

Implementation Of Visual Media In The Form Of Images In Indonesian Language Learning For Elementary Schools

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Abstract

Visual media, such as images, plays a crucial role in Indonesian language learning at the early stages (Grades 1 and 2), particularly in the topic of "Hobbies That Become Achievements". Image media can clarify concepts that might be difficult for students to understand, especially in the context of hobbies that have the potential to become achievements. Given the importance of visual understanding in this learning process, it is essential to investigate the effectiveness of image media in enhancing student comprehension and to evaluate any limitations that may arise. This study employs a qualitative approach. Data was collected through direct observation, interviews with teachers, and analysis of student learning documentation before and after the use of image media. The analysis process involved identifying common patterns in students' interactions with image media and its impact on their understanding of the material and student engagement. The findings indicate that the use of image media significantly improves students' understanding of the material about hobbies. Students were able to identify and explain various hobbies that could become achievements more effectively compared to before using image media. Image media also enhances student engagement in the learning process, making it more enjoyable and interactive. However, a limitation was found: image media is restricted in conveying abstract and complex concepts. The proposed solution is that teachers should master the material and appropriate teaching methods to maximize the effectiveness of image media.

Keywords: Visual Media, Images, Indonesian Language Learning

1. Introduction

Media refers to anything used to convey messages (learning materials), thereby stimulating students' attention, interest, motivation, thoughts, and feelings in teaching and learning activities to achieve learning goals. Visual media is characterized by factors such as lines, shapes, colors, and textures in its presentation. Sirait Syahriani (2023) Visual media

utilizes the sense of sight as a medium for delivering content. It includes items that can be directly seen using the sense of sight, such as images, models, props, posters, and comics.

There are various types of visual-based media, including: 1) Images or Photos are examples of visual media. Their function is to assist both educators and students in the teaching and learning process and to help achieve learning objectives. 2) Concept Maps are images that present or convey meaningful relationships between concepts within a topic of study. Susanti (2022) These maps summarize key points, usually connected by linking words, forming propositions that can be further elaborated to explain the material. 3) Diagrams are visual media used to present or explain data in the form of images. 4) Graphs are visual media in graphic form, presented using points or lines to convey statistical information that is interconnected. 5) Posters are visual media consisting of images accompanied by text, where the text emphasizes one or two main ideas that can be understood at a glance. 6) Maps or Globes are visual media that represent geographical data or locations. 7) Learning Modules are visual learning media in the form of a program package, structured into specific units designed for student learning purposes. 8) Projection-Based Visual Media: Projectors are used to display objects or illustrations on a projection screen or monitor in a size larger than the actual object, making it easier for all students to view and observe in a learning activity. Projection visual media can be created from photographic results using a camera or from creations made without a camera, utilizing various software applications such as PowerPoint, ChemDraw, AutoCAD, Paint, and others.

Visual-based media (images or illustrations) Ahmad Suryadi (2020) play a crucial role in the learning process. Visual media can facilitate understanding (for example, through the elaboration of structure and organization) and strengthen memory. Visuals can also stimulate students' interest and provide a connection between the lesson content and the real world. To be effective, visuals should be placed in a meaningful context, and students must interact with the visuals to ensure the information processing occurs.

Images essentially help motivate students and can spark their interest in the lesson. Niswardi Jalinur (2016) They assist in language skills, artistic activities, and creative expression in storytelling, dramatization, reading, writing, painting, and drawing. Additionally, they help students interpret and recall the content of reading materials from textbooks.

Thus, image media is used to visualize or convey messages from the source to the recipient (students). The message being communicated is delivered through visual communication. In addition, image media functions to capture attention, clarify the presentation of ideas, and illustrate or embellish facts that might otherwise be quickly forgotten or overlooked if not graphically presented.

In the Indonesian Language Learning for Phase A (Grades 1 and 2), the material Hobbies That Become Achievements has learning objectives where students are able to understand oral messages and information given by the teacher regarding the hobby material, as well as engage in conversations asking about hobbies. The Learning Objective Sequence is that through learning about hobbies that lead to achievements, students can improve their skills and refine their chosen hobby skills. The specific Learning Objectives are: students are able to recognize types of hobbies in Indonesian, students can express their hobbies, and students are able to engage in conversations to inquire about hobbies.

The definition of a hobby according to the Kamus Besar Bahasa Indonesia (KBBI) is a passion or a special interest during leisure time, not a primary occupation. Meanwhile, in terminology, a hobby is a casual activity usually driven by a strong internal interest. Sani Hasanah (2021) A hobby is also an activity that generally leads us to willingly invest something in it, whether it's material or time. Typically, this activity is done during free time.

A hobby has the potential to develop into a remarkable achievement if pursued seriously and with enthusiasm. S.K. Mhd Rois Almaududy (2018) With strong dedication, tireless

perseverance, and consistent, structured practice, a hobby that initially serves as a pastime and a form of self-expression can grow into an impressive accomplishment. This process not only provides personal satisfaction and a deep sense of achievement, but also opens up various opportunities and broader chances for greater success in the future. Moreover, the achievements gained from the hobby can boost self-confidence, expand social networks, and inspire others to pursue their dreams and passions with enthusiasm.

The urgency of this research lies in recognizing that learning about hobbies involves activities or actions that are taught to 2nd-grade elementary students. Therefore, the use of images is necessary to clarify what activities or actions are considered hobbies, especially hobbies that lead to achievements. By using images, students can better understand, remember, and observe the lessons effectively, minimizing misunderstandings among students.

Learning media with images can facilitate students' understanding for several reasons. S.S.M.D. Wandah Wibawanto dan C.U (2017) First, images help students grasp complex concepts in a simpler and easier-to-understand manner. Second, visual information is generally easier to remember than textual information, as the human brain is more effective at processing and storing images. Third, images can make the learning material more engaging and motivate students to learn. Additionally, images can overcome language barriers and assist students who may struggle with the instructional language. Finally, using images as learning media provides variety and reduces boredom in the learning process. Overall, image-based learning media make the learning process more interactive, engaging, and effective.

2. Research Method

This research is classified as qualitative research. According to Sugiyono (2013), the qualitative research method is defined as a research method based on post-positivist philosophy, used to study natural object conditions (as opposed to experiments), where the researcher serves as the primary instrument. The data collection is done through triangulation (combined methods), the data analysis is inductive or qualitative, and the findings of qualitative research emphasize general significance.

The term qualitative is generally understood not only as a type of information but also refers to the analysis of information and the interpretation of the research subject. Andi Prastowo (2016) As cited by Andi Prastowo, the qualitative methodology of Bogdan and Taylor is a research technique that produces descriptive qualitative data in the form of written or spoken words about the people and behaviors being observed.

The research uses a qualitative approach because the data produced in this study consists of observations, interviews, and other information related to the implementation of visual image media in Indonesian language learning at MI (Islamic Elementary School). The subjects of this research involve several students from SD Negeri Sungai Malang 2, namely Nor Zainah from Grade 4, Rahmatul Hafizah from Grade 4, Ervina from Grade 6, Erina Wati from Grade 6, and Dini Amalia from Grade 6. They live near the school in Sungai Malang, Amuntai Tengah District, Hulu Sungai Utara Regency, South Kalimantan Province.

The data analysis method for qualitative data collection, according to Cresswell, Sugiyono (2017) follows these steps: 1) Coordinating and preparing the data, 2) Reading, understanding, and reviewing all data related to the development of visual media in Indonesian language learning at MI, 3) Summarizing the data, 4) Further description, 5) Connecting related themes, and 6) Providing interpretation of the themes in the research.

3. Results and Discussion

3.1. Implementation of Indonesian Language Learning with Visual Media

The teacher enters the class and greets the students. The teacher then asks how they are and checks attendance, followed by leading a group prayer. The teacher asks the students about their favorite activities in daily life. Their answers vary, including reading books, drawing, painting, and other activities. The teacher explains that these favorite activities are called hobbies, which is the lesson for the day. The teacher defines hobbies and explains the different types of hobbies, accompanied by the visual images prepared beforehand, which depict various hobbies. The use of these images helps the teacher explain the material more easily. The students do not just imagine the hobbies but also see the pictures directly.

The teacher then explains the benefits of hobbies, emphasizing that every hobby has its benefits, regardless of how different they are. After the explanation, the teacher asks the students to write a story about their own hobbies in their notebooks. One student is then asked to come forward and read their story. It turns out to be a beautiful story about the student's love of reading books. Through reading, the student can learn more about the wider world. The teacher praises the student for sharing their story in front of the class.

Finally, the teacher summarizes the lesson about hobbies and their benefits. The students are also asked to reflect on the lesson they have learned today. Thankfully, all the reflections are very positive. The teacher concludes the lesson by leading a closing prayer.

3.2. Analysis

The advantages of using visual media in Indonesian language learning at MI (Islamic Elementary School) include capturing attention, as students are more engaged compared to using text alone. This helps improve students' focus and interest in learning. It also facilitates understanding, as images can help explain complex or abstract concepts. Additionally, it overcomes language barriers, as images can be an effective tool for students who have limitations in language comprehension to understand the material. Lastly, it enhances retention, as information conveyed through images tends to be easier for students to remember.

The disadvantages of this media are that it is limited to visual context, meaning that images only convey visual information. Abstract or complex concepts that cannot be visualized may be difficult to explain using images alone. There is also a limitation in its use for certain subjects, as not all lesson materials can be effectively taught using images. Lastly, dependence on image quality can be an issue. Poor-quality or unclear images may cause confusion and misunderstanding. The solution is for the teacher to carefully select clear images that align with the material being taught. Additionally, teachers must fully understand and master the material to be taught, as this will make it easier for students to grasp the explanations. Furthermore, it is important to combine image media with other methods, such as using images alongside text, audio, and video, to provide a more complete and in-depth explanation.

The activity highlighted in this lesson is communication skills, Eko Pradana (2020) where children are given the opportunity to express their opinions about their favorite hobbies. According to Shannon and Weaver, communication is a form of human interaction that influences one another. Furthermore, they collaborate by linking stories about their hobbies with their daily lives. According to Schrage in Harley and Bisman, Dimas Luqito Chusuma (2021) collaboration is an effort to bring together various parties to achieve a common goal. Lastly, Ratih Kusuma wardani (2022) regarding the child's creativity, they are tasked with creating a story based on their daily experiences related to their favorite hobbies. According to Sternberg, creativity reflects the ability to generate more ideas.

In the context of Indonesian language learning at Madrasah Ibtidaiyah (MI), the use of visual media serves as an effective strategy for delivering lesson materials, particularly at the early stages of education, such as grades 1 and 2. In addition to the previously mentioned

advantages, several additional aspects need to be considered to fully understand how visual media impacts the learning process.

Enhancing Student Engagement. Images have the power to increase student engagement in the learning process. By using relevant images, teachers can create a more dynamic and engaging learning atmosphere. Attractive visuals can stimulate students' curiosity and motivate them to actively participate in class. This also contributes to the creation of a more inclusive learning environment, where students feel more involved and motivated to learn.

Development of Critical Thinking Skills. Images can also support the development of students' critical thinking skills. Through image analysis, students can learn to identify details, make inferences, and develop a deeper understanding of the material. For example, by analyzing images of various hobbies, students can develop the ability to evaluate and connect information in a more complex way. This is an important early step in building the critical thinking skills needed for future learning.

Enhancing Visual Literacy Skills. The use of visual media in Indonesian language learning not only helps in understanding the material but also enhances students' visual literacy skills. Visual literacy is an essential skill that enables students to understand and interpret visual information in a broader context. By understanding how images function as a medium of communication, students can become more critical and analytical viewers, which is beneficial in various aspects of their lives.

Contextual and Cultural Role. It is also important to consider the contextual and cultural role in the use of images. The images chosen for use in teaching should be relevant to the students' cultural context. Images that align with students' cultural backgrounds can make the material more relatable and enhance understanding. On the other hand, images that are not culturally appropriate can lead to confusion or misunderstanding. Therefore, teachers must consider the cultural diversity of students when selecting visual media to ensure that the images used are not only pedagogically relevant but also culturally sensitive.

Integration with Technology. Moreover, the integration of technology can further enhance the effectiveness of using images in teaching. With advances in technology, various applications and software can be used to create, edit, and present images in a more interactive and engaging way. For example, the use of poster-making applications or graphic design software can allow students to create their own images as part of a learning project, which not only improves their technology skills but also provides a more immersive and personalized learning experience.

Evaluation and Feedback. The evaluation process is also an important aspect of using visual media. Effective evaluation not only includes assessing students' understanding of the material presented through images but also how students can use images in a broader context. Providing constructive feedback on the use of images in assignments and projects can help students understand their strengths and weaknesses in using visual media as a communication tool.

Overall, the use of visual media in Indonesian language learning at MI offers significant benefits, from increasing student engagement to improving understanding of complex concepts. However, it is important to address the limitations by integrating other teaching methods, considering cultural context, and utilizing technology to create a more comprehensive and effective learning experience.

4. Conclusion

Visual media are tools that incorporate elements like lines, shapes, colors, and textures in their presentation. Visual media, such as images, are used to visualize or convey messages from the source to the receiver (students). The message is delivered through visual

communication. In the Indonesian language learning for Phase A (Grades 1 and 2), under the topic "Hobbies That Lead to Achievements," the learning objective is for students to understand the spoken messages and information given by the teacher regarding hobbies, as well as to engage in conversations about hobbies.

The urgency of this research lies in the fact that learning about hobbies involves activities received by second-grade students, which necessitates the use of images to clarify what activities qualify as hobbies, especially those that lead to achievements. By using images, students can better understand, remember, and observe the learning material effectively, reducing the possibility of misunderstanding among students.

The implementation of learning using visual media, particularly images, is highly effective in enhancing students' understanding and retention of the lesson material. Images help clarify abstract concepts, capture students' attention, and facilitate visual learning. Moreover, image-based media can increase student engagement, making the learning process more enjoyable. However, there are some limitations to image-based media, such as being restricted to visual contexts, where only visual information can be conveyed. Abstract or complex concepts that cannot be visualized may be difficult to explain with just images. The solution is that the teacher must master and fully understand both the material and the media being used.

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