



INTEGRATING VISUAL WRITTEN LITERACY IN INDONESIAN LANGUAGE LEARNING AT SDN PUSPAJAYA

Sipa Puspita Sari, Fachri Helmanto, Sobrul Laeli

Universitas Djuanda

¹sipapuspitasari94@gmail.com; ²fachri.helmanto@unida.ac.id; ³sobrullaeli@unida.ac.id

ABSTRACT

This study aims to describe and analyze the integration of visual written literacy in Indonesian language instruction for fifth-grade students at SDN Puspajaya. Visual written literacy combines textual and visual elements—such as images, diagrams, and infographics—to enhance students' comprehension and engagement. Employing a qualitative case study approach, data were collected through observation, interviews, and documentation. The findings reveal a wide range of student-generated visual written products, including posters, advertisements, and illustrated narratives, which were effectively integrated into classroom learning. These multimodal outputs enriched students' expressive abilities and supported the objectives of Indonesian language instruction. Key supporting factors included institutional support, active student participation, and parental involvement. However, major challenges were identified in the form of limited access to quality reading materials, insufficient teacher training in multimodal literacy, and time constraints within the school schedule. This study highlights the pedagogical potential of visual written literacy in promoting multiliteracies in primary education and offers practical insights for enhancing multimodal teaching strategies in language classrooms.

Keywords: visual written literacy, Indonesian language learning, primary education, multimodal pedagogy, literacy integration

INTRODUCTION

Basic education plays an important role in forming the basis of students' skills. However, based on PISA 2022 data, Indonesian students' literacy skills are still below the international average. UNESCO (2006) states that modern literacy must include the ability to understand and interpret information in various formats, including visual texts. Amid the dominance of social media and visual-based content such as TikTok and YouTube, the integration of visual written literacy in learning is becoming increasingly important. Several previous studies have had a positive impact on the integration of visual written literacy.

Literacy generally refers to an individual's ability to read, write, speak, calculate and solve problems at the level of competency required in everyday life. In accordance with the opinion of Liani, E., et al. (2022), which states that written literacy is not only about writing well but also understanding how writing can be used to communicate effectively. In the educational context, literacy is considered the foundation that allows students to understand various subjects, solve problems, and participate actively in society. In the modern era, literacy also extends to various forms of communication, including digital, visual and multimodal literacy.

Meanwhile, visuals are everything that can be seen and understood through the sense of sight. In the educational context, visuals refer to elements used to convey information graphically or in the form of pictures, diagrams, graphs or illustrations. Visual writing is a form of development of traditional writing activities that involves visual elements, such as pictures, diagrams, tables or concept maps, to support or clarify the content of the writing.

According to Hasan, et al (2020), visual writing includes the ability to integrate text and visual elements harmoniously so that readers not only understand the content of the writing but also get a more concrete picture of the visualization presented. Meanwhile, Pradipta (2020) revealed that visual writing involves a combination of written text and visual elements to create communication that is more interesting and easy to understand. This activity not only trains students to write, but also hones critical and creative thinking skills in selecting and integrating relevant visual elements.

There are several previous studies with contributions to visual written literacy. Triswanti, et al (2023) stated that animated film media can improve writing skills significantly, but the focus is limited to the long-term effects of learning media. Meanwhile, Azis, et al (2023) found that story books increased students' interest in telling stories, but interesting reading materials were still lacking. Therefore, providing reading materials is an important focus and must be increased in quantity so that literacy activities can run optimally.

Handayani, et al (2023) revealed that the PJBL model can significantly improve descriptive writing skills for fifth graders, but innovative and varied learning models are still lacking. Writing skills are one of the foundations for realizing optimal integration of visual written literacy. Of course, good training is needed so that teachers' ability to teach is more innovative and varied so that students can improve their writing skills well.

However, in previous research there were gaps, including not explaining the visual written literacy products available in schools, either made by students or provided by schools. Apart from that, the benefits of integrating visual written literacy itself, supporting and inhibiting factors experienced in integrating visual written literacy, and understanding the role of integrating visual written literacy in Indonesian language learning. This gap is what made me choose to observe grade 5 elementary school students because the way they think and are asked for opinions and how to express them is considered more capable, even though they still need to be guided in expressing everything in a structured manner.

Even though various studies have shown the potential of visual written literacy in improving student learning outcomes, there are still limited studies that specifically discuss the implementation of visual written literacy integration in grade 5 elementary schools in Indonesian language learning. The main gap lies in the lack of empirical evidence regarding the effectiveness of this approach in improving students' literacy skills, especially in the context of text comprehension and written production with the support of visual elements. Apart from that, research regarding implementation strategies that suit the curriculum and student characteristics at this level has not been explored much.

This research focuses on the integration of visual written literacy in Indonesian language learning for grade 5 elementary school students. This approach is expected to be able to answer the need for more contextual and interesting learning, by providing a multimodal learning experience and supporting the development of students' language skills, critical thinking and creativity. To observe the integration of visual written literacy,



I chose one of the elementary schools to observe its involvement in one of the government programs, namely literacy, and coincidentally it is related to the research I conducted.

The school I mean is SDN Puspajaya which is located on Kp. Puspajaya, Kertajaya Village, Tanggeung District, Cianjur Regency, West Java. The strongest reason for me choosing this school was because several times SDN Puspajaya was actively involved in implementing the School Literacy Movement (GLS) programmed by the government such as Geulis Tree, Redaton and WGLRC. This is a program resulting from collaboration between the West Java provincial government and South Austria which features traditional themes from the area where the schools participating in the program are located. Some of these activities made me decide if this school was suitable for the things to be researched.

METHOD

This research uses a qualitative approach with a case study method. The research subjects were grade 5 students and teaching staff at SDN Puspajaya. Research data consists of primary and secondary data. Primary data is in the form of visual written literacy products obtained from the results of student assignments and in the form of facilities provided to students to support the literacy movement. Apart from that, documentation of students' work takes the form of photos and information from several teachers regarding literacy program support, and observations of teachers and students.

Meanwhile, secondary data in this research includes the Indonesian language learning curriculum that applies in schools and literature related to visual written literacy obtained from reading books, journals and previous research results. Data collection techniques used include observation, interviews with teaching staff and students, as well as documentation of students' work. To check the authenticity or validity of the data obtained through data triangulation, member checking, and audit trail.

RESULT AND DISCUSSION

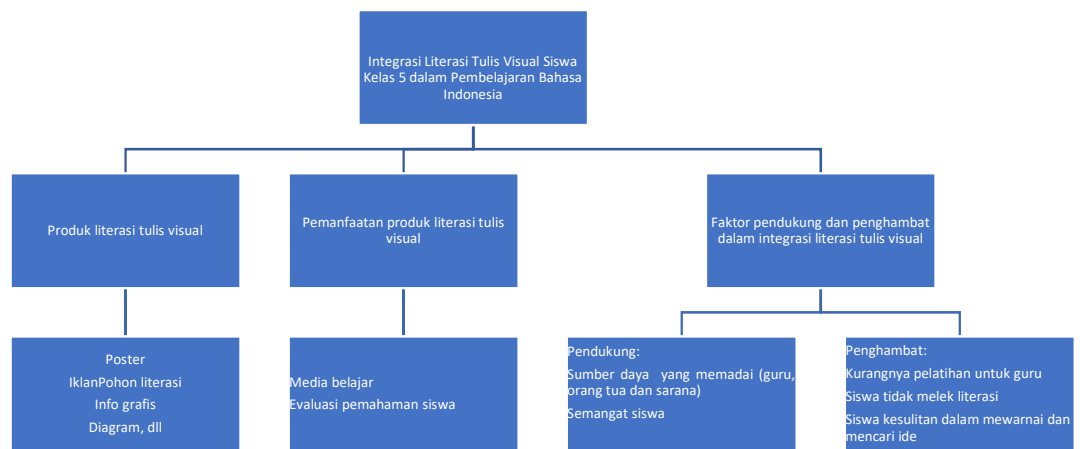


Figure 1 Concept Map of Research Results

In Figure 1 above are the results of interviews with grade 5 students and teaching staff at SDN Puspajaya which can be described as follows:

1. Visual written literacy products at SDN Puspajaya

You can often find literacy products in this school starting from entering school areas such as corridors, classrooms, and even at every entrance to the room there is something that can be read. The classroom is full of students' works, on the walls from the front of the class to the back there are several posters provided by the school itself. Then some of the students' works such as posters, advertisements, literacy trees, class organizational structures, photos of heroes complete with short biodata, photos of the president and vice president, pictures of Pancasila and the points for each principle. Meanwhile, simple comics become additional collections for libraries and there are many other visual written works created by students.

The products created by students go through a development process, starting from selecting topics, planning, writing, making illustrations, to the revision and editing stages, which are of course accompanied and assisted by the teacher as facilitator. Meanwhile, topics are chosen based on students' closeness, such as the environment or protecting the environment. There are also health topics, for example, exercise and healthy eating patterns, there are also topics taken from moral values, local culture and daily events taken from events that students experience.

The media most often used by students to create visual written literacy products are paper and stationery for writing or drawing manually, also supported by digital devices such as cellphones or computers. It's just that, if the computer is only used by the teacher for editing and other activities. Use colored markers, glue, scissors to make collages or three-dimensional works as well as wall boards as a means of displaying students' work.

2. The use of visual written literacy products at SDN Puspajaya

The use of this product in schools is not only used as learning media, but also as an alternative evaluation tool. Examples of using visual written literacy products as learning media are posters, simple comics, concept maps, info graphics. This learning media is said to be able to improve students' writing skills because it provides an opportunity to express themselves. Apart from that, the use of this media gives the impression that learning Indonesian is not monotonous and enlivens the learning atmosphere.

Visual written literacy products created by students are also used as evaluation tools, meaning that the products created by students are used as an alternative assessment of their abilities apart from written tests. Some of the works created by students can add value or become a benchmark for their achievements during learning. Apart from acting as a facilitator, teachers also act as supervisors and editors, as well as facilitating work titles as a form of appreciation for students' learning outcomes.

The work title itself is part of the independent curriculum with the aim of displaying works that have been created by students. In the process of making this product, students are given the freedom to create works, bearing in mind that the characteristics of students are different, there are also many positive responses from students in using the product in learning Indonesian, getting responses such as fun, fun, etc.

3. Supporting and inhibiting factors for the integration of visual written literacy at Puspajaya Elementary School.

The supporting factors that influence the success of the integration of visual written literacy in this school include support from the committee, parents, the school, as well as being supported by the availability of good resources and the most important thing is active student participation. The availability of facilities has an influence on



this success, one of which is the existence of a library, reading corner, literacy tree and redaton activities (reading marathons) that have taken place at this school are also supporting factors for the success of visual written literacy integration.

Apart from that, there were also obstacles faced by SD Negeri Puspajaya in integrating students' visual written literacy in learning, especially Indonesian, including the lack of reading materials, considering that in the library there were not only reading books, there were also textbooks, etc. Low interest in reading is also an inhibiting factor, considering that some students may not be interested in reading and writing. Time constraints are also an obstacle, considering the limited Indonesian language learning schedule and this is the reason that the integration of visual written literacy also needs to be included in other lessons. When viewed from the teacher's perspective, there is a lack of training because trained teachers will implement this visual-writing literacy integration program effectively.

The implementation of visual written literacy does not escape the support of many parties such as teachers, school principals and parents. The teacher's role is as a designer of learning activities, integrating visual written literacy, guiding, providing facilities, and so on. The school principal plays a role in providing policy support, facilities that support integration programs, and facilitating training for teachers. Meanwhile, parents play a role in encouraging and supporting literacy activities at home, such as providing reading materials, assisting in reading and writing, and participating in literacy activities recommended by the school.

To overcome obstacles in implementing this integration, Puspajaya Public Elementary School has taken bold steps such as procuring reading materials. Then, teacher training in the form of workshops and so on. There is also increased reading and collaboration with parents, because parents will of course play a role in making the integration of visual written literacy a success and this is conveyed through committee meetings and directly with parents. Apart from that, try to make the program scheduled so that it doesn't conflict with other programs.

CONCLUSION

The integration of visual written literacy in Indonesian language learning in grade 5 at SDN Puspajaya shows that students are able to produce various creative products such as posters, simple comics and so on. The process of making this product involves stages from planning to editing with teacher guidance. The use of this product has a positive impact on students' motivation and mastery of language skills, as well as being an effective learning and evaluation medium. The success of this program is supported by the participation of schools, parents, and literacy facilities, although it still faces obstacles such as a lack of reading materials, low interest in reading, and limited time and teacher training. In general, this integration has great potential to improve the quality of learning, but requires policy support and increased facilities and teacher competence.

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