

The Development of Practical Learning Guides for Television Broadcasting Management Course

Susy Puspitasari¹, Dewi Andriyani^{1*}, Abd Gafur¹

¹ Faculty of Teacher Training and Education, Universitas Terbuka, Indonesia.

Received: May 17, 2023

Revised: June 4, 2023

Accepted: July 25, 2023

Published: July 31, 2023

Corresponding Author:

Dewi Andriyani

dewiandry@ecampus.ut.ac.id

DOI: [10.29303/jppipa.v9i7.3910](https://doi.org/10.29303/jppipa.v9i7.3910)

© 2023 The Authors. This open access article is distributed under a (CC-BY License)



Abstract: This research focuses to produce a learning media which is a guidebook of practical learning and complete practical learning media as well as making students easy in doing practical assignments during attending the online tutorial. This research is a survey study by quantitative approach. The quality of the guidebook and practical learning are viewed through the content validity by the expert and through descriptive analysis taken from the questionnaire given to the college students. The number of experts validating the data in this research is 3 (three) experts. Meanwhile, the number of college students assessing the quality of guidebooks and practical learning media in this research is 23 (twenty-three) college students. The data collection technique in this research used two instruments as product assessment instruments by the expert and college students. The technique of data analysis used two ways include 1) content validity and Aiken Formula verification, and 2) using statistics description. The result of the research shows that; 1) the assessment instrument of guidebook quality and practical learning media have occupied valid criteria with the index Aiken score average, which is 0.76, the result includes in the medium category; 2) the quality of guidebook and practical learning media of television broadcasting management show a good result. This case is based on the result of the descriptive analysis that has been done.

Keywords: Management; practical guide; television broadcasting management.

Introduction

Entering the technology disruption era that shift to the industrial revolution era 4.0, causes the television industry in Indonesia to face a big challenge where in this all-digital era, most of the information spreading takes place in cyberspace, television industry faces competition with online media which are relatively easier accessible (Hidayat et al., 2023; Mutiah et al., 2019; Widyatama & Polereczki, 2021). The phenomenon requires the television station to keep doing good innovations in the broadcast program and broadcast media (Marilen & Sanchez, 2023; Medina et al., 2022).

Television is a media that is the most extensively consumed by the community in the world and especially in Indonesia which is far from reading and writing culture (Widyatama & Polereczki, 2021). This medium, as an audio-visual media does not burden many criteria for those who want to enjoy it. For Indonesian

community, which is more familiar with the oral culture, tends to use/enjoy television media, so the effect of television is bigger than other media (Nouvaliano, 2021; Warsita, 2019). The increasingly widespread presence of Television accompanying moderation in the community does not completely give a positive contribution to the community (Nicolaou, 2021; Yusanto et al., 2021). On the one side, the presence of television media makes it possible for the community to access information as much as possible and as far as they can reach. The television media is also successful in being a bridge of globalization and thinning the boundaries of distance and space between regions called the State (Aguaded & Ortiz-Sobrino, 2022; Awinkeligo et al., 2022; Xu et al., 2022).

Broadcast media is an organization spreading information in the form of a cultural product or a

How to Cite:

Puspitasari, S., Andriyani, D., & Gafur, A. (2023). The Development of Practical Learning Guides for Television Broadcasting Management Course. *Jurnal Penelitian Pendidikan IPA*, 9(7), 5131–5139. <https://doi.org/10.29303/jppipa.v9i7.3910>

message that can influence and reflect the culture in the community (J. Zheng & Mason, 2022). Managing a broadcast media business is one of the most difficult businesses since managing the broadcast means managing the person (Hassan et al., 2022). The success of broadcast media is supported by how good human creativity works in three main pillars which are vital functions such as technique, program, and marketing (Jordheim & Ytreberg, 2021). The success of broadcast media depends on the quality of human resources in the three main fields (Borge, 2020; Wells, 2021) Therefore, good management is needed, and it is a fixed price for broadcast media.

Television broadcast management course/TPEN 4312 in The Educational Technology study program at the Open University is a practical course having a final goal where students can systematically manage television broadcasting. As a practical course, lecture material does not only contain theories but needs to be supported by psychomotor and affective abilities that allow students to be able to manage a broadcasting organization well (Michalis, 2022).

The competence of the educational technology graduate related to television broadcasting management course is project management in planning, managing, and controlling television broadcasting content projects (internet-based program content), to create a good learning environment and create learning media resources, which take place continuously (Fu, 2013; Ikwunne et al., 2021). According (Baydar, 2022; Kaqinari et al., 2022), there are eight roles of educational technologists, including learning designers, learning project managers, media specialists, technology coordinators, system administrators, software developers/programmers, evaluators, and instructors. Referring to the results of the previous literature review, the competence of educational technology graduates related to television broadcasting management courses is a learning project manager that will be able to lead learning development projects, direct educational programs (in this case through various formats of open learning spaces) and manage the creation of various learning environments through television or internet-based programs.

The management of educational program projects aired through television broadcasting or internet-based program includes planned activity, management and controlling/evaluate of television program projects and internet-based to be able to reach the target viewer continuously. The main concept in airing the television program or internet-based program is a continuity that will shape the consumer's behavior toward the content by the target reviewer. This ability is realized through 7 practical assignments for the television broadcasting

management course TPEN4312 in the Educational Technology study program at the Open University, with the hope that at the end of the lecture, students will have the ability to manage television broadcasting (Yusanto et al., 2021).

The ability to manage television broadcasting is expected to be mastered by students after taking several learning experiences related to television broadcasting management activity, especially the ability to plan television programs/internet-based programs. The Independent learning experience should be taken by Open University students who implement a distance learning system to study several printed and non-printed teaching material (Skoufaki & Petrić, 2021). Printed teaching material in the form of a basic material book (module) that students should have to contains theories about television broadcasting management (Widhi Astuti, 2020). It discusses theoretical concepts about the development of the television industry, broadcasting law and ethics, the creative process of program development, making programs based on research data, planning production budgets, marketing, promotion strategy, and risk management (Widhi Astuti, 2020). A Case study will be given in this course so that students can conduct research and develop proposals for television programs under their responsibility with strategic consideration.

A practical guidebook and several learning media which are multimedia are needed to develop the student's ability in managing television broadcasting in during the rapid development of the television industry, especially for the need for human resources who have knowledge, creativity, and skills in the broadcasting industry. Through this guidebook, it is expected that students will more easily understand the assignments made and the steps so that the assignments made have a higher quality which appropriate with the assessment criteria. In addition, through this book, students are expected to be able to form television broadcasting management skills that will be applied and utilized in the context of educational technology.

Method

This research used a survey study design with a quantitative approach. The survey study design is often used in educational research because it can describe social phenomena in a specific population or sample. In this research, the survey study design was used to describe the quality of practical learning media and practical learning guidebooks in the Television Broadcasting Management course.

The research subjects in this study were three experts in the field of Television Broadcasting

Management who were asked to conduct content validity on the developed learning media and guidebooks, as well as twenty-three students in the Television Broadcasting Management study program who were used as the sample in this research.

The research instruments in this study consisted of two parts, namely the product assessment instrument by the experts and the product assessment instrument by the students. The product assessment instrument by the experts was used to evaluate the content of practical learning media and practical learning guidebooks. Meanwhile, the product assessment instrument by the students was used to evaluate the quality of practical learning media and practical learning guidebooks based on the students' opinions. This instrument consisted of several indicators, including book appearance, guidebook function, guidance material, and learning design.

The data collection technique in this research was carried out by distributing questionnaires to students as the sample and conducting content validation by the experts. The data obtained from the questionnaire was processed using Microsoft Excel for descriptive analysis and Aiken Verification for content validity. Descriptive analysis was used to describe the characteristics and tendencies of data from the assessment results by students. Meanwhile, the experts used Aiken

Verification to calculate the content validity of the product assessment instrument. The results of the analysis were used to conclude the quality of practical learning media and practical learning guidebooks developed.

Results and Discussion

Based on the initial survey result, to make students easy in doing the practical task well, it is needed several learning media for every task and practical media. In this research, the researcher will develop a practical media that has not been available yet in the study program. Audio-visual media is media presenting the picture and text together. For the development process, the things that should be needed to understand first are the characteristics of the user, the goal as well as the material that will be presented. Every development process will end with a trial to the user, then it is revised until the media is feasible to be distributed to the user. The development of audio-visual media as practical media needs two activities: starting with material/content media design and designing media appearance. The given information outlines the various stages involved in designing learning media content, as outlined.

Table 1. The Content Validity by The Experts

Item	Index Aiken V	Description	Category	Item	Index Aiken V	Description	Category
1	0.75	Valid	Medium	16	0.92	Valid	High
2	0.83	Valid	High	17	0.75	Valid	Medium
3	0.75	Valid	Medium	18	0.83	Valid	High
4	0.92	Valid	High	19	0.92	Valid	High
5	0.67	Valid	Medium	20	0.92	Valid	High
6	0.67	Valid	Medium	21	0.75	Valid	Medium
7	0.83	Valid	High	22	0.58	Valid	Medium
8	0.92	Valid	High	23	0.67	Valid	Medium
9	0.67	Valid	Medium	24	0.83	Valid	High
10	0.67	Valid	Medium	25	0.75	Valid	Medium
11	0.75	Valid	Medium	26	0.75	Valid	Medium
12	0.67	Valid	Medium	27	0.58	Valid	Medium
13	0.75	Valid	Medium	28	0.67	Valid	Medium
14	0.75	Valid	Medium	29	0.83	Valid	High
15	0.83	Valid	High				

These stages are: (1) selecting material: this involves selecting appropriate material relevant to the learning objectives and aligning with the learning outcomes, (2) writing specific goals of program planning: in this stage, the specific goals of the program are defined and outlined, which helps to guide the design process and ensure that the content aligns with the overall objectives, (3) selecting and organizing the program content, (4) this involves organizing the content in a way that is meaningful and logical for the learners, and ensuring

that the material is presented clearly and concisely, (5) making storyboard: a storyboard is a visual representation of the content, which helps to provide an overview of the entire program and allows for the identification of any potential issues or areas that require further development, (6) evaluating the storyboard with peers and learners and revising the storyboard based on the tested result: at this stage, the storyboard is reviewed and evaluated by peers and learners to identify any

issues or areas that may require further refinement or development.

Based on the feedback received, the storyboard is revised and refined as needed, (7) writing script in detail based on storyboard that has been complete: once the storyboard has been finalized, a detailed script is written that outlines the specific content and the delivery method, (8) evaluating and revising the script: the script is then reviewed and evaluated to ensure that it aligns with the learning objectives and is effective in delivering the content to the learners. based on the feedback received, the script is revised and refined as needed, and (9) video production, noting the sequence of activities that make the process of shooting easy and editing the picture: The final stage involves the production of the video, which involves shooting the footage and editing it into a final product that can be used for learning purposes. The sequence of activities is noted to ensure that the process is efficient and effective.

Overall, these stages are crucial in designing effective learning media content, as they ensure that the content is relevant, engaging, and effective in meeting the learning objectives.

Table 1 is the table of the calculation result of validity content by using the Aiken V formula. The table shows that the overall items in the assessment instrument of learning media of television broadcasting management is stated as valid. Based on this case, the instrument is valid to be used in assessing the quality of learning media which is a guidebook of practical learning and practical media of television broadcasting management learning.

Learning Media Appearance

The first indicator in the learning media assessment instrument is learning media appearance. This indicator consists of four items. The figure below is the result of students' assessment of the learning media of the practical guidebook of television broadcasting management in the appearance indicator.

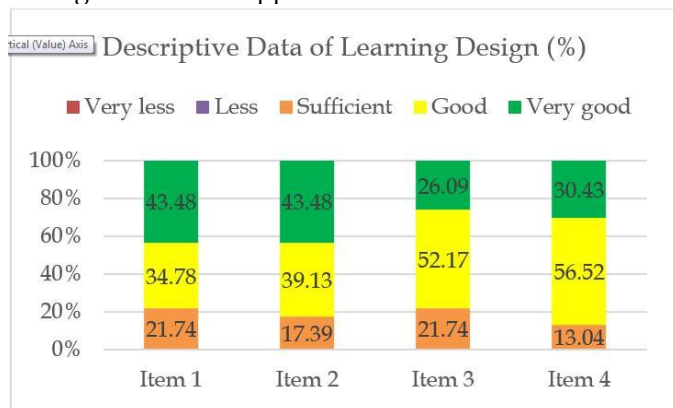


Figure 1. Bar Chart of descriptive data of Learning Media Appearance

The statement describes Figure 1, which displays the percentage of learning media appearance through a bar plot. The results of the four items are shown in different categories, including very good, good, sufficient, less, and very less. The first item has a 43.48 percent result in the very good category, while the good and sufficient categories have 34.78 percent and 21.74 percent results, respectively. The less and very fewer categories have 0 percent results. The other three items also have different percentages of results in each category, with some categories having 0 percent results.

The Function of Learning Media

The second indicator in the assessment instrument is the function of guidance learning media. This indicator consists of six items

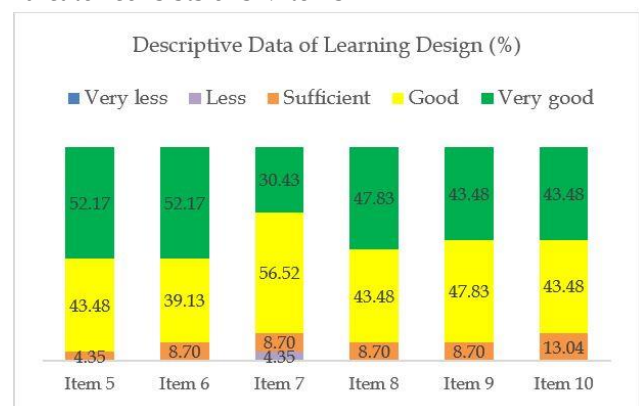


Figure 2. Chart Plot of descriptive data of learning media function

Figure 2 is the result of students' assessment of the learning media of practical guidance of television broadcasting management in the indicator of learning media function. Figure 2 is descriptive data of learning media function in the form of a guidebook of practical learning and practical learning media in percentages through a bar chart (Bar plot). The statement describes Figure 2, which shows the percentage of learning media function in the form of a guidebook of practical learning and practical learning media through a bar chart. The figure displays five different items, each with different percentages of results in various categories, including very good, good, sufficient, less, and very less. The very good category has the highest percentage of results for all five items, while the less and very fewer categories have 0 percent results. Some items have a higher percentage of results in the good and sufficient categories, while others have higher results in the very good category.

Learning Media Materials

The third indicator in the assessment instrument of learning media is learning materials. This indicator

consists of five items. The figure below is the result of students' assessment of the learning media which is a guidebook of practical learning and practical learning media of television broadcasting management in the indicator of material guidance. The statement describes Figure 3, which displays the percentage of material guidance through a bar plot. The figure consists of five different items, each with different percentages of results in various categories, including very good, good, sufficient, less, and very less.

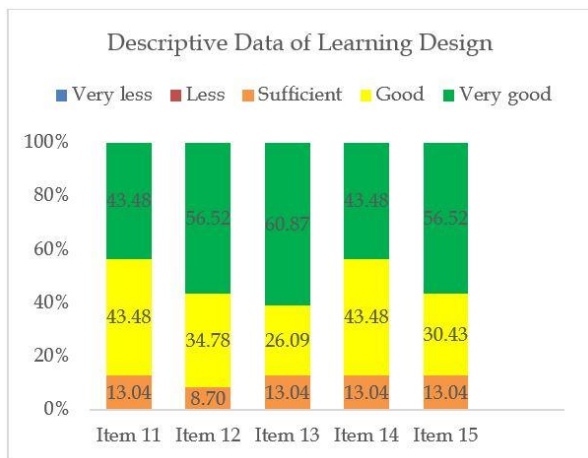


Figure 3. Bar Plot of descriptive data of material guidance

The very good category has the highest percentage of results for four out of five items, while the less and very fewer categories have 0 percent results for all items. Some items have a higher percentage of results in the good and sufficient categories, while others have higher results in the very good category. Overall, the data suggests that the material guidance is mostly in the very good category.

Learning Design

The fourth indicator in the assessment instrument of the guidebook is learning design. This indicator consists of fourteen items. The figure below is the result of students' assessment of the practical guidebook of television broadcasting management in learning design indicator.

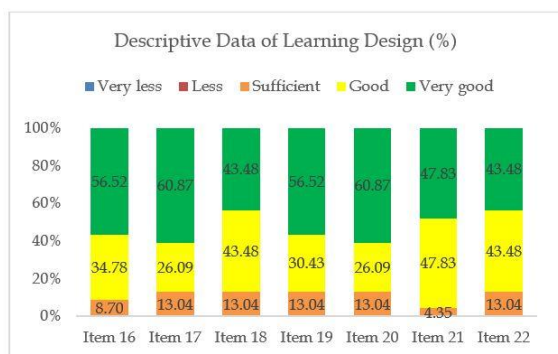


Figure 4. Bar Plot of descriptive data of learning design

Figure 4 is descriptive data of learning design in percentages through a bar chart. Based on the figure, items 16, 17, 19, and 20 are in the very good category with results ranging from 56.52 percent to 60.87 percent. Items 18, 21, and 22 are also in the very good category, but with results ranging from 43.48 percent to 47.83 percent. The good and sufficient category shows results ranging from 26.09 percent to 47.83 percent, while the less and very fewer categories show 0 percent for all items.

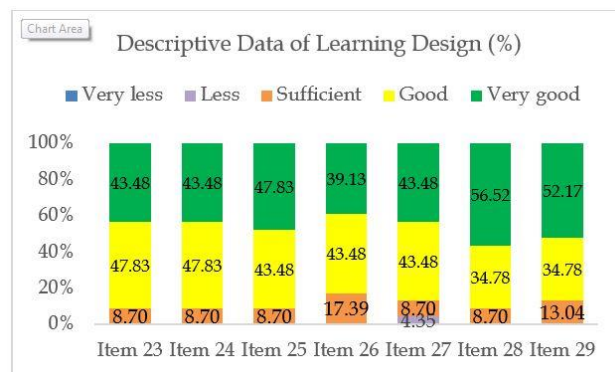


Figure 5. Bar Plot of descriptive data of learning design

Figure 5 is descriptive data of learning design in percentages through a bar chart. The statement provides data on items 23-29, which are presented through a bar chart. The data shows that for items 23, 25, and 27, the very good category has the highest percentage (47.83%). For item 24, the very good category has a percentage of 43.48%. For items 26 and 29, the very good category has percentages of 39.13% and 52.17%, respectively. In most cases, the good and sufficient category has the second-highest percentage, while the less and very fewer categories show 0%.

Discussion

This study aims to develop practical learning media and practical learning guidebooks in the Television Broadcasting Management course and evaluate their quality based on expert and student opinions. Based on the results of the study, it can be concluded that the practical learning media and practical learning guidebooks developed meet good quality standards. The assessment result of the guidebook that has been done by students shows that in the indicator of learning media appearance, learning media function, learning media material and learning design which is a guidebook of practical learning and practical learning media are in the very good and the good category. This case is based on the data of descriptive results where the tendency selects the very good and the good category.

The provision of learning media and the media for practical learning is needed in the case of improving

learning help service which makes students easy in reaching what they expect in learning besides giving a more comfortable learning experience (Nicolaou, 2021; Pedrosa et al., 2023). It is not only improving understanding but also improving learning motivation that is expected to be able to increase the capacity of students' learning. The level of students drops out following ODL is very high, and the level of graduation is low caused by the insufficient of students supporting facility (Buchner & Kerres, 2023). A sufficient supporting service should occupy students' needs and expectation (Purnomo et al., 2021). This means that a long-distance educational institution should provide students' support facility that is needed and expected.

The learning technology field has developed from various research that tries to "proof" that media and technology are effective media for teaching toward the formulation of research to check and evaluate the process application approach and technology in the case of improving the learning (Cao, 2021; Muthmainnah et al., 2022; Purnomo et al., 2021). The development of a learning model is one of the instances of innovation in creating a research formulation in the learning technology field to improve the quality of learning toward a better way.

For students, the guidebook functions as a guide, instruction explaining the types and forms of assignments that should be done by students during the online tutorial period, in eight times presentations. The guideline also provides directions or instructions on how the assignment should be created and uploaded and an assignment scoring rubric to provide an idea of the weight of each task created. The effectiveness and usefulness of the practical guidebook as a part of student learning assistance services, 3 material experts and learning design experts have provided qualitative assessments and opinions. The opinions of material experts and learning design experts provide a different point of view. Suggestion from material expert opinion has been directly implemented while suggestion from design experts needs to be perfected on one of the media to do the practice, especially in the video about the Practical Assignment Guidelines and the refinement of the assignment assessment rubric section where the assessment criteria should be made in detail so that students can figure out the criteria clearly to be able to measure the quality or achievement of the practical tasks they made. Meanwhile, students' opinions were given in the form of a survey through a questionnaire to view the appearance and presentation, usefulness, guide material, and learning design.

Based on the result of observation and practical task assessment collected by students on the task page of the online tutorial to the student's practical work and

investigation result through deep interview with students utilizing the practical guidebook shows that this guidebook gives effect to the student's performance in making the task, which means that the practical guidebook in printed and nonprinted version are used to combine in doing the practical task. Through the interview, generally, students have a positive perception of the guidebook function, and they have used the guidebook as guidance in doing the task. In another word, the guidebook has been effective and useful in helping students in doing the task.

Clarify the types of tasks that should be done and how to do the task so that students are helped, in the expectation that they can work easier on their assignments, most students are faster in doing practical tasks well. The practical media provided can be studied, and viewed anytime, anywhere when students are free through their own devices, whether it's an Android or laptop. According to (Arlinwibowo et al., 2022; Awinkeligo et al., 2022; Ghavifekr & Wong, 2022; Hori & Fujii, 2021; Y. Zheng et al., 2018) the learning process that integrates ICT into a variety of materials can effectively create a new learning environment, which can foster and familiarize students' independent learning, and this is in line with the expectations of learning where the student's role is as a learning center as a center for learning. the main character who has the freedom to organize himself according to his existence. In this case, the role of the tutor is still must control and see the progress of the tasks carried out by students and always remind them to do assignments according to the instructions in the guidebook and be completed them according to the allotted time.

Conclusion

The development of practical learning media in the Television Broadcasting Management course has been carried out through a survey study with a quantitative approach. The study aimed to evaluate the quality of the practical learning media and guidebook in the course, based on expert and student assessments. The study found that the developed practical learning media and guidebook were valid and had a good level of quality, based on several indicators such as appearance, function, guidance material, and learning design. The study also found that most students considered the media and guidebook to be helpful in their learning process. Therefore, it can be concluded that the developed practical learning media and guidebook have the potential to improve the quality of learning in the Television Broadcasting Management course.

One of the limitations of this study was the small sample size of experts and students involved in the

assessment of the practical learning media and guidebook. The study also only focused on evaluating the media and guidebooks quality, without investigating the impact on students' learning outcomes. Therefore, further research is needed to evaluate the impact of the developed practical learning media and guidebook on students' learning outcomes, with a larger sample size and a more diverse population. The development of practical learning media and guidebooks in the Television Broadcasting Management course opens opportunities for further research in the field of educational media development. Future research could investigate the use of multimedia and interactive elements in practical learning media to improve student engagement and learning outcomes. Furthermore, the research could explore the potential of developing practical learning media and guidebooks for other courses and disciplines, to support effective and engaging learning for students.

Author Contribution

The first author made the research instrument and collected data, the second author contributed to validating the instrument and processing the research data, and the third author contributed to writing the journal article.

Conflict of Interest

The researcher wrote this article for promotion purposes. There is not conflict of interest in this research.

Funding

This research was conducted using personal funds and did not receive any external funding

References

- Aguaded, I., & Ortiz-Sobrino, M. A. (2022). Audiovisual and multiscreen education. *RIED-Revista Iberoamericana de Educacion a Distancia*, 25(1). <https://doi.org/10.5944/ried.25.1.31454>
- Arlinwibowo, J., Retnawati, H., & Kartowagiran, B. (2022). The impact of ICT utilization to improve the learning outcome: A meta-analysis. *International Journal of Evaluation and Research in Education*, 11(2). <https://doi.org/10.11591/ijere.v11i2.22112>
- Awinkeligo, H. M., Churcher, E. W., Wemegah, R., & Narh, N. (2022). Impact of Animation Movies on Children's Behavioral and Language Development. *International Journal of Innovative Research and Development* 11(9). <https://doi.org/10.24940/ijird/2022/v11/i9/sep22009>
- Baydar, F. (2022). The Role of Educational Leaders in the Development of Students' Technology Use and Digital Citizenship. *Malaysian Online Journal of Educational Technology*, 10(1). <https://doi.org/10.52380/mojet.2022.10.1.367>
- Borge, J. (2020). Bandwidth lost: family planners and post-war television. *Corporate Communications: An International Journal*, 25(4), 655-668. <https://doi.org/10.1108/CCIJ-11-2019-0139>
- Buchner, J., & Kerres, M. (2023). Media comparison studies dominate comparative research on augmented reality in education. *Computers and Education*, 195, 1-12. <https://doi.org/10.1016/j.compedu.2022.104711>
- Cao, H. (2021). Innovation and Practice of Music Education Paths in Universities under the Popularity of 5G Network. *Wireless Communications and Mobile Computing*, 2021, 1-11. <https://doi.org/10.1155/2021/3570412>
- Ghavifekr, S., & Wong, S. Y. (2022). Technology leadership in Malaysian schools: The way forward to education 4.0 - ICT utilization and digital transformation. *International Journal of Asian Business and Information Management*, 13(2). <https://doi.org/10.4018/IJABIM.20220701.oa3>
- Hassan, I., Musa, R. M., Azmi, M. N. L., Abdullah, M. R., & Balogun, A. D. (2022). Exploring Denial Strategies against Climate Change across Agents and Media Platforms. *Online Journal of Communication and Media Technologies*, 12(4), 1-8. <https://doi.org/10.30935/ojcm/12240>
- Hidayat, S., Febrianto, Z., Eliyana, A., Purwohedi, U., Anggraini, R. D., Emur, A. P., & Zahar, M. (2023). Proactive personality and organizational support in television industry: Their roles in creativity. *PLoS ONE*, 18, 1-23. <https://doi.org/10.1371/journal.pone.0280003>
- Hori, R., & Fujii, M. (2021). Impact of using ict for learning purposes on self-efficacy and persistence: evidence from pisa 2018. *Sustainability (Switzerland)*, 13(11). <https://doi.org/10.3390/su13116463>
- Ikwunne, T. A., Adigwe, W., Nnamene, C. C., Ogwara, N. O., Okemiri, H. A., & Emenike, C. E. (2021). Design and implementation of collaborative management system for effective learning. *International Journal of Advanced Computer Science and Applications*, 12(10), 375-382. <https://doi.org/10.14569/IJACSA.2021.0121041>
- Jordheim, H., & Ytreberg, E. (2021). After supersynchronisation: How media synchronise the social. *Time and Society*, 30(3), 402-422. <https://doi.org/10.1177/0961463X211012507>
- Kaqinari, T., Makarova, E., Audran, J., Döring, A. K., Göbel, K., & Kern, D. (2022). A Latent Class

- Analysis of University Lecturers' Switch to Online Teaching during the First COVID-19 Lockdown: The Role of Educational Technology, Self-Efficacy, and Institutional Support. *Education Sciences*, 12(9). <https://doi.org/10.3390/educsci12090607>
- Marilen, C. M., & Sanchez, R. D. (2023). Exploring Fernandino Teens TV as a Supplementary Learning Delivery Modality : Opportunities and Challenges from the Lens of Select Learners. *International Journal of Open-Access, Interdisciplinary & New Educational Discoveries of ETCOR Educational Research Center*, 2(1), 358-375.
- Medina, E., Mazaira, A., & Alén, E. (2022). Innovation in the broadcasters' business model: A bibliometric and review approach. *European Research on Management and Business Economics*, 28(3), 100202. <https://doi.org/10.1016/J.IEDEEN.2022.100202>
- Michalis, M. (2022). Public Service Broadcasting in the Online Television Environment: The Case for PSB VoD Players and the Role of Policy Focusing on the BBC iPlayer. *International Journal of Communication*, 16. Retrieved from <https://ijoc.org/index.php/ijoc/article/view/13096>
- Muthmainnah, Obaid, A. J., Raghda, R. S., & Khalaf, H. A. (2022). Adoption Social Media-Movie Based Learning Project (SMMBL) To Engage Students' Online Environment. *Educational Administration: Theory and Practice*, 28(1). <https://doi.org/10.17762/kuvey.v28i01.321>
- Mutiah, T., Razali, G., & Raharjo, A. (2019). Strategi MNC group dalam meningkatkan efisiensi dan kompetisi pada pasar bisnis industri media penyiaran 4.0. *Ekspresi Dan Persepsi: Jurnal Ilmu Komunikasi*, 2(1), 28-42. <https://doi.org/10.33822/jep.v2i1.973>
- Nicolaou, C. (2021). Media trends and prospects in educational activities and techniques for online learning and teaching through television content: Technological and digital socio-cultural environment, generations, and audiovisual media communications in education. *Education Sciences*, 11(11). <https://doi.org/10.3390/educsci11110685>
- Nouvaliano, F. F. (2021). Persepsi siswa terhadap media televisi sebagai media pembelajaran pendidikan agama islam. *Komunika: Journal of Communication Science and Islamic Dakwah*, 5(2). <https://doi.org/10.32832/komunika.v5i2.5608>
- Pedrosa, M. F., Perez, A. B., Alaball, J. V., Catalina, Q. M., & Arcarons, A. F. (2023). Use of virtual reality compared to the role-playing methodology in basic life support training: a two-arm pilot community-based randomized trial. *BMC Medical Education*, 23(50), 1-8. <https://doi.org/10.1186/s12909-023-04029-2>
- Purnomo, E. A., Dalyono, B., & Lestariningsih, E. D. (2021). Developing e-learning media on education statistics subject. *Journal of Physics: Conference Series*, 1918(4). <https://doi.org/10.1088/1742-6596/1918/4/042116>
- Skoufaki, S., & Petrić, B. (2021). Academic vocabulary in an EAP course: Opportunities for incidental learning from printed teaching materials developed in-house. *English for Specific Purposes*, 63. <https://doi.org/10.1016/j.esp.2021.03.002>
- Warsita, B. (2019). Pemanfaatan program siaran televisi pendidikan untuk peningkatan kualitas pembelajaran the utilization of education television program for improving the quality of learning. *Jurnal Teknodik*, 126-137. <https://doi.org/10.32550/teknodik.v17i3.567>
- Wells, C., Friedland, L. A., Hughes, C., Shah, D. V., Suk, J., & Wagner, M. W. (2021). News Media Use, Talk Networks, and Anti-Elitism across Geographic Location: Evidence from Wisconsin. *International Journal of Press/Politics*, 26(2), 438-463. <https://doi.org/10.1177/1940161220985128>
- Widhi Astuti. (2020). Bentuk pendidikan karakter di karaton kasunanan surakarta berbasis ajaran tri hita karana. *Widya Aksara: Jurnal Agama Hindu*, 25(1), 130-152. <https://doi.org/10.54714/WIDYAAKSARA.V25I1.72>
- Widyatama, R., & Polereczki, H. Z. (2021). The Indonesia policy on television broadcasting: a politics and economics perspective. *Iranian Economic Review*, 25(4), 677-690. <https://doi.org/10.22059/ier.2020.76100>
- Xu, Y., Vigil, V., Bustamante, A. S., & Warschauer, M. (2022). Contingent interaction with a television character promotes children's science learning and engagement. *Journal of Applied Developmental Psychology*, 81. <https://doi.org/10.1016/j.appdev.2022.101439>
- Yusanto, F., Hidayat, D. R., Irawan, R. E., & Piliang, Y. A. (2021). Television documentary program indonesia bagus; a semiotic social analysis. *Review of International Geographical Education Online*, 11(5). Retrieved from <https://rigeo.org/menu-script/index.php/rigeo/article/view/758>
- Zheng, J., & Mason, D. S. (2022). New Media, Digitalization, and the Evolution of the Professional Sport Industry. *Frontiers in Sports and Active Living*, 4, 1-13. <https://doi.org/10.3389/fspor.2022.921329>
- Zheng, Y., Li, H., & Zheng, T. (2018). Performance evaluation of ICT-based teaching and learning in higher education. In *Blended Learning. Enhancing*

*Learning Success: 11th International Conference, ICBL
2018, Osaka, Japan, July 31-August 2, 2018,
Proceedings* 11, 378-390.
https://doi.org/10.1007/978-3-319-94505-7_31