Students' Points of View on the Execution of Visual Media in Indonesian Dialect Instruction for Review 6 at SDN Cibalung 04, Cimanggu

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ABSTRACT

This investigate explores the viewpoints of sixth-grade understudies with respect to the integration of visual media—specifically images—into Indonesian dialect instruction at SDN Cibalung 04, Cimanggu. Visual media is recognized as a capable instructive instrument that can essentially upgrade understudy engagement and comprehension, especially inside dialect learning settings. Utilizing a graphic subjective technique, information were accumulated through classroom perception, semi-structured interviews, and survey dissemination among the understudies. The comes about demonstrate that most understudies reacted favorably to the utilize of picture-based media. They detailed superior comprehension of perusing materials, expanded eagerness amid lessons, and more noteworthy interest in classroom intelligent. Moreover, visuals were seen to back memory maintenance of the substance instructed. In light of these discoveries, it is proposed that teachers proceed to utilize picture media as an inventive and compelling educating methodology to assist boost scholarly execution.

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1. INTRODUCTION

Education in Indonesia, grounded in the values of Pancasila and the 1945 Constitution, draws inspiration from religious principles, cultural heritage, and national ideology, while also adapting to societal and technological developments. Its core objective is to enhance the quality of human resources and elevate the overall standard of society (Qadir et al., 2022). Continuous efforts are being made to refine the learning process to prepare a generation that is both intelligent and capable across multiple domains of life. One effective strategy to achieve this goal is the integration of educational media tailored to students' unique characteristics and needs.

Learning media is an essential element in the educational process (Wulandari et al., 2023). It encompasses both tangible tools and digital technologies that aid educators in delivering instructional content more effectively to students, thus supporting the achievement of predetermined educational goals (Nurfadhillah et al., 2021). Beyond serving as an instructional aid, educational media also plays a key role in shaping the classroom environment and influencing the overall learning atmosphere created by the teacher. To ensure that lessons are engaging and easily understood, it is recommended that teachers incorporate various types of media.

These tools can capture students' attention, boost motivation, and facilitate the concrete understanding of abstract concepts. By doing so, the learning experience becomes more dynamic and meaningful (Amanda, 2024). Among these, image-based media is believed to positively contribute to improving students' grasp of

Indonesian language materials—particularly in the sixth grade of elementary school. Despite the known advantages of visual media, there is still a need to explore how students perceive its use. Do they find it effective in supporting their learning? Does it help them understand content more clearly? To what extent does it influence their enthusiasm and interest in learning Indonesian?

This study seeks to answer those questions by examining sixth-grade students' perceptions of picture media in Indonesian language classes at SDN Cibalung 04, Cimanggu. The findings are expected to offer fresh perspectives on the role of image media in language instruction and provide valuable input for educators seeking to enhance the learning experience through creative, engaging, and impactful methods.

2.   RESEARCH METHODOLOGY

This research adopts a qualitative descriptive method to investigate sixth-grade students' perceptions regarding the use of visual media in Indonesian language instruction at SDN Cibalung 04, Cimanggu. As outlined by Moleong in (Kojongian et al., 2022), qualitative research aims to gain a thorough understanding of experiences encountered by individuals, including their behaviors, motivations, thoughts, and perspectives. This is achieved through detailed narrative descriptions, expressed using natural language in authentic settings, by employing various naturalistic data collection strategies.

A descriptive qualitative design allows the researcher to explore phenomena without altering any variables, instead focusing on gathering data through techniques such as direct interviews (Hanyfah et al., 2022). Because this approach emphasizes the research process rather than simply obtaining quick outcomes, it inherently limits the level of generalization that can be drawn from the findings (Leksono et al., 2013). This method is particularly suited to the study's purpose—uncovering students' in-depth experiences and viewpoints on using image-based media during classroom learning.

The study involved 17 sixth-grade students (both male and female) from SDN Cibalung 04, Cimanggu, who were selected using purposive sampling. This sampling method was chosen because these students had previously participated in Indonesian language lessons involving picture media, making them suitable sources of relevant and detailed insights. The research was carried out over a two-month period, from March to April 2025. According to Sugiyono in (Syahwani, 2015), collecting accurate data is a crucial step in the research process. Various data collection methods can be used, including observation, interviews, documentation, and triangulation. This study employed the following techniques:

a.   Observation

Drawing on Johnson's perspective in (Hasanah, 2017), observation is a research tool that ranges in complexity depending on the context and goals of the study. In this case, observations were used to directly monitor how students interacted with image media during lessons, aiming to assess the impact of such media on student engagement and comprehension.

b.   Interviews

Referencing Wood in (Amitha Shofiani Devi et al., 2024), interviews are defined as interactive communication processes centered around structured questioning. In this study, interviews were conducted to collect insights into students' thoughts, attitudes, prior experiences, and perspectives regarding the application of picture media in learning.

c.   Questionnaires

According to Cresswell in (Pipit Muliyah et al., 2020), questionnaires are tools used for indirect data collection where respondents provide answers to predefined questions. These instruments included both open- and close-ended items designed to gauge students' interest, comprehension, and engagement levels during lessons that incorporated visual media.

The data obtained from these instruments—interviews, observations, and questionnaires—were analyzed using thematic analysis. Qualitative responses from interviews and observations were categorized according to emerging themes related to student perception. Meanwhile, responses from the questionnaires were analyzed using descriptive statistics, calculating frequencies and percentages to represent students' overall views. To ensure the study's reliability and credibility, triangulation was applied by cross-verifying data from multiple sources. Furthermore, *member checking* was conducted, where students reviewed the interview summaries to confirm that the interpretations accurately reflected their experiences and opinions.

3.   RESULTS AND DISCUSSIONS

This research was carried out with the primary objective of gaining an in-depth understanding of how sixth-grade students at SDN Cibalung 04, Cimanggu, perceive the implementation of image-based media in the learning process of the Indonesian language. A total of 17 students participated as research subjects, comprising both male and female students who were actively engaged in classroom learning. Data were collected through several methods, including classroom observation, semi-structured interviews, and questionnaire distribution.

After data were gathered, they were analyzed through a qualitative descriptive lens to provide a comprehensive portrayal of students' attitudes, behaviors, and responses related to the visual media used during Indonesian language lessons.

a.   Observation Findings

Throughout three separate observation sessions, it was consistently noted that the majority of students responded positively to the integration of image media during classroom instruction. There was a noticeable rise in students' enthusiasm, focus, and classroom participation whenever visual media accompanied the explanation of the learning material. When the teacher used relevant illustrations or images that supported the content of the texts or stories being studied, students appeared more captivated and better able to grasp the subject matter.

The use of visuals not only maintained students' attention but also sparked curiosity and encouraged question-asking and dialogue. Notably, image-based media contributed to a more interactive learning environment, where even typically passive students started to become more expressive and willing to share their thoughts. During group discussions, students used the visual cues from the images to construct and articulate ideas. The visual stimuli appeared to activate their thinking and enabled them to relate more effectively to the material presented.

Approximately 13 out of the 17 students displayed marked engagement, which included paying closer attention to the teacher, jotting down important points, and actively participating in discussions triggered by the images shown. This suggests that visuals function as a bridge that connects students' abstract thinking to concrete representations of ideas, enhancing both comprehension and recall.

In summary, the observation phase revealed that visual media plays a significant role in improving the quality of classroom interaction and the overall learning atmosphere. It supports the notion that incorporating pictures into lessons can elevate student interest and contribute to a deeper understanding of the content.

b.   Interview Insights

Complementing the observation findings, interviews conducted with eight randomly selected students provided further insight into individual perceptions of visual media. The feedback from students highlighted how the presence of images made the lessons feel more accessible and enjoyable. Many students emphasized that visuals helped them build a mental picture of the storylines, characters, and settings, which led to a quicker and clearer understanding of the text.

One student expressed, "When the teacher shows us pictures, it's like I can imagine the whole story. It becomes easier to know what's happening and who is doing what." This sentiment underscores the cognitive benefit of using visual aids to bridge textual information with students' imaginative processing.

Moreover, several students reported feeling more confident when asked to summarize or explain the content of a text, as the images acted as memory aids or reference points during recollection. In subjects like Bahasa Indonesia, where understanding and retelling a passage is a key learning goal, this confidence translates into better academic engagement and verbal expression.

c.   Questionnaire Analysis

To further reinforce the data, a structured questionnaire consisting of seven items was given to all 17 participants. The questions focused on assessing students' interest, understanding, and involvement in learning sessions that used image media. The quantitative results provided measurable evidence supporting the qualitative findings:

1) 88% (15 students) strongly agreed that images made it easier for them to comprehend the contents of a reading passage.
2) 82% (14 students) stated that learning felt more enjoyable when visuals were incorporated.
3) 76% (13 students) acknowledged increased participation in discussions when images were used as teaching tools.
4) 94% (16 students) agreed that image media helped them retain information better.

The consistency of these responses indicates a strong overall preference among students for lessons that involve image-based media. Students appreciated how the visuals clarified the context of the reading material and helped organize ideas more systematically, particularly when working with long or complex texts.

The data also suggest that visual media improves the emotional and cognitive dynamics of the learning environment. Lessons become more lively and less monotonous, reducing student boredom and disengagement. Visual media supports the development of a more student-centered classroom, where learners actively co-construct knowledge instead of passively receiving it.

Furthermore, the findings are supported by cognitive learning theories, which highlight the effectiveness of visual elements in enhancing memory retention and information processing. For students at the elementary level—particularly those in the concrete operational stage of cognitive development—pictures and visuals are invaluable tools for turning abstract ideas into tangible, understandable concepts.

Based on a combination of observation, interview, and questionnaire data, it can be concluded that image media holds significant pedagogical value in the context of Indonesian language instruction at the elementary

school level. Students exhibit greater engagement, improved comprehension, and enhanced participation when visuals are integrated into the lesson.

Not only does image media make the learning process more appealing, but it also acts as a facilitator for deeper understanding and long-term retention of academic content. In light of these outcomes, educators are strongly encouraged to incorporate image media into their teaching practices as a part of innovative, student-friendly, and effective instructional strategies. The findings also align well with the goals of the independent curriculum (Kurikulum Merdeka), which prioritizes learner autonomy, creativity, and enjoyment in the educational journey.

4. CONCLUSIONS

Based on the comprehensive research that has been conducted, it can be inferred that the integration of image-based media in the teaching of Indonesian language has a significantly positive impact on both the learning process and the academic outcomes of sixth-grade students at SDN Cibalung 04, located in Cimanggu. The use of visual media in the form of images has proven to enhance the quality of learning by making it more engaging, dynamic, and enjoyable for elementary-level students. This method of teaching creates a more stimulating classroom environment, which encourages students to participate actively and maintain their attention throughout the lesson. The presence of images serves not only as a visual complement but also as a pedagogical tool that enhances student interest and promotes more meaningful learning experiences.

Observational data gathered during the learning sessions further supports this conclusion. It was consistently noted that students demonstrated greater focus, attentiveness, and active engagement when the instructional material was accompanied by relevant images. Their level of enthusiasm was noticeably higher compared to lessons delivered without the support of visual media. This suggests that images possess an intrinsic motivational quality, capturing students' interest and helping them stay mentally involved in the learning process. By providing visual representations of abstract or textual content, image media helps students process information more efficiently and with increased comprehension.

Furthermore, the presence of visual illustrations significantly aids students in grasping the core content of reading materials or lesson texts. Images enable learners to construct mental models of storylines, visualize characters, and understand narrative elements such as setting and plot more effectively. This visual support bridges the gap between written information and students' cognitive interpretation, making it easier for them to understand and internalize the material. The ability to associate visual cues with textual content fosters deeper understanding, particularly for elementary students who are still in the stage of developing abstract thinking abilities.

Insights gathered from student interviews further validate these findings. Many students expressed that they found learning more accessible and enjoyable when visual aids were used. The images helped them retain information more easily, especially when they needed to recall lessons at a later time. According to their responses, the visual stimuli provided by images not only aided understanding but also strengthened memory retention. This aligns well with cognitive theories of learning, which posit that visual inputs enhance the brain's ability to encode and retrieve information more effectively.

In addition to academic understanding, image media has also demonstrated its effectiveness in improving students' verbal communication and speaking skills. When prompted to explain story content or participate in discussions, students appeared more confident and articulate, largely due to the presence of a visual reference point that guided their thought processes. This visual support allowed them to construct logical and coherent sentences, facilitating clearer communication of ideas. Thus, images function as cognitive scaffolding that supports language development and structured thinking.

Moreover, image-based learning has been found to encourage greater collaboration among students, especially in group learning contexts. During group discussions, students were observed exchanging ideas and interpretations based on the visuals provided. This interactive learning environment fosters important social skills, such as cooperation, tolerance, and the ability to express opinions respectfully. Such group dynamics contribute not only to cognitive development but also to the social-emotional growth of learners. Data obtained from questionnaires further reinforced these observations, with a majority of students reporting highly favorable attitudes toward the use of image media in their lessons. Most agreed that visuals made learning more effective and lessons more enjoyable.

Teachers also benefit substantially from incorporating image media into their teaching practices. The use of visuals allows educators to convey complex ideas more succinctly and clearly, reducing the need for lengthy verbal explanations. This leads to more efficient use of instructional time and improves students' grasp of the subject matter. Additionally, a visually supported learning environment helps maintain student interest and reduces classroom management challenges, as students are more engaged and less likely to become distracted.

Overall, the findings of this study are strongly aligned with the principles of the Independent Curriculum (Kurikulum Merdeka), which emphasizes the importance of meaningful, enjoyable, and student-centered learning.

The use of image media, while relatively simple, is an effective tool that supports these educational goals. It caters to diverse learning styles, especially for visual learners, and enhances student engagement, creativity, and expression.

To conclude, image-based media should not be seen merely as decorative elements in learning materials but rather as powerful instructional tools that play a vital role in the development of students' cognitive abilities, imaginative thinking, and communication skills. The incorporation of such media addresses varied student learning preferences and promotes a more contextualized, relevant, and enjoyable learning process.

Therefore, it is recommended that educators continue to innovate and expand the use of image-supported teaching strategies, tailoring them to align with both curriculum content and the unique characteristics of their students. Additionally, active support from schools and parents in providing access to visual learning resources is essential to reinforce the positive outcomes observed in this study and to ensure sustainable improvements in educational quality.

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