

Literature Study on the Utilization of Audiovisual Media in Hànzì Learning in the Digital Era

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Abstract: All students will go through hànzì study as part of their Chinese language proficiency journey. Hànzì learning is frequently seen by students as a challenging aspect of learning Chinese, particularly when it comes to writing and character recognition. As the digital age progresses, Hànzì learning is being improved through the use of audiovisual materials including cartoon movies, animated videos, and online resources like YouTube. This study aims to provide a thorough analysis of the literature on the use of audiovisual materials for Hànzì learning at different educational levels. Researching the literature by examining pertinent papers, journals, and reports was the approach taken. The findings of this study demonstrate that audiovisual materials are a successful teaching tool for Mandarin throughout a range of educational levels, from early childhood education to vocational schools. For elementary school students, animated movies and music videos enhance vocabulary acquisition; they receive an average score of 90–100 and complete them all. 90% of Vocational High School students acknowledge the value of YouTube videos like Little Fox Chinese, which aid in pronunciation and contextual comprehension. Over 80% of youngsters in early childhood education centers surpassed the competency level by watching educational films.

Keywords: Chinese, Hànzì, Digital Learning, Audiovisual Media

INTRODUCTION

In the midst of growing global dynamics, foreign language skills are an important asset in building individual competitiveness. One language that is now beginning to receive widespread attention is Mandarin. With the largest number of speakers in the world and China's strategic role in economics, politics and culture, Mandarin is increasingly relevant as a cross-border communication tool. Learning the language not only improves linguistic competence, but also strengthens cross-cultural understanding and 21st century skills, such as global literacy, critical thinking, and adaptability to technological and social changes.

However, the process of learning Chinese is not free from challenges, especially in mastering its writing system, Hànzì. The Hànzì script is logographic, where each symbol represents a specific meaning and sound without reference to an alphabetical system as in Latin. The complexity of the shapes, the number of strokes, and the differences between pronunciation and writing make Hànzì one of the most difficult aspects for foreign students to master. This difficulty often results in low motivation to learn, poor character recall, and inconsistency in writing Hànzì.

As digital technology develops, conventional approaches to language learning are transforming. One innovative approach that is increasingly popular is the utilization of audiovisual media. According to Ah-Sanaky, H 2009 audio-visual media is a set of tools that can project images and sounds (Sintia et al., 2021). Examples are learning videos, interactive animations, short films, and digital content based on the YouTube platform or language learning applications. This media has a multimodal nature that combines visual and auditory elements, providing a more immersive, contextual, and engaging learning experience. In the context of Hànzì learning, audiovisual media is believed to be able to help students associate characters with their meaning and pronunciation more holistically, thus strengthening memory and comprehension.

Various studies have supported the effectiveness of using audiovisual media in hànzi learning. Showed that the use of audiovisual media can significantly improve hànzi writing skills in high school students (Wulandari, 1962). Also highlighted the improvement of students' speaking ability after using Little Fox Chinese-based learning videos, which emphasized the importance of the association between characters and context of use (Wijayati et al., 2021). Meanwhile, revealed that audiovisual media has a positive impact on elementary school students' Chinese learning outcomes, especially in the aspect of basic character recognition (Pohan et al., 2024). Even at the early age level, proved that children aged 4-5 years showed significant progress in Chinese vocabulary recognition after learning through audiovisual media. In addition, a number of other studies have also noted the benefits of this media on improving digital literacy, learning motivation, and student engagement in the learning process in general (Ngantung, 2021).

However, although many studies have been conducted, there has been no literature review that systematically summarizes, compares, and critiques the findings within a unified analytical framework. The majority of studies are individual cases and focus on specific contexts, making it difficult to see the general patterns, strengths, and challenges of audiovisual media use in hànzi learning at large. Therefore, this literature review is important to identify trends in the use of audiovisual media in hànzi learning, examine the effectiveness of the approaches that have been used, and map the gaps and challenges faced in their implementation at various levels of education.

The purpose of this study is to compile a comprehensive literature review on the utilization of audiovisual media in hànzi learning, by critically examining various empirical findings that have been published. In addition, this study also aims to present an analysis of the successes, limitations, and development potential of audiovisual methods in the context of learning hànzi script in the digital era. The benefits of this research are expected to provide practical contributions for teachers, learning media developers, and policy makers in designing hànzi learning strategies that are more effective, innovative, and in accordance with current technological developments. In addition, the results of this study can serve as a basis for more focused and evidence-based follow-up research in the field of Chinese language teaching in the future.

RESEARCH METHODS

This literature study employs a descriptive qualitative approach to determine the impact of audiovisual media on hànzi learning in the digital age. A comprehensive search of databases like Google Scholar and Scopus yielded data in the form of scholarly publications, journals, theses, and research reports. Content analysis employed content approaches such coding, categorization, and thematic synthesis to identify the key findings, advantages, limitations, and recommendations. This research process follows the steps of data collection, verification, and interpretation in order to provide an accurate and accountable picture of the use of audiovisual media in hànzi learning.

Finding the value of one or more variables without comparing them to other variables is the goal of the descriptive study itself. According to (Muhyidin, 2013), descriptive research focuses on issues that demonstrate the reality of popularization. Instead of using questionnaires, qualitative research places more focus on the caliber of data gathered from direct observation, interviews, and other pertinent official documents. Furthermore, qualitative research focuses on procedures as opposed to outcomes. It will become much evident if you look at the connections between the components that were studied during the process (Marliani, 2023).

RESULTS AND DISCUSSION

Learning hànzi as the core of literacy skills in Mandarin presents its own challenges, especially for non-native learners. The complexity of the shape and meaning of hànzi characters requires a learning approach that is not only cognitive, but also visual and contextual. In this context, audiovisual media emerges as a relevant solution in the digital era, as it is able to combine sound, image and motion elements to facilitate understanding and link hànzi symbols with their accompanying cultural meanings. This literature review examines seven scholarly articles that highlight how audiovisual media is applied in hànzi learning. The results show that the use of visual technologies such as interactive videos, character animations, and digital learning applications not only strengthen students' visual memory, but also enrich the learning process with linguistic, pedagogical, and cultural nuances. The eight articles analyzed provide a diverse picture of the effectiveness of this approach in overcoming hànzi learning barriers, and will be discussed thematically in the following sections.

The research conducted at Global Prima Elementary School Medan highlighted the impact of using audiovisual media in the Chinese language learning process for grade 5 students. Through a qualitative approach with data collection techniques in the form of observation, interviews, and documentation, it was found that the use of audiovisual media made a positive contribution to increasing student participation and motivation to learn. Materials delivered through media assistance such as videos, animations, and visual images appear more interesting to students and are able to facilitate understanding of learning content, including basic aspects of mastering hànzi characters. Students showed more enthusiasm, with active engagement during the learning activities. In addition, students' documented learning outcomes show an improved understanding of vocabulary and language structures, which can be attributed to the presentation of more concrete and contextualized materials through visual and audio media. Not only in terms of academics, audiovisual media also affects the development of students' confidence in using Mandarin orally. The findings indicate that audiovisual media can be an effective strategy in supporting hànzi learning, as it helps students build visual and auditory associations to the shapes and meanings of the characters they learn. Although this study was more exploratory and limited to one institution, the results reinforce the understanding that audiovisual technology plays an important role in simplifying the complexity of hànzi characters, especially for students at the elementary level. Thus, the integration of audiovisual media in foreign language learning, particularly Mandarin Chinese, is worthy of wider development in the primary education environment (Pohan et al., 2024).

Research conducted at Catholic High School Santa Maria Malang revealed that the use of the YouTube platform as audiovisual media in online Chinese language learning contributes positively to the improvement of digital literacy of grade X students. Through a survey method of 25 students, it is known that the content of Mandarin learning videos on YouTube is able to encourage mastery of the six main aspects of digital literacy, namely information literacy, utilization of technology for academic activities, proficiency in using digital devices, digital identity and career management, online communication and collaboration skills, and understanding of digital media. In the context of hànzi learning, this media helps students recognize the shape, meaning and pronunciation of characters visually and auditory, which makes the learning process more interesting and easier to follow. However, this study also found challenges in the learning skills aspect, especially in creative thinking and problem

solving. Many students were unable to apply the information from the videos to solve learning problems independently. In addition, distraction from entertainment apps on their devices is an obstacle in maximizing the function of digital media as a learning tool. However, students showed good adaptability in managing their learning time during online learning. These results show that audiovisual media, such as YouTube, has great potential in supporting hànzì learning in the digital era, but needs to be balanced with learning strategies that train critical thinking skills and time management effectively (Wijayati et al., 2021).

Research conducted at Godwins Elementary School in Surabaya shows that audiovisual media, especially animated films, can increase the effectiveness of Chinese vocabulary learning for elementary school students. In this pre-experimental study, students in class I-B were given vocabulary materials through animated shows that were designed to be interesting and interactive. The learning process went well, as seen from the teacher observation result of 83.33% and student participation which reached 86.11%. In addition, students' post-test results showed an average score of 90, indicating a significant improvement after the use of audiovisual media. Further statistical analysis showed a t-count value of 13.17, which exceeds the t-table limit, so it can be concluded that animated films have a positive influence on students' vocabulary skills. From the non-academic aspect, students showed a very positive response to the use of this media, as evidenced by the questionnaire results which obtained an average of 94.79% and classified in the "very good" category. This shows that audiovisual media not only supports vocabulary comprehension, but also increases students' enthusiasm and engagement during learning. Although this study focuses on basic vocabulary, the implication can be extended to hànzì learning which also requires a visual approach. Given that hànzì characters are complex in their shapes and strokes, media such as animated films can be an effective tool to bridge visual difficulties and strengthen students' memory. Therefore, this finding reinforces the understanding that audiovisual media is one of the relevant and effective solutions in bringing more adaptive Chinese language learning in the digital era (Meilita, 2018).

This study consistently demonstrates that audiovisual media serves as a significant stimulant to enhance students' digital-era Chinese vocabulary acquisition, including basic hànzì understanding. This study demonstrates how well audiovisual materials may help students learn Chinese language, particularly how to understand hànzì. Using motion audio-visual materials, such as videos of children's songs, is one method of teaching Chinese that is engaging and enjoyable for students (Anggasta, 2018). Cartoon movies improved pupils' Mandarin vocabulary by 29.41%, according to a study done on grade 5 students at Pontianak Maternal and Child Welfare Institute Elementary School. When students' pretest and posttest results were compared, this improvement was evident. This demonstrates how this media aids in language retention for children when compared to only reading textbooks (Rindawati et al., 2022).

The aim of this study is to determine how, for instance, using cartoon movies might help grade 5 students at Pontianak Maternal and Child Welfare Institute Elementary School acquire more Chinese vocabulary. Particularly during online schooling during the pandemic, this material is seen to be engaging and can aid students in comprehending and remembering terminology. Seventeen children served as the subjects of the Classroom Action Research (PTK) study. Two Mandarin-language cartoon movies were sent as part of an online learning exercise using WhatsApp. Pretest and posttest were employed for assessment. A comparison was also made

between the learning outcomes from the preceding chapter (chapter 8) and those taught using traditional methods (Rindawati et al., 2022).

Students in grade 2 at Tunas Harapan Bangsa Christian Elementary School Surabaya participated in this study, which supports this claim and demonstrates how audiovisual materials actually aid students in understanding Mandarin vocabulary. The experimental class's learning completeness rate was 100%, indicating very effective/maximal, while the control classes was only 25%, indicating ineffective/less. The control class (without media) only had an average score of 41.67, but the experimental class received an average score of 100. The experimental class outperformed the control class in terms of learning completeness and effectiveness. (Rindawati et al., 2022)sans media. This study aims to determine the effectiveness of using audiovisual materials, particularly kid-friendly music videos, to teach Mandarin vocabulary to second-grade students at Tunas Harapan Bangsa Christian Elementary School Surabaya. The background of this study is based on the fact that students do not show significant interest or understanding of Chinese vocabulary as a result of the monotonous learning approach and lack of media. Pre- and post-test evaluations as well as classroom observations were used to gather data for this quantitative study. There were two meetings: one with audiovisual materials (experimental class) and one without (control class). The content covered was language related to Mandarin fruit names. There could be a number of reasons for the control class's subpar performance. These include poor levels of student attention, a lack of variety in teaching strategies, ugly visual aids, and the psychological states of the pupils. These issues can be resolved with audio-visual materials, which provide engaging, interactive, and simple to understand instruction.

As a result, audiovisual materials are highly successful in helping pupils comprehend Mandarin language. It adds enjoyment to courses and encourages pupils to memorize *hànzì* in original ways. As a result, audiovisual materials are recommended as a substitute for the Mandarin learning method used at the primary level (Anggasta, 2018).

According to Sherina Margaretha Wijayanti Ngantung's research from 2021, children between the ages of 4 and 5 can significantly benefit from audiovisual media in terms of their capacity to recognize Chinese vocabulary (Ngantung, 2021). The posttest scores significantly increased in comparison to the pretest, indicating that children who learnt through educational video media saw a considerable improvement in learning outcomes. After completing audiovisual-based instruction, almost 80% of students achieved scores higher than the required minimum. The kids demonstrated greater attention and focus throughout the learning process in addition to introducing basic Mandarin terminology like numbers, colors, and objects. Piaget's theory of cognitive development, which contends that children between the ages of four and five are in the preoperational stage a period in which comprehension develops rapidly through visual and aural stimulation corroborates the effectiveness of audiovisual media in this study. Through captivating sounds and visuals, educational films have been shown to give abstract concepts a tangible embodiment. Since it aligns with the features of early childhood learning, the learning process becomes more successful and pleasurable. Thus, presenting *hànzì* (Mandarin characters) through audiovisual media is a calculated step to maximize learning outcomes from a young age. The findings of this study have significant ramifications for how Chinese language curricula are developed at the kindergarten and early childhood levels. Instructors are supposed to use audiovisual materials as a main resource rather than only as an add-on. To prevent

toddlers from becoming passive observers and instead actively mimicking word usage and pronunciation, the right kind of support is also required. Audiovisual media serves as a very efficient link between early childhood learning demands and technology advancements in the contemporary digital era (Hariyani & Eriyani, 2024).

Students' Chinese vocabulary can be effectively increased by using YouTube platforms, such as the Little Fox Chinese channel, according to research from State Vocational High School 41 Jakarta Ramadhan, A. F., Trihardini, A., & Aditya, R. (2023). The channel offers animated narrative videos with clear Chinese word output and subtitles. Many people (90%) said that the movies made the terminology easier to learn and quicker to recall. The enhancement of learning outcomes shown a rise in scores, particularly in the areas of word meaning comprehension and pronunciation in relation to the narrative told by the animation. YouTube's audiovisual content offers contextualized learning and flexibility that traditional methods cannot match. Students can study whenever they want and repeat any parts, they haven't comprehended by making the movie available for independent viewing. This makes the learning process more flexible and individualized. This is consistent with Bandura's social learning theory, which holds that kids pick up knowledge by watching and copying symbolic models, such as the animated characters in the film. Additionally, learning gets more in line with their everyday digital lives, which encourages motivation and active engagement. Teachers still need to provide guidance while using YouTube as a learning resource, even with its efficacy. It's critical to address potential distractions, internet access limitations, and unsuitable material selection. Teachers are crucial in encouraging students to actively listen, take notes on terminology, and use it in class activities in addition to watching. In this digital age, studying *hànzì* with Little Fox Chinese's audiovisual materials should be a component of a blended learning method that proportionately integrates online and in-person instruction (Fitrah Ramadhan et al., 2023).

Discusses the use of YouTube video media as a solution for learning Chinese, especially the skill of writing *hànzì* with the correct stroke order, for students of Almaarif Singosari Islamic High School Retnantiti, S., & Sakti, K. F. L. (2023). The background of this study is students' limited understanding of *hànzì* writing techniques, especially stroke order, which is a fundamental part of learning Chinese. Almaarif Singosari Islamic High School, as an Islamic-based school, is unique in that students have to learn both Arabic and Chinese, which are structurally different and have distinctive writing systems. In learning Chinese, *hànzì* requires great precision because it contains the rules of stroke order 笔顺 (*bǐshùn*) and basic forms 笔画 (*bǐhuà*). Errors in writing order can impact both the quality of writing and the comprehension of meaning, claim Putri (2017) and Aditya (2017). Teachers have been using demonstration strategies, discovery learning methods, and media like YouTube, online articles, dictionary apps, and books. However, because of the short learning period (only once a week for 90 minutes), there is little interaction between teachers and students, and independent learning is challenging. Thus, this study provides a remedy through the use of entertaining and instructive audio-visual materials. According to Asyhar (2012) and Yudianto (2017), video was selected because it can blend aural and visual components at the same time, resulting in a dynamic, engaging, and interactive learning environment. The researcher selected "Li Lao Shi," one of the many Chinese educational channels available on YouTube, a popular platform with billions of users, because of its diverse and pertinent content, which includes tutorials on conversational learning, vocabulary, *pīnyīn*, radicals, and *hànzì* writing, complete

with animation, pronunciation, and Indonesian translation. Another benefit is that videos are consistently uploaded each week, allowing students to learn at any time and from any location. The purpose of this study is to explain how the "Li Lao Shi" film is used in hànzi writing exercises and how students react to it. Descriptive qualitative methodology was employed, and data was gathered via closed questionnaires and observation. Six students in class XI (majoring in BB, IPS, and MIPA) who engaged in Chinese extracurricular activities made up the research subjects. The Miles and Huberman interactive model was utilized for data analysis, which included data presentation, conclusion drafting, and condensation. The lesson plan, which comprised perception, core, and close, was followed in the learning execution. Before making an impression by showing a dialogue video from "Li Lao Shi" that covered the subject of requesting permission (可以), the teacher first greeted the class in Mandarin and Indonesian. Students viewed the film on their phones since it was shared with the WhatsApp group in three sections (vocabulary, writing practice, and dialogue) due to LCD technical issues. Pupils appeared excited about speculating on the subject, demonstrating the significance of perception in directing pupils' concentration. In the primary task, the instructor requested that the students write five questions pertaining to the video's content, watch it again, respond to the questions, and read the dialogue and vocabulary aloud while the teacher corrected any incorrect pronunciations, such as those of the words 有意思 and 一会儿. To make the lesson more engaging, the teacher then led the class in a demonstration exercise where they were instructed to write the series of hànzi strokes directly on the chalkboard. This was followed by a game called "talking stick." Students then practiced writing 13 hànzi on lined paper using eight vocabulary items. The exercise's findings demonstrated that while the majority of students wrote correctly, mistakes were still made, particularly in the vocabulary words 帮 (bāng) and 厂 (yì), where pupils added or deleted stroke counts. There were no problems with the vocabulary of 一 (yī) and 抽 (chōu). The intricacy of character forms and insufficient experience are the main causes of errors, supporting Putri's (2017) assertion that hànzi writing abilities necessitate consistent practice. The instructor allowed students to ask questions and asked them to summarize the content during the last section. For students' responses, the questionnaire results showed that the 'Li Lao Shi' video was rated as very interesting by the majority of students because the animation and pictures helped understanding of the conversation situation, in accordance with Nurhayati et al.'s (2014) findings on the positive impact of animated videos. Although one student acknowledged having trouble understanding the sentence structure because of the difference between Chinese and Indonesian grammar, the audio was clear, the Chinese pronunciation was accurate, and the sentence structure was simple (Chandra, 2016). After seeing the movie, two students were able to write the stroke sequence, and four students said they were extremely capable. Most students also acknowledged that the video helped them learn. According to the lesson plan, the utilization of "Li Lao Shi" media was generally successful in helping students grasp discourse, pick up new vocabulary, and write in hànzi. Regarding the benefits, appearance, and substance, students gave excellent feedback. In order to make sure the gadgets operate as efficiently as possible, technical limitations such malfunctioning LCDs and cell phone speakers were highlighted. Given that the material is applicable to everyday situations and simple enough for novices, including kindergarten and primary school pupils, to understand, this study suggests using similar movies to improve other language skills, such as speaking and reading.

As a result, the YouTube video “Li Lao Shi” is not only useful for teaching students how to write hànzi, but it is also a cutting-edge resource that helps students learn Chinese in an engaging, dynamic, and adaptable way (Amelinda et al., 2023).

Based on the eight scientific articles used in this discussion, it can be concluded that the utilization of audiovisual media has a positive impact on hànzi learning, especially in the context of the digital era which demands more interesting and interactive learning innovations. This media is able to assist students in understanding the structure, meaning, and pronunciation of Chinese characters through a complementary visual and audio approach. In addition, the use of technology also opens up opportunities for the integration of various learning methods that support the process of absorbing material more thoroughly. This finding is in line with research by (Khaerul & Syam, 2024) who emphasized that internal factors such as lack of writing practice and difficulty remembering the basic shape of strokes are the main causes of student errors in writing hànzi, while external factors such as learning media also play a role in supporting the learning process. In the digital context, as stated by (Purnomo et al., 2025), social media such as Weibo can also be a dynamic learning medium as it supports linguistic creativity and reflects contemporary communication patterns. Thus, audiovisual media is not only a tool, but also a bridge between traditional learning needs and today's technological developments.

The use of audio-visual materials, particularly instructional videos from YouTube platforms like “Li Lao Shi,” has shown to be an effective teaching method in the digital age. This media provides engaging audio and visual elements, such as animation, clear writing, and examples of a strong hànzi, so that students may understand concepts more easily and independently. Utilizing digital video also increases learning flexibility because it can be accessed at any time and in any location, in line with the demands of contemporary, interactive, and practical education. The results of the study indicate that using this media increases motivation, vocabulary comprehension, and hànzi writing skills, even if a teacher's guidance is still necessary for conceptual understanding and correction. Techniques such as device limitations must be avoided in order to maximize the effectiveness of audio-visual media.

CONCLUSION

The usefulness of audiovisual materials for learning Chinese has been consistently demonstrated by research conducted at many educational levels, from early childhood education to vocational institutions. With additional average scores of 90-100 and 100% learning completeness, the use of animated movies and nursery rhyme videos to enhance vocabulary acquisition has had a significant influence at the primary level (Godwins Elementary School in Surabaya, Pontianak Maternal and Child Welfare Institute Elementary School, and Tunas Harapan Bangsa Christian Elementary School Surabaya). Through visual-auditory stimulation, this media not only makes learning more engaging but also makes understanding hànzi easier. Ninety percent of students at the secondary level (State Vocational High School 41 Jakarta) acknowledged the advantages of using YouTube channels like Little Fox Chinese, which demonstrated efficacy in enhancing pronunciation and contextual vocabulary acquisition. In the meantime, Early Childhood Education or Elementary School research (Ngantung, 2021). shows that educational videos can improve the way young children between the ages of four and five are introduced to basic vocabulary words, with more than 80% of pupils surpassing the completion criterion.

Piaget's cognitive theory and Bandura's social learning theory, which contend that children and adolescents learn best when they are stimulated visually and auditorily and imitate symbolic models, both lend credence to the success of audiovisual media. In addition to enhancing interest, focus, and memory recall, media like animated movies, music videos, and YouTube content provide abstract concepts like *hànzì* a tangible form. Digital media's interactive features and ease of access enable more individualized and flexible learning, meeting the demands of the digital generation. Nonetheless, the results also draw attention to issues including entertainment content distraction, restricted internet access, and the possibility of passive learning in the absence of suitable solutions.

According to the results, audiovisual media integration in Chinese language instruction should be maximized as a fundamental part of the curriculum rather than merely an add-on. In a blended learning strategy, teachers are crucial in choosing relevant content, creating interactive exercises (such vocabulary games or pronunciation imitation), and integrating them with in-person instruction. Animation and song-based media are strongly advised for Early Childhood Education and Elementary School levels since they align with the learning styles of young learners. Platforms like YouTube, however, can be used under supervision at higher levels to guarantee learning focus. More investigation is required to create a more structured media design, particularly for *hànzì* learning, as well as techniques to mitigate the psychological and technical difficulties associated with using technology in the classroom.

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