audio media in education. The source selection criteria were: (a) relevant to the topic of audio media or sound-based learning; (b) related to elementary school or madrasah level, or providing a theoretical basis that can be used at that level; (c) priority given to recent publications, with older peer-reviewed foundational studies retained when directly relevant; and (d) searchable through the DOI or official publisher link.

A targeted extension of this narrative synthesis incorporated ten additional peer-reviewed sources published between 2009 and 2026, each checked against DOI or publisher metadata. The additional sources provide contextual evidence and do not constitute an exhaustive systematic search or a formal meta-analysis.

The analysis was conducted in three steps. First, data reduction, which involves reading and sorting information directly related to the characteristics, functions, advantages, limitations, and strategies for using audio media. Second, thematic categorization, which involves grouping findings into broad themes based on the problem formulation. Third, synthesis and drawing conclusions, which involves comparing findings across sources, identifying similarities and differences, and then organizing them into a coherent description. To maintain credibility, each factual statement is linked to a traceable source, and the author's opinion is labeled as the result of analysis or synthesis.

## 3. RESULTS

### 3.1. Nature and function of audio media in MI

Audio media can be understood as media whose messages are packaged in the form of sound and received by students through the sense of hearing. The content can be in the form of explanations, conversations, stories, music, songs, environmental sounds, or other recordings related to the material (Maisarah et al., 2023; Nurfadhillah & 4A PGSD UMT, 2021). Compared to visual media which relies on sight, or audiovisual media which combines sound and images, audio media places the ability to hear as the main entrance to learning.

In MI, this position is quite strategic. Students not only need to read and see, but also must be accustomed to listening intently, for example when following instructions, listening to stories, imitating reading, or understanding vocabulary pronunciation. Well-designed listening activities help students recognize information, understand messages, and practice listening skills that are the foundation of language skills.

Based on a review of sources, there are at least four functions of audio media in MI learning. First, it serves as an information delivery function: teachers can present prepared explanations or narratives to improve the structure of the material. Second, it serves as a training tool for listening and language skills, particularly in Indonesian, Arabic, and English. Third, it serves as an experiential learning tool, as recordings allow the sounds of animals, rain, or conversations to be brought into the classroom without requiring the original source. Fourth, it serves as a learning variation function, as engaging audio can break up the monotony when learning is overly lecture-dominated.

One important note: audio media does not replace the teacher. The teacher still sets the objectives, selects appropriate audio content, provides guidance before listening, and follows up afterward. Without this role, listening becomes merely a matter of receiving sound, with difficult-to-measure results.

### 3.2. Main characteristics of audio media

Based on a literature synthesis, the characteristics of audio media in MI learning can be summarized into five broad categories. These five are interrelated and explain why this medium has unique strengths and limitations.

1) Focuses on hearing and demands active listening. Because there are no written or visual aids, clarity of voice, intonation, tempo, and volume are crucial. Students are required to focus their attention to ensure the message is not missed. In the context of MI, this requirement also serves as a means of listening practice that is beneficial for their communication development. Classroom action research on fifth and sixth grade elementary school students using

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

audio media for listening lessons reported that listening lessons were more focused when teachers prepared the media and the flow of the activities, while also noting that unclear audio can be a barrier (Mahpudoh, 2023).

2) Not presenting visuals directly. This is a two-pronged approach. On the one hand, abstract material or material that requires visual representation is more difficult to understand if only heard. On the other hand, the lack of visuals allows students to imagine characters, settings, and events based on the narrative. This is why fairy tales and folktales are often chosen as suitable audio materials.

In a comparison involving 83 pupils in grades 4–6, narrative comprehension varied across written, audio-only, and non-verbal video formats; video generally supported answers to comprehension questions better than audio or text in the conditions studied, especially among weaker comprehenders (Venneker et al., 2025). This qualifies any assumption that the absence of visuals always benefits comprehension.

3) Can be replayed and paused at specific points. Recordings provide opportunities for repetition for students who haven't grasped the information. Teachers can pause at key points to ask questions, explain, or encourage students to summarize. This simple feature makes audio media more adaptable to varying learning speeds.

4) Flexible in format and use. Audio can be used as a primary source or as a supplement to teacher explanations, either in a classroom setting via loudspeakers, or individually if facilities permit. In practice, audio formats have evolved from cassette tapes and voice recorders to mobile phones, laptops, and digital platforms, while the basic principle remains the same: the message is carried by sound (del Pino-Espejo et al., 2022).

5) Sensitive to quality and environment. Recordings that are too slow, too fast, full of distractions, or too long can easily cause students to lose focus. A noisy classroom also reduces their effectiveness. This characteristic often goes unnoticed because teachers are usually more concerned with the content than the playback conditions.

These five characteristics demonstrate that the power of audio media does not stand alone. Its strengths, such as training listening and stimulating the imagination, stem from the same characteristics as its weaknesses: a reliance on hearing and concentration. Therefore, evaluating audio media should not be limited to the question of "is it good or not" but rather "is it appropriate for the material and specific learners."

### 3.3. Theoretical basis: How learners process audio information

To understand why the above characteristics are important, we can refer to the cognitive theory of multimedia learning. This theory is based on three assumptions: humans process information through separate visual and auditory channels, each channel has a limited capacity, and meaningful learning requires active processing such as selecting, organizing, and integrating information (Mayer, 2021; Mayer, 2024). In other words, learning is not simply about receiving sounds, but rather about processing them.

Research on children's oral narrative comprehension associates performance with a combination of vocabulary, grammar, working memory, and higher-order language skills, through both direct and mediated pathways (Kim, 2016). Teachers should therefore treat listening as an active comprehension process rather than equating repeated playback with understanding.

If applied to audio media, there are several implications. First, the auditory channel works alone when there are no images, so its capacity is easily filled if the audio is too dense, too fast, or too long. This aligns with the recommendation to break audio into short sections interspersed with questions. Second, because learning requires active processing, explicit listening tasks, such as noting keywords or answering questions, help students stay engaged. Third, when the material is primarily visual, supplementing the audio with images or concrete objects can utilize both channels simultaneously. It should be emphasized that Mayer formulated his theory primarily for learning with words and images; its application to purely audio media in MI is the author's interpretation and needs further testing through empirical research.

### 3.4. Forms and examples of implementation in MI

There are various forms of audio media that can be adapted to the subjects in MI, such as the explanation below:

Teachers can create their own recordings of material explanations to accompany classroom explanations or as review materials at home. Audio stories and fairy tales are used to practice listening and foster imagination; after the audio is finished, teachers can ask about the characters, plot, setting, and moral message. The development of a storytelling podcast for third-grade elementary school students, for example, was deemed suitable for use based on validation by material experts, with an 80 percent success rate (Hayya & Widyasari, 2022).

Evidence from a quasi-experimental study of 64 preschool children suggests that audio-assisted storytelling can support listening and speaking outcomes (Khotimah et al., 2021). Because those learners were younger than the typical MI population, the finding offers related developmental evidence rather than a directly transferable effect estimate.

Dialogue recordings are suitable for both Arabic and English. Students are asked to identify vocabulary or the meaning of the conversation, and the teacher plays the recordings several times in sequence. Research on the use of audio media to improve English listening skills in an elementary school in Banjarmasin also confirms the role of audio in developing language listening skills (Faravy et al., 2025).

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

An instructional study involving 52 fifth-grade English learners demonstrated that selected listening skills can be improved when explicitly embedded in a content-based course (Chou, 2013). This supports giving elementary learners purposeful tasks linked to familiar topics, but does not prove the effectiveness of prerecorded audio alone.

Learning songs help students remember concepts through rhythm and repetition, such as the names of body parts, numbers, or vocabulary. Recordings of text readings train students to pay attention to intonation, pauses, and pronunciation. Religious audio, such as recitations of the Quran, hadiths, prayers, and stories of the prophets, provide clear pronunciation examples to imitate with teacher guidance. The use of podcasts for Islamic Religious Education in the digital era is also beginning to be studied as an innovation (Abdusshomad, 2025), and a trial of animated podcasts on independent behavior, self-confidence, and responsibility in third-grade elementary school received a positive response from students (Utami et al., 2022). Finally, recordings of environmental sounds such as animal sounds, rain, and vehicles make learning more concrete because students identify the sound source and then associate it with the material.

A study of fourth- and sixth-grade pupils compared audio podcasts with video podcasts for vocabulary instruction and found advantages for the video condition in receptive and expressive word learning (Lowman, 2014). Visual support should consequently be selected where vocabulary meaning is difficult to infer from sound alone.

In Indonesian language learning, the flow can be kept simple: the teacher tells a story, students answer content questions, identify characters and events, and then retell the story in their own words. In Arabic or English, students hear the pronunciation, choose answers based on the audio information, or repeat the words. In Islamic Religious Education, they hear a reading and then imitate it while being corrected by the teacher. In all three examples, listening is only the first step. The learning value emerges in subsequent activities.

In order for the implementation to be organized, teachers can follow five stages: preparation (setting goals, selecting audio, checking devices), before listening (providing an introduction and focusing on listening), while listening (students listen actively and do short tasks), after listening (discussion, questions and answers, retelling), and evaluation (assessing students' understanding as well as the appropriateness of the media).

### 3.5. Advantages of audio media

From the literature review, the advantages of audio media in MI can be summarized as follows:

First, audio media trains listening skills. Students must pay attention, understand, and remember important parts of what they hear. Research findings at the elementary level support this potential. Classroom action on sixth-grade students showed an increase in average listening scores from the first to the second cycle after teachers used audio-visual media (Jusmeri, 2021), while experimental research on fifth-grade students found differences in listening skills between the experimental and control classes (Nurbaiti et al., 2022). Both studies used audio-visual media, not pure audio, so the results should be read as evidence that sound-based media, when combined with visuals, supports listening activities. Similar results may not be exact for audio-only.

In an Indonesian pretest–posttest control-group study, fourth-grade students learning with podcasts obtained higher posttest speaking and listening scores than peers in a conventional-instruction group (Nainggolan et al., 2025). This is useful local evidence, although implementation conditions and sample context still limit direct generalization to all madrasahs.

Second, audio media stimulates the imagination. Without images, students construct their own images in their minds. This process involves thinking, not just receiving.

Third, audio media provides opportunities for repetition. Difficult sections can be replayed without repeating the entire material. Learners who need more time benefit.

Fourth, audio media is practical and relatively easy to use. A cell phone, laptop, or loudspeaker is sufficient for many needs. Teachers can also record their own voices to tailor the content, language, and duration to their students.

Fifth, audio media can present sounds that are difficult to reproduce directly, such as the sounds of wild animals, natural phenomena, or the pronunciation of native speakers. Sixth, it can be used across subjects, from language, Islamic Religious Education (PAI), science, social studies, to arts and culture. Seventh, it supports varied learning because teachers can combine it with questions and answers, discussions, or educational games. Eighth, it helps introduce pronunciation and intonation, which are difficult to acquire from reading alone.

However, this advantage is only potential. Engaging audio isn't necessarily educational if it's not related to the learning objectives. Teachers need to consider the content, language difficulty, duration, sound quality, and age-appropriateness of the students, then prepare follow-up activities to ensure what they hear is truly processed into knowledge.

### 3.6. Limitations of audio media

The limitations of audio media need to be discussed as seriously as its advantages, because this is where many implementation failures begin.

Reliance on a single sense. Material that requires observation of shape, color, size, movement, or process stages will be difficult to understand if presented only through sound. Maps, diagrams, and experiments clearly require visual support or tangible objects.

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

High concentration demands. Elementary school-aged students are still developing their ability to maintain attention. When their attention is diverted for a moment, information is lost and difficult to retrieve. Long audio sessions without breaks accelerate boredom.

Differences in understanding levels. Some students only need to listen once, while others need to listen repeatedly or require additional explanation. Teachers who play the audio once and then move on will leave the second group behind.

Audio quality and environment. Low, unclear, too fast, or noisy audio hinders comprehension, and noisy classrooms make it even worse. Findings from classroom action research that cited unclear audio as a barrier reinforce this point (Mahpudoh, 2023).

Device requirements. While convenient, audio media still relies on devices. Dead batteries, no sound, or poor speakers can disrupt the entire process, especially in madrasas with limited facilities.

One-way interaction. Recordings cannot adapt explanations directly based on student responses, as a live teacher can.

In research comparing live and audiotaped storytelling with young children, live oral storytelling produced stronger engagement and learning in the examined conditions (Lenhart et al., 2020). Pre-recorded material should thus supplement, rather than replace, interactive teacher questioning and feedback.

The risk of passivity. If teachers simply play audio and ask students to listen without assignments or questions, they tend to become passive recipients of information.

All of these limitations are actually manageable. The key is planning: choosing clear and concise audio, checking the equipment before class, arranging seating and the classroom atmosphere, dividing the audio into sections, and preparing tasks that engage students. For visual materials, audio media should be positioned as a supplement, not the sole source.

### 3.7. Suitability of audio media for MI students

A suitability analysis was conducted by linking the characteristics of audio media to the general needs of elementary school-aged students. The results showed a fairly strong, but conditional, suitability in several aspects.

Listening training. Elementary school students need practice understanding spoken information. Stories, conversations, and audio instructions provide such practice, and research in elementary school grades from lower to upper grades shows positive results (Hayya & Widyasari, 2022; Jusmeri, 2021; Nurbaiti et al., 2022).

A two-cycle classroom-action study of 19 fourth-grade pupils reported listening-learning mastery increasing from 68.42% in the first cycle to 84.21% in the second during podcast-supported instruction (Hanifah et al., 2026). As the teaching process was refined between cycles, the change cannot be attributed uniquely to the podcast recordings.

Language development. Audio provides examples of language use that can be imitated. This is useful not only for Indonesian but also for Arabic and English, which in MI are often foreign languages for students (Faravy et al., 2025).

Imagination and attention. Engaging audio can train students to imagine and focus. However, because their attention spans are still developing, the duration should be short and interspersed with activities.

Ability differences. The playback feature allows teachers to accommodate students who need more than one listening.

Sound and pronunciation material. In learning the Quran, Hadith, prayers, and language, audio provides clear examples of recitation before students imitate. This is where the appropriateness is highest.

Variety. MI students need learning that isn't monotonous. Audio is one way to provide variety beyond textbooks, blackboards, and lectures.

Teacher guidance. Students still need guidance on listening objectives, key points to pay attention to, and subsequent assignments. For example, a trial of an animated podcast in third grade involved teachers and direct evaluation of student understanding (Utami et al., 2022).

Some of the studies above used podcasts or audiovisual media and were conducted on a small scale with varying designs, so the results cannot be generalized to all MI. However, a fairly consistent pattern emerged: audio-based media has good potential if designed appropriately for children's ages, supported by teachers, and accompanied by follow-up activities. Teacher strategies for optimizing audio media

From all the descriptions above, the strategy for utilizing audio media can be structured into three large, interconnected stages.

Pre-screening stage. The teacher sets the objectives first. If the goal is to practice listening, choose a story or conversation and prepare comprehension questions. If the goal is to practice pronunciation, choose a recording of pronunciation examples. The audio content should be age-appropriate, simple language, and close to the students' experiences. The teacher also checks the duration, sound quality, and equipment. Before playing the audio, provide an introduction, introduce some key terms, and ask probing questions to activate students' prior knowledge.

Playback stage. Assign simple tasks while listening, such as noting important words, identifying characters, identifying sounds, or searching for specific information. These tasks provide focus and prevent students from simply listening. If the audio is long, divide it into segments with question breaks. Repeat important or difficult sections, but in a focused manner to avoid boredom. Arrange seating and classroom settings so that the sound is evenly distributed.

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

Post-screening stage. Invite students to discuss, answer questions, retell the story, write down key points, or summarize. At this stage, the teacher assesses understanding and evaluates the media: whether the duration is appropriate, the sound is clear, and the activities engage students. Evaluation results are used to improve subsequent implementation.

In addition to these three stages, there are several supporting strategies. First, combine audio media with other media. After the story is played, the teacher can share related images; after the dialogue, students read the text; and in certain materials, the audio is followed by a demonstration. This combination addresses the weaknesses of audio in visual materials and aligns with the idea that learning is more effective when both information processing channels are utilized (Mayer, 2024). Studies on the development of audiovisual media for integrated thematic learning in elementary schools show a similar trend, namely that teachers combine sound and visuals in one package (Atika & Astimar, 2024).

An experiment with 71 children aged eight to nine compared listening, reading, and simultaneous listening-and-reading of stories; combined input improved some measures of word-meaning learning (Valentini et al., 2018). For MI vocabulary lessons, pairing carefully paced audio with written words is therefore a defensible option to assess, rather than an established universal solution.

Second, encourage teachers' creativity in creating their own audio. Recording stories, instructions, or reading texts in a clear voice allows for adjustments to content, language, and difficulty level. Simple devices are often sufficient; technology doesn't need to be complex as long as learning objectives are achieved. The development of a storytelling podcast for third grade demonstrates that this type of media can be designed gradually and validated before use (Hayya & Widyasari, 2022).

Third, engage students as audio creators, not just listeners. After listening to a story, they can record a retelling; in language lessons, they can create and record simple conversations. This approach transforms students from recipients into active users, and aligns with the view that podcasts can be designed by both teachers and students (del Pino-Espejo et al., 2022).

Fourth, adapt technology to the school's conditions. Not all madrasas have adequate equipment. Therefore, simple options like small loudspeakers or teacher cell phones are acceptable, as long as the sound quality is maintained.

## 4. DISCUSSION

The findings of this study offer several practical implications. For elementary school teachers, audio media should be viewed as a useful tool for specific purposes, namely listening, pronunciation, imagination, and enriching sound experiences, not a solution for all material. For madrasas, providing basic audio equipment and a quiet learning environment can facilitate implementation. For prospective teachers, the ability to create simple audio materials with clear scripts is worth practicing as part of their media development competency.

Several limitations must also be acknowledged. This study is conceptual in nature and relies on secondary sources, so it does not directly test the effectiveness of audio media in specific MI classes. Some of the cited studies used audiovisual media or podcasts, and the number of studies specifically examining pure audio in MI is still limited. Therefore, further research in the form of experiments or classroom action research comparing audio, visual, and audiovisual media in MI subjects, along with measurements of concentration and retention, is urgently needed.

## 5. CONCLUSION

This literature review concludes that audio media has unique characteristics and can be utilized meaningfully in learning at Islamic elementary schools. Its core characteristics are the delivery of messages through hearing, the demand for active listening and concentration, the possibility of repetition, the stimulation of the imagination due to the lack of visuals, and the flexibility of form and use. These same characteristics create limitations, namely dependence on a single sense, sensitivity to sound quality and the environment, the need for devices, and the risk of learner inactivity.

Audio media is highly suitable for practicing listening, developing language skills, introducing Quranic pronunciation and foreign languages, and providing sound experiences that are difficult to present directly. To be effective, its use needs to be designed through stages before, during, and after listening; supported by good-quality, short-duration, and age-appropriate audio; combined with visual media or practical activities when the material requires; and accompanied by teachers who give assignments and evaluations. Future research is recommended to empirically test the effectiveness of audio media in specific subjects and grade levels of MI.

## DECLARATIONS

### Author Contributions

Ahmad Noviansah Solo Authors

### Funding

Not Applicable

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

## Competing Interests

No competing Interest

## Ethics Approval and Informed Consent

The study uses published literature and reports no primary human-participant data collection. Any institutional ethics requirements should be confirmed by the author.

## Data Availability Statement

Search records, selection records, and any thematic-coding files: availability and access conditions to be confirmed by the author.

## Artificial Intelligence Use

AI-assisted language/formatting and bibliographic hyperlink checks were used during manuscript preparation. The author verify all corrections and confirm a disclosure consistent with SuER policy.

## Acknowledgements

Not applicable

## REFERENCES

Abdusshomad, A. (2025). Optimalisasi podcast sebagai media pembelajaran inovatif dalam pendidikan agama Islam di era digital. Madani: Jurnal Ilmiah Multidisiplin, 3(2), 514–518. https://doi.org/10.5281/zenodo.15073255

Atika, F., & Astimar, N. (2024). Pengembangan media audio visual berbasis software Sparkol VideoScribe pada pembelajaran tematik terpadu di sekolah dasar. e-Jurnal Inovasi Pembelajaran Sekolah Dasar, 12(2), 727–739. https://doi.org/10.24036/e-jipsd.v12i2.14548

Chou, M.-H. (2013). A content-based approach to teaching and testing listening skills to grade 5 EFL learners. International Journal of Listening, 27(3), 172–185. https://doi.org/10.1080/10904018.2013.822270

Faravy, D. S., Ratumbuysang, M. F. N. G., & Mansur, H. (2025). Pemanfaatan media audio untuk meningkatkan kemampuan listening peserta didik pada mata pelajaran Bahasa Inggris SDN Sungai Miai 11 Banjarmasin. Epistema, 5(2), 165–173. https://doi.org/10.21831/ep.v5i2.79803

Hanifah, A., Tati, A. D. R., & Nurhaedah. (2026). The use of podcasts as learning media to improve the listening skills of fourth-grade students at SD Kemala Bhayangkari Makassar. International Journal of Elementary School Teacher, 6(1), 52–59. https://doi.org/10.70713/ijest.v6i1.81704

Hayya, A. S. F., & Widyasari, R. (2022). Pengembangan media pembelajaran audio berbasis podcast dengan model ADDIE pada pembelajaran Bahasa Indonesia materi dongeng untuk siswa kelas III SD. EduStream: Jurnal Pendidikan Dasar, 5(2), 160–165. https://doi.org/10.26740/eds.v5n2.p160-165

Hew, K. F. (2009). Use of audio podcast in K–12 and higher education: A review of research topics and methodologies. Educational Technology Research and Development, 57(3), 333–357. https://doi.org/10.1007/s11423-008-9108-3

Jusmeri. (2021). Penggunaan media audio visual dalam pembelajaran menyimak di kelas VI sekolah dasar. Primary: Jurnal Pendidikan Guru Sekolah Dasar, 10(6), 1683–1688. https://doi.org/10.33578/jpfkip.v10i6.8637

Khotimah, S., Kustiono, K., & Ahmadi, F. (2021). Pengaruh storytelling berbantu media audio terhadap kemampuan menyimak dan berbicara pada anak usia dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(3), 2020–2029. https://doi.org/10.31004/obsesi.v6i3.1813

Kim, Y.-S. G. (2016). Direct and mediated effects of language and cognitive skills on comprehension of oral narrative texts (listening comprehension) for children. Journal of Experimental Child Psychology, 141, 101–120. https://doi.org/10.1016/j.jecp.2015.08.003

Lenhart, J., Lenhard, W., Vaahtoranta, E., & Suggate, S. P. (2020). More than words: Narrator engagement during storytelling increases children's word learning, story comprehension, and on-task behavior. Early Childhood Research Quarterly, 51, 338–351. https://doi.org/10.1016/j.ecresq.2019.12.009

Lowman, J. (2014). Exploring the use of podcasts and vodcasts: Multimedia tools for word learning. Computers in the Schools, 31(4), 251–270. https://doi.org/10.1080/07380569.2014.967622

Mahpudoh, Romdhoningsih, D., Lutfiyah, Ain, F., Julina, & Septiani, D. S. (2023). Peningkatan keterampilan menyimak dengan menggunakan media audio pada siswa sekolah dasar. TEKS: Jurnal Penelitian Pendidikan Bahasa Indonesia, 3(2). https://jurnal.untirta.ac.id/index.php/teks/article/view/24240

Maisarah, Mesra, R., Agustina, P., Narayanti, P. S., Mayasari, Suyuti, Saptadi, N. T. S., Wibowo, M. A., Tandirerung, V. A., Imbar, M., Ananingsih, V. K., & Salem, V. E. T. (2023). Media pembelajaran. Sada Kurnia Pustaka. https://sadapenerbit.com/2023/06/08/media-pembelajaran/

Mayer, R. E. (2021). Multimedia learning (3rd ed.). Cambridge University Press. https://doi.org/10.1017/9781316941355

Mayer, R. E. (2024). The past, present, and future of the cognitive theory of multimedia learning. Educational Psychology Review, 36, Article 8. https://doi.org/10.1007/s10648-023-09842-1

Nainggolan, J. R., Hia, F. H., & Efendi, S. (2025). Pemanfaatan media audio berbasis podcast terhadap keterampilan berbicara dan menyimak bagi siswa kelas IV sekolah dasar. Jurnal Pendidikan Tambusai, 9(1), 6385–6389. https://doi.org/10.31004/jptam.v9i1.25484

p-ISSN: XXXX-XXXX
e-ISSN: XXXX-XXXX

Nurbaiti, L., Enawar, E., & Latifah, N. (2022). Pengaruh media audio visual terhadap keterampilan menyimak pada mata pelajaran Bahasa Indonesia siswa kelas V SDN Peninggilan 01. Jurnal Pendidikan Tambusai, 6(1), 7900–7905. https://doi.org/10.31004/jptam.v6i1.3643

Nurfadhillah, S., & 4A Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Tangerang. (2021). Media pembelajaran: Pengertian media pembelajaran, landasan, fungsi, manfaat, jenis-jenis media pembelajaran, dan cara penggunaan kedudukan media pembelajaran. CV Jejak. https://books.google.co.id/books?id=zPQ4EAAAQBAJ

del Pino-Espejo, M.-J., Moreno-Guerrero, A.-J., López-Belmonte, J., & Marín-Marín, J.-A. (2022). Podcast in education: Performance and co-word analysis in WoS. International Journal of Educational Excellence, 8(2), 15–30. https://doi.org/10.18562/IJEE.076

Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. Journal of Business Research, 104, 333–339. https://doi.org/10.1016/j.jbusres.2019.07.039

Utami, E. F., Nurramdiani, Driandra, Y. A., & Aeni, A. N. (2022). Pemanfaatan podcast animasi dalam meningkatkan perilaku mandiri, percaya diri, dan tanggung jawab siswa kelas III SD. Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah, 6(4), 1248–1254. https://doi.org/10.35931/am.v6i4.1151

Valentini, A., Ricketts, J., Pye, R. E., & Houston-Price, C. (2018). Listening while reading promotes word learning from stories. Journal of Experimental Child Psychology, 167, 10–31. https://doi.org/10.1016/j.jecp.2017.09.022

Venneker, D., Helder, A., & van den Broek, P. (2025). Understanding narratives in different media formats: Processes and products of elementary-school children's comprehension of texts and videos. Reading and Writing, 38, 1985–2006. https://doi.org/10.1007/s11145-024-10573-0