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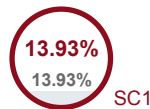
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The Role of Picture Media in Text - Based Indonesian Language Learning in Elementary Schools

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ABSTRACT

Indonesian is an important subject in Elementary School because it supports the development of students' literacy skills, especially in reading and writing texts. However, in practice, many students have difficulty in understanding and composing texts due to monotonous learning methods and minimal use of concrete media. This study aims to describe the process of using image media in text-based Indonesian language learning and analyze its impact on the ability to understand and compose texts in grade III students of SDI Nurul Yaqin. The method used is qualitative descriptive research with data collection techniques through observation, interviews, documentation, and analysis of student assignment results. The results of the study show that the use of image media, such as story illustrations, mind maps, comics, real photos, and infographics, can improve students' understanding of the contents of the text, strengthen the narrative and descriptive structures, and encourage creativity and learning motivation. The application of image media also helps simplify abstract concepts and create a more interactive learning atmosphere. Thus, image media has proven effective in improving elementary school students' literacy skills, especially in text-based Indonesian language learning.

KEYWORDS image media, text-based learning, literacy

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INTRODUCTION

Indonesian is one of the important subjects in elementary schools because it plays a role in shaping students' literacy skills. One of the competencies that must be mastered is the ability to understand and compose texts. Text-based Indonesian learning aims to improve students' skills in reading, writing, speaking, and listening through the exploration of various types of texts, such as descriptive, narrative, and expository.

However, in reality, many students have difficulty understanding the content of the text and pouring it back into writing. Based on pre-observation in grade III of SDI Nurul Yaqin, most students tend to be passive when learning Indonesian. Students often have difficulty understanding vocabulary, finding main ideas, and arranging ideas according to the structure of the text. This causes low learning outcomes for students in Indonesian subjects, especially in reading and writing skills.

These problems are mostly caused by monotonous learning methods. Teachers tend to use lecture methods without involving media that can help students understand the content of the text more concretely. In fact, learning media such as pictures can be an effective tool to bridge abstract concepts in texts with students' real experiences.

According to Arsyad (2019), image media can help students understand information visually, attract attention, and increase learning motivation. This media is very relevant in text-based Indonesian learning because it is able to visualize abstract stories, situations, or ideas to be more real and easy for students to understand.

Image media plays an important role in supporting text-based Indonesian learning because it can make it easier for students to understand the material, improve memory, and stimulate imagination. The following are the types of image media that are often used: (1) Story illustrations. Illustrative images that depict the storyline of a narrative text, such as a fairy tale, fable, or legend, help students visually understand the narrative. For example, the illustration of an animal that is the main character in a fable story. Fitriani et al. in their journal revealed that illustration of stories relevant to the text is able to increase the imagination and reading interest of elementary school students. (2) Mind Map. Mind map is a visual medium in the form of diagrams that contain simple images to show the relationship between ideas in an expository or descriptive text. Novita et al. found that mind maps not only improve students' understanding of text concepts, but also train them to think logically. (3) Comics or picture panels. The picture panel in the form of a comic presents the events in chronological order. This media helps students understand the storyline and dialogue between the characters. Rahmawati et al. (2019) explained that students who learn with comic media understand the content of narrative texts faster than students who learn with conventional methods. Comics are also considered to attract students' attention because they combine visual elements and balanced text. (4) Real photos or images. Media in the form of photos or real images are used to visualize descriptive information, such as school environments, tourist attractions, or certain objects. According to Putra et al. (2022), photos relevant to the text help students understand the material concretely, especially in descriptive texts. The results of this study are supported by findings from Sari et al., who stated that student learning retention increases by 25% with the use of real images compared to conventional methods. (5) Poster or infographic. Image-based media such as posters or infographics combine text information with visual elements to simplify the delivery of material. An example of its use is in learning procedural texts, such as cooking recipes or the steps to make a handicraft. Nugraha (2020) stated that infographics increase students' attention up to 35% higher than text-based media alone. Other research by Lestari et al. shows that infographics are effective in developing students' understanding of procedural concepts.

A lot of studies have been done on image media in text-based Indonesian learning, focusing on their use to improve students' understanding of various types of texts. Based on existing research, it can be concluded that each type of image media has certain advantages, but there is also room for further development. (1) Research by Fitriani et al. (2021) shows that story illustration increases students' imagination and reading interest, especially in narrative texts such as fairy tales and legends. However, this research is still limited to the use of static illustrations. (2) Research by Gunawan et al. (2021) explains that digital-based mind maps are able to improve students' ability to understand the structure of exposition texts. However, this study has not specifically explored the effect of the use of mind maps on the ability of students who have visual learning styles compared to other learning styles. (3) Research by Rahmawati et al. (2019) states that comic media has been proven to be effective in presenting narratives chronologically. This research emphasizes that the combination of visuals and text makes it easier for students to understand the storyline. Nonetheless, the use of comics for non-narrative texts such as procedure or exposition is still underexplored, thus becoming a relevant research gap. (4) Research by Putra et al. (2022) shows that photos or real images help students understand descriptive information more concretely. However, the challenge in this study is how to ensure the relevance of the images to the local context of students, which has the potential to improve emotional and cognitive connectedness.

This study aims to fill the gap by: (1) Describing the process of using image media in text-based Indonesian learning in grade III of SDI Nurul Yaqin. (2) Analyze the improvement of students' ability to understand and compose texts after using picture media in learning. Thus, this research not only complements previous studies, but also makes a new contribution to the way image media is applied more effectively in text-based learning, particularly at the elementary school level.

The integration of image media, as reported in various studies, has a positive impact on text-based learning. In addition to increasing the attractiveness of learning, this media makes it easier for students to understand the content of the text in depth and creatively.

The use of this media not only helps students understand the content of the text, but also improves their ability to compose texts based on the images that have been provided. This method is expected not only to help students understand the content of the text, but also to build their critical and creative thinking skills in arranging ideas in a sequential manner according to the structure of the text. This research makes an important contribution in developing innovative and applicable learning methods for Indonesian in elementary schools.

RESEARCH METHOD This study uses a qualitative approach with a descriptive type of research. This approach aims to describe in depth how image media is applied in text-based Indonesian learning and its impact on students' ability to understand and compose texts.

The subject of the study was a class III student of SDI Nurul Yaqin which amounted to 30 students. Indonesian teachers are also involved as an additional source of information to understand the overall learning process.

Data Collection Techniques: (1) Observation is carried out to observe the learning process using image media, student involvement, and student responses during learning. (2) Semi-structured interviews were conducted with students and teachers to explore their experiences related to the use of image media in Indonesian learning. (3) Documentation in the form of photos of learning activities, students' work (texts arranged based on pictures), and field notes. (4) Analyze the results of student assignments, such as understanding the content of text based on story illustrations, mind maps, or posters. The data was analyzed using the model of Miles and Huberman (1984), which includes: (1) Data reduction, namely by summarizing important data from observations, interviews, and documentation. (2) Presentation of data, compiling findings in the form of narratives or tables. (3) Deduce the main patterns or themes found during the research.

RESULT AND DISCUSSION

This study examines the application of image media in text-based Indonesian learning in grade III of SDI Nurul Yaqin. Data was obtained through observation, interviews with students and teachers, and analysis of student learning outcomes. Based on data collection carried out through observation, learning outcome tests, and interviews with students, the following are some of the scientific findings obtained: (1) Improvement of Students' Text Comprehension. The results of observations show that the use of story illustrations helps students understand the storyline, characters, and setting better. Previously, only 45% of students were able to retell the content of the story in a row. After using image media, this percentage increases to 85%. In an interview, one of the students said: "If there is a picture, it makes it easier for me to understand the story. I can tell what happened and who the character is." Students have a better understanding of narrative texts with story illustrations, students can also better identify storylines, characters, and settings. Previously, students had difficulty composing stories because they did not understand the narrative structure in its entirety. After using illustrations, about 85% of students are able to retell the content of the story in a row. In addition, students are also able to develop descriptive paragraphs that are rich in vocabulary. (2) Increasing Creativity and Motivation of Students. Image media increases student engagement and motivation. When using comics or posters, students are more enthusiastic about discussing, asking questions, and composing texts. This is different from previous learning which tends to make students passive. The teacher also noted an increase in students' creativity in compiling interesting illustration-based texts. As the results of the interview with the teacher stated: "With the medium of pictures, children look more excited. They not only understand the material, but are also more creative when writing stories." Students admitted that they were happy because learning felt more fun. One of the students said: "Fun, Mom! The drawings are funny, and I can make a longer story." (3) The Role of Media in Simplifying Abstract Concepts. Abstract concepts in procedure-based or exposition texts become more concrete with the help of infographics or mind maps. For example, students find it easier to understand the steps of making simple crafts after seeing pictures of procedures that are systematically arranged. As the results of the interview with the teacher stated: "When I use mind maps, students are faster to grasp the relationships between ideas in the exposition text." (4) Teacher and Student Response to Image Media. The teacher stated that image media is very helpful in creating interactive learning that is relevant to the needs of students. Students also stated that pictures make learning more engaging and help them understand the material better. As the results of interviews with teachers who said that image media makes learning more interactive and relevant. He also added: "Students who are usually passive become more confident to speak in class." The majority of students stated that the medium of images helped them understand the lessons. One student said: "I learned how to make text well, because the pictures gave me ideas." The overall **results show that the use of** image media in text-based Indonesian learning not only improves students' understanding, but also motivates them to engage more actively in learning.

CONCLUSION

The use of image media in text-based Indonesian learning has a significant impact on students' understanding and creativity. Image media has been proven to make it easier for students to understand various types of texts, such as narrative, descriptive, and procedural texts. Relevant illustrations help students identify important elements in the text, such as structure, figures, plots, and steps, thus improving their understanding. In addition, image media is able to increase learning motivation and student involvement in the learning process. Activities that involve image analysis, story creation, or text development based on illustration encourage students' creativity. Students become more active in discussions and show greater interest in learning compared to conventional methods. The medium of images also plays an important role in simplifying abstract concepts that are difficult to understand only through verbal explanations. Infographics and mind maps, for example, help students understand exposition or procedural texts more easily and in a structured way. The positive response from teachers and students shows that image media not only facilitates teaching but also creates a more interesting and interactive learning atmosphere. Image media is relevant to modern educational needs that demand active, creative, and context-based learning. By integrating this media, Indonesian learning becomes more effective, fun, and meaningful for students. This study confirms that image media is an effective learning strategy in improving text comprehension and building student involvement in the learning process.

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