



## Analysis the “Memirsa” Skill Learning Model for Primary School Students

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### Article History:

Received: Jun 23, 2023

Revised: Jul 09, 2023

Accepted: Jul 26, 2023

Online First: Jan 01, 2024

### Keywords:

Fifth Macro Skills,

Learning Mode,

Memirsa Skill,

Primary Education.

### Kata Kunci:

Keterampilan Memirsa,

Ketrampilan Makro ke

Lima,

Model Pembelajaran,

Pendidikan Sekolah Dasar.

### How to cite:

Wahyuningsih, Y., & Purnanto, A. W. (2024). Analysis of the Mamirsa Skill Learning Model for Primary School Students. *Edunesia : Jurnal Ilmiah Pendidikan*, 5(1), 156-171.

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**Abstract:** The purpose of this research is to find out the memirsa learning model in class IV A SDIT Muhammadiyah Bandongan, the research method used is qualitative research with the type of in-depth observation (Natural Observation). Data collection methods were observation, interviews, and field notes conducted for one month at the research location. The results showed that the visual learning model had been implemented with a percentage of 40%, including aspects of visual literacy as much as 60% and critical literacy as much as 40%. In the visual Mliteracy stage, flushing learning is included in the early phase, characterized by learners' understanding or response to simple multimodal texts that are familiar and predictable in structure. While in the type of critical mamirsa, learning to view is in the exploration phase which is characterized by integrating strategies in understanding, recognizing, and interpreting the content, purpose and form of multimodal texts. In learning to view is supported by the use of media in the form of textbooks with a percentage of 61%, power point 31% and wall crafts 8%.

**Abstrak:** Tujuan penelitian ini adalah untuk mengetahui model pembelajaran memirsa yang ada di kelas IV A SDIT Muhammadiyah Bandongan, metode penelitian yang digunakan berupa penelitian kualitatif dengan jenis observasi mendalam (Natural Observation). Metode pengumpulan data dilakukan dengan observasi, wawancara, dan catatan lapangan yang dilakukan selama satu bulan dilokasi penelitian. Hasil penelitian menunjukkan bahwa model pembelajaran memirsa sudah diterapkan dengan presentase sebanyak 40%, termasuk dalam aspek memirsa meliputi visual sebanyak 60% dan memirsa kritis sebanyak 40%. Pada tahap literasi visual pembelajaran memirsa masuk dalam fase dini, ditandai dengan pemahaman atau respons peserta didik terhadap teks multimoda sederhana yang sudah dikenal dan strukturnya sudah dapat diprediksi. Sedangkan pada jenis memirsa kritis pembelajaran memirsa masuk dalam fase eksplorasi yang ditandai dengan pengintegrasian strategi dalam memahami, mengenali, dan menafsirkan isi, tujuan dan bentuk teks multimodal. Dalam pembelajaran memirsa didukung dengan 3 penggunaan media berupa buku teks dengan presentase sebanyak 61%, power point 31% dan prakarya dinding 8%.

## A. Introduction

Education is an investment in the future of a nation (Wijaya & Ananda, 2021), through education it will produce an educated generation that is superior in achievement and noble in character and is expected to be ready to compete in global competition. Therefore, a quality education system is needed. High-quality education determines the quality of a nation and has a significant effect in encouraging the process of social transformation towards life for a smart and dignified nation. Quality education is influenced by the curriculum. The curriculum is an integral part of the education process (Insani, 2019). It is said so, because the curriculum becomes a guideline and basis for implementing the learning process at school. the curriculum in education continues to undergo improvements in accordance with the demands of the times where the development of science and technology is increasingly rapid.

Currently, there is a plan to change and improve the 2013 Curriculum with the Merdeka Curriculum initiated by the new government with the current Minister of Education, Culture and Research. Nadiem Makarim established Merdeka Curriculum as a refinement of the curriculum. There are four Merdeka Belajar policies presented by the Ministry of Education and Culture, one of which is that the National Examination is changed to the Minimum Competency Assessment (AKM) and the Character Survey which focuses on literacy, numeracy, and character as an effort to improve the quality and quality of education which refers to the good practices of international assessments such as PISA and TIMSS (Angga et al., 2022).

One of the distinctive features of the independent curriculum is the improvement of learner literacy which can be developed through language skills. The stage that must be passed by elementary school-age children is to be able to master the four main tasks of language skills that are interrelated. The four main tasks are known as language development tasks, namely understanding, developing vocabulary, organizing words into sentences and speech (Desrinelti et al., 2021). Based on the provisions of the 2013 curriculum, Indonesian language learning refers to the core competencies and basic competencies as stated in the Regulation of the Minister of Education and Culture Number 24 of 2016, the language component includes writing, reading, listening and speaking.

These competencies are refined again through the independent curriculum as stated in the copy of the Indonesian language learning outcomes based on the Decree of the Head of the Education Standards, Curriculum and Assessment Agency Number 008/Kr/2022, including the development of receptive language skills (listening, reading and mamirsa) and productive language skills (speakiagelangng and presenting, and writing). In addition, the pedagogic genre model is also the main learning model in Indonesian language subjects (BSKAP, 2022).

The rapid development of technology also supports and opens the widest possible access for teachers and students to try to improve their abilities in learning, especially in visual literacy learning. Kress (2003) states that literacy cannot be separated from various social, technological and economic factors (Lim et al., 2018). Today's generation spends

more time in the digital zone so that it greatly affects the way they learn and think. This is in line with the Ministry of Education and Culture policy that has changed the learning approach by using technology as a learning resource (Mulyadi & Wikanengsih, 2022). One of the aspects in Indonesian language lessons that reflects this development is the ability to view.

According to Sabino (2015), mamirsa is a process that supports language and literacy skills. The goal of this skill is to understand visual images and connect them with the accompanying spoken or written words. Connecting visual images in videos, computer programs, and websites with accompanying printed or spoken words, improves listening skills when students pay attention to nonverbal communication and visual elements of performances, videos, television, films, and multimedia presentations, and improves reading when students pay attention to images that accompany print (e.g., charts, diagrams, illustrations); specific textual techniques (e.g., layout, color, symbols); and the assumptions, perspectives, and qualities of various media such as photographs, plays, videos. When children use a combination of drawing and storytelling, linguistic and spatial intelligence reinforce each other (Hughey & Slack, 2001).

There are two categories of mamirsa skills: visual literacy and critical mamirsa. Both types will be explained below: Visual Literacy: Author John Debes in 1968 was the first to use the term "visual literacy". In the definition given by Messaris (1995) in Sabino (2015), it is stated that visual literacy is the result of knowledge and experience about the workings of visual media that emphasizes a high level of awareness. Simply put, visual literacy is something that can be seen with the senses, namely the eyes and what is seen in the mind.

Critical Mamirsa: Critical mamirsa includes critical reading, media literacy, and critical listening activities and is a receptive skill. Critical mamirsa can be implemented with various strategies. Emperor (2020) details various strategies in critical mamirsa activities, namely: 1) analyze the text, point of view and bias, then 2) analyze the text in the socio-political context, 3) read the image and the message contained, 4) identify bias in words and expressions, 5) recognize stereotypes of images or photos, 6) understand symbols, 7) analyze or evaluate assumptions, beliefs, and practices.

In mamirsa skills can follow six phases, namely the initial phase, early phase, exploration phase, consolidation phase, advanced phase and advanced phase (Mulyadi & Wikanengsih, 2022). There is research that has been done before regarding language skills in the independent curriculum, but some of these studies have not yet achieved optimal results, here are some studies.

The first research is research conducted by Yadi Mulyadi and Wikanengsih in 2021, this study tries to analyze the implementation of mamirsa language skills in driving schools by raising the title Implementation of Mamirsa Language Skills in the Learning Outcomes of the Prototype Curriculum for Grade X Indonesian Language Subjects in the Driving School Program, as for the results, namely mamirsa language skills show the stages of visual literacy and critical mamirsa. In the visual literacy category, the implementation of mamirsa during learning is included in the exploration phase, namely by integrating several ways to

record the information obtained in the form of a summary or infographic. Meanwhile, in the critical mamirsa stage, the implementation of learning enters the advanced phase by evaluating complex texts in various ways, understanding the relationship between texts in depth and providing in-depth analysis accompanied by logical and critical arguments (Mulyadi & Wikaningsih, 2022).

The second research was conducted by Daman Huri, Yeti Mulyati, Vismaia S. Damaianti, and Andoyo Sastromiharjo in 2021, with the title Initial Study of Mamirsa Skills and Learning in the Digital Age in Indonesia, the results of this study are the inclusion of mamirsa skills in language skills in line with the rapid development of technology and Indonesia should not be left behind so that mamirsa skills are presented in learning classrooms at school to improve language skills with the use of visual or audio visual digital media such as power point, advertisements, movies, internet (web, social media). Mamirsa skills require an understanding of linguistic aspects, visual aspects, audio aspects, gestural aspects and spatial aspects or also called multi-semiotic, so that comprehensive teaching is needed (Huri et al., 2021).

Further research was conducted by Sakti, Sujinah, Pheni Cahya Kardika et al in 2022 with the title Development of e-Modules of Parikan Folk Poetry for Achieving Reading and Mamirsa Elements. This study states that the e-module developed is suitable for use, this is evidenced by the acquisition of a validation score of 91.25% which means very good, media validation obtained a percentage of 78.75% which means good, and user validation obtained a percentage of 88.75% which means good. If taken on average from the three validators, the validation result of the product developed by the researcher is 86.25%, which means that the product performance is good (Sakti et al., 2022).

Previous research has discussed the forms of visual learning in specific learning subjects, there has not been a description of visual learning activities in each learning subject that involves the teacher's skills in teaching, the learning media used and the percentage of visual learning. In other countries such as South Africa and Australia, the teaching and assessment of visual literacy has become a particular concern as a result of the increased consumption of multimodal texts (Gabinete, 2017). This also reinforces that the understanding of visual skills, especially for basic education, needs valuable attention especially to meet the demands of the 21st century. Screening comprehension is not only important for understanding texts and information, but it is also the foundation for the development of other skills, such as writing, speaking, listening and presenting.

In today's digital age, where information is easily accessible through various media and platforms, audience skills are even more important. A good understanding of text enables students to interpret and analyze information they encounter in a variety of formats, including print and digital texts. In the 21st century, the ability to access, evaluate and use information effectively is an invaluable skill. It will certainly contribute to the development of digital literacy.

Digital literacy includes understanding how to use information and communication technology effectively, understanding digital ethics, and developing critical and intelligence

in dealing with information spread on the internet. As stated by (Fitriyani & Nugroho, 2022), one of the benefits of digital literacy is to increase the ability of individuals to be more critical in thinking and understanding information. By understanding the text in depth, learners can develop solid digital literacy skills, which are the demands of the 21st century. In order to develop understanding of mamirsa and other skills, basic education needs to adopt learner-centered learning strategies. The understanding of mamirsa and other skills should be the main focus of basic education. Therefore, primary education should give sufficient attention to the development of these skills so that learners can become competent individuals who are ready to face the challenges of the modern world.

This is the urgency of this research, in general, it aims to promote the application of mamirsa skills in schools in accordance with the decision of the Ministry of Education as stated in the learning outcomes of the independent curriculum, the success of this learning can be realized with the support of all elements of education, both the government in terms of providing facilities that support mamirsa learning, the role of educators who are skilled in presenting effective mamirsa learning. The specific objective of this research is to describe the implementation of visualization skills in class IV A at SD IT Muhammadiyah Bandongan. Starting from the implementation of mamirsa activities in each learning subject, aspects of mamirsa activities both visual and audio-visual aspects, and forms of mamirsa activities both visual literacy and critical mamirsa.

## B. Method

This research uses a qualitative method, the type of research used is natural observation. (Hasanah, 2017) states that natural observation is carried out in the natural environment of the subject, without any attempt to control or planned manipulation of the subject's behavior. The character of natural observation is to obtain representative data from naturally occurring behavior, so that external validity is good. The research was conducted for 1 month, specifically for 27 days with the target students of class IV A SD IT Muhammadiyah Bandongan, totaling 22 children. Data collection methods used interviews, observations and field notes. Data were analyzed using the Miles and Huberman technique, starting from data collection, data reduction, data analysis, data presentation and conclusion drawing (Sugiyono, 2018).

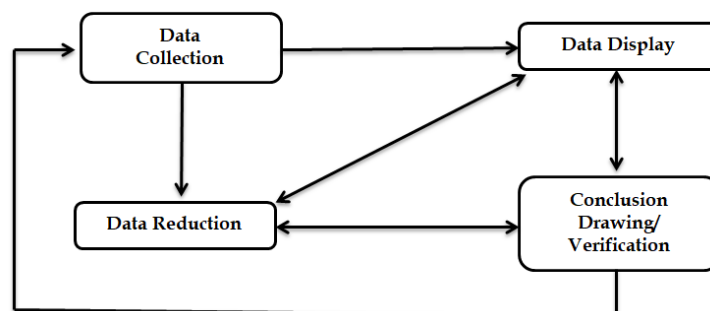


Figure 1. Conceptual Framework

The procedure used by researchers is through several stages, including the first stage of the researcher assisting learning through the shadow teacher process, the second stage of collecting data through interviews, observation and documentation (triangulation). In the reduction stage which is the third stage, the researcher selects and summarizes the main things and focuses on things related to mamirsa skills, after reducing the data is presented in the form of tables and diagrams to categorize mamirsa skills and then narrate it in the form of descriptions. The last stage is conclusion drawing and verification. The initial conclusions obtained were then supported in field observations with the discovery of valid data and evidence so as to strengthen the credibility of the research.

## C. Result and Discussion

### Result

Based on observations made during 1 month, the researcher not only acted as an observer but was also directly involved in learning and school activities as a shadow teacher in class IV A of SD IT Muhammadiyah Bandongan, which is one of the driving schools in Magelang district. Listening skills have begun to be implemented in every learning subject as receptive skills.

The following is data that shows the intensity of the application of listening skills during the 1-month study, more precisely 27 days from March 28, 2023 to May 9, 2023.

**Table 1.** Application of Audience Learning

No	Date	Activities Mamirsa	
		Available	No
1	28 March 2023	√	
2	29 March 2023	√	
3	30 March 2023	√	
4	31 March 2023	√	
5	1 April 2023		√
6	3 April 2023		√
7	4 April 2023		√
8	5 April 2023	√	
9	6 April 2023	√	
10	7 April 2023		√
11	8 April 2023		√
12	10 April 2023	√	
13	11 April 2023	√	
14	12 April 2023		√
15	13 April 2023		√
16	14 April 2023		√
17	15 April 2023		√
18	17 April 2023	√	
19	18 April 2023		√
20	19 April 2023		√
21	2 May 2023		√
22	3 May 2023		√
23	4 May 2023	√	
24	5 May 2023	√	
25	6 May 2023		√
26	8 May 2023		√
27	9 May 2023		√
<b>Total</b>		<b>11</b>	<b>16</b>

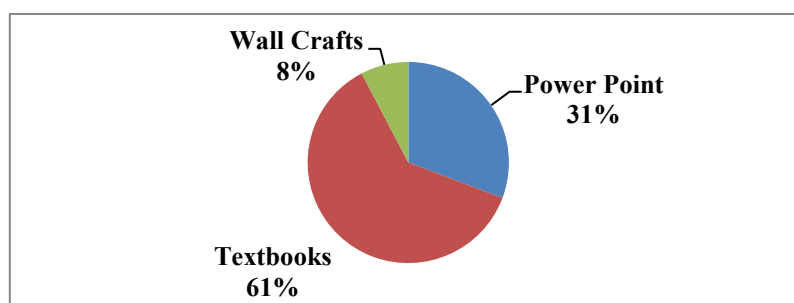
From the results of the data presentation, it can be seen that out of 27 days of observation, there were 11 days of learning that contained the skill of looking in it, if it is presented then the skill of looking in class IV A SDIT Muhammadiyah Bandongan is 40%. The application of scanning skills appeared in several learning subjects, both learning subjects taught by homeroom teachers and other learning subject teachers, the following are

the findings of learning subjects in which there are scanning activities as well as the category of scanning skills based on aspects and types of scanning skills.

**Table 2.** Mamirsa Activity Categories

No	Learning Subjects	Implementation	Mamirsa Aspect	Types of Mamirsa
1.	Indonesia Language	Activity 1	Visual	Visual Literacy
		Activity 2	Visual	Critical Mamirsa
2.	English Language	Activity 1	Audio Visual	Visual Literacy
3.	Javanese language	Activity 1	Visual	Critical Mamirsa
4.	Math	Activity 1	Visual	Critical Mamirsa
5.	Natural and Social Science	Activity 1	Visual	Visual Literacy
6.	Civic	Activity 1	Visual	Visual Literacy
		Activity 2	Audio Visual	Critical Mamirsa
7.	Project	Activity 1	Visual	Critical Mamirsa
8.	Al Islam	Activity 1	Visual	Visual Literacy
9.	Physical Education	Activity 1	Visual	Visual Literacy

From the results of the categorization of mamirsa skills, it can be seen that in terms of mamirsa aspects, 80% are in the visual category and 20% are in the audio-visual mamirsa category, while in the category of mamirsa types, 40% are included in visual mamirsa and 60% are included in critical mamirsa. From the results of observations of the use of learning media during mamirsa activities can be seen from the following diagram.



**Figure 2.** Percentage of Media Usage

The following is a detailed description of the implementation of viewer skills during the 1-month study which is contained in each learning subject.

#### 1. Indonesia Language

Mamirsa skills found in bahasa indonesia learning activities are implemented through textbooks, the first activity in the textbook is on the material of the diversity of the Indonesian nation, a map image is presented which each region is distinguished by different colors, students are asked to mention the regions on the map and their diversity. In this learning, it is included in the visual aspect, students are visualized with a map image where each region is distinguished by another color, the type of mamirsa that is implemented is included in the visual literacy category.



**Figure 3.** Mamirsa Learning Textbook

## 2. English Language

Mamirsa activities included in Bahasa Inggris learning are contained in textbooks on seasonal material by presenting pictures of various seasons with explanations through recordings. The aspects contained in these mamirsa activities are included in the audio-visual aspect.

In addition to observing the images, students are also asked to work on questions contained in the textbook which some numbers of these questions can be answered by listening to the recording played by the teacher through the speakers, the implementation is included in the type of critical mamirsa.

## 3. Javanese language

Mamirsa skills contained in Bahasa Jawa learning are implemented through Bahasa Jawa textbooks on aksara jawa, students are introduced to aksara jawa symbols including letters, numbers and sandhangan. After that, students are trained to be able to read Javanese characters by the teacher by writing them on the blackboard. Mamirsa activities that arise are included in the visual aspect with the type of mamirsa the critical mamirsa category.

## 4. Math

In learning mathematics, mamirsa activities that occur in statistics material, learning activities are assisted by visual media in the form of power points that are displayed through an LCD Projector, these activities are included in the visual aspect. Statistics material taught in the form of data and data presentation includes tables, graphs, bar charts, line charts, and pie charts.

In addition to paying attention to the teacher's explanation of the material, students are also taught how to work on the questions before students are asked to work independently.

The type of mamirsa activity in this lesson is included in critical mamirsa.

#### 5. Natural and Social Sciences (IPAS)

Mamirsa activities in IPAS learning subjects are applied through learning textbooks, where the material on economic activities is presented in the form of images of the production, distribution and consumption processes. In early learning, students are asked to read readings related to the material relayed and repeatedly, then the teacher explains with the lecture method.

These learning activities are included in the visual aspect and the type of visual mamirsa,

#### 6. Civic

The mamirsa skills found in the first Pendidikan Pancasila learning material are included in the visual aspect, the visual literacy category where the textbook is presented with a reading entitled maintaining the territorial integrity of the Republic of Indonesia on page 113, students are asked to read in a relay pointed by the teacher and repeatedly, after which the tasks of the TNI and POLRI are presented, students are asked to determine statements that include TNI / POLRI duties in the table contained in the textbook.

The second implementation was shown a movie through an LCD projector and at the end of the lesson students were asked to convey the moral message contained in the movie. The mamirsa activity is included in the audio visual in the type of critical mamirsa.

#### 7. Project

Mamirsa skills in project learning are implemented with the help of power point media displayed with an LCD Projector with traditional game learning material, presented pictures of traditional games, students in groups are assigned to analyze the tools and materials, how to make and how to play the game by writing it on a sheet of paper whose results are collected to the teacher.

The mamirsa activity is included in the visual aspect and the type of critical mamirsa.



**Figure 4.** Application of Audience Learning

In the 2nd activity through the textbook page 180 is included in the visual aspect where 6 pieces of interrelated images are presented, students are asked to see and analyze the image by writing a story in the assignment book according to the image pieces using

connecting words. This learning activity is classified as a type of critical mamirsa because students are required to be able to analyze images and express their ideas and ideas through text in the form of a coherent story after being presented in front of the class.

#### 8. Al Islam

In learning Al Islam, the activity of mamirsa is implemented in the material of Prophets and Messengers which is realized through power point media and then displayed through an LCD Projector, besides that the activity of mamirsa is also supported by a wall workshop that reads 25 prophets and apostles affixed colorfully using folding paper. These mamirsa activities are included in the visual aspect and type of visual literacy.

#### 9. Physical Education (PJOK)

Mamirsa skills in PJOK learning subjects are implemented through power point media displayed through an LCD Projector with learning material for camp activities. These mamirsa activities are included in the visual aspects and types of visual literacy.

### Discussion

The mamirsa activity implemented in class IV A of SD IT Muhammadiyah Bandongan unwittingly existed before it was formalized as a new skill in language skills contained in the learning outcomes of the independent curriculum, although its application was still simple and not well structured. Based on observations that only show 40% of scanning skills, there are only 11 scanning activities that appear during 1 month of research, to be precise for 27 days.

The implementation of discernment skills is found in 9 learning subjects, 6 of which are taught by homeroom teachers and 3 of which are taught by subject teachers, in some learning subjects the discernment skills that appear are still integrated by activities in the textbook and the demands of the material which already have indicators of discernment skills in it, such as in the subject of mathematics learning static material in which there are tables, graphs, diagrams that must be observed to analyze data,

In Bahasa jawa learning subjects in accordance with the material studied, namely about aksara jawa, there are symbols of aksara jawa in the form of letters, numbers, sandangan and other symbols, as stated by the Governments of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan and Yukon Territory (1998) that mamirsa activities are an active process of paying attention to and understanding visual media such as television, advertising images, films, diagrams, symbols, photos, videos, dramas, drawings, sculptures, and paintings. Representation allows students to communicate information and ideas through various media (Begoray, 2001).

The first category of learning to view in terms of mamirsa skills, the observation results show that the visual aspect is the dominant part in the application of mamirsa activities with a percentage of 80% compared to the audio-visual aspect of 20%. compared to the audio-visual aspect with a percentage of 20%.

In the second category, namely the type of mamirsa, it was found that the application of visual literacy and critical mamirsa was almost balanced, with only a difference of 10%, where visual literacy showed a percentage of 60%. In the visual literacy stage, learning to view is in the early phase, characterized by learners' understanding or response to simple multimodal texts that are familiar and predictable in structure. Visual literacy is an advanced understanding between technological literacy and media literacy by developing visual and audiovisual abilities in both auditory and digital print (Lisnawati & Ertinawati, 2019) Implementation in critical mamirsa shows 40%. in the type of critical mamirsa, learning to view enters the exploration phase which is characterized by integrating strategies in understanding, recognizing, and interpreting the content, purpose, and form of multimodal texts.

In practice, mamirsa is closely related to presentation skills. After working on their projects, learners are also assigned to present their work both individually and in groups. This supports learners to express themselves and creatively express their ideas and ideas from the visual aspects they have observed (Gabinete, 2017). Such a statement is in line with the opinion of (Webb et al., 2019) revealed that student-centered learning is a force that supports activeness in these learners. Learner-centered learning can provide direct experience and can develop learners' interests and needs (Utami, 2022). In this approach, educators act as facilitators who guide and encourage learners to take an active role in the learning process. To be an effective educator in learner-centered learning, teachers need to develop skills in designing active and creative learning. This involves the ability to design activities and tasks that are interesting, challenging and appropriate to students' needs and interests. As stated by Learner-centered learning also encourages teachers to continuously develop themselves. Teachers need to keep up with the latest developments in education, learn about new learning methods, and collaborate with peers to share experiences and knowledge. By developing skills in designing active and creative learning, teachers can create engaging, relevant and meaningful learning experiences for students.

The implementation of flirting learning is supported by learning media in the form of textbooks, power points and wall crafts. Of the three media, the use of textbooks holds the largest share and is most often used in flirting learning, textbooks as media as well as learning resources that provide images and illustrations that support these language activities. (Rahmadayanti & Hartoyo, 2022) Mentioned that images are effective visual tools because they can visualize something that will be explained more concretely and realistically So that the availability of textbooks supported by illustrative images can increase oral, written, visual and representative responses in students.

In addition, the textbook includes an organized source of information, the provision of comprehensive material with the applied curriculum and consistency in teaching. In its application although the intensity of its use is more, textbooks are only as a tool not the only source of learning.

The second media is power point, the use of power point media is used by teachers in teaching students to add and complement learning resources that are not contained in

textbooks, in this case the availability of LCD projectors as learning facilities is very supportive and available in every classroom, the use of power points in learning can help increase interest and interest in learning because it can make it easier for students to understand a material (Misbahudin et al., 2018).

The following are the reasons teachers use power point to facilitate understanding of the material and increase students' interest in learning, including interesting visualization by allowing the use of images, graphs, diagrams to visualize concepts that are difficult to understand to be easier to understand and remember, presentation of material with slides containing important points helps students to follow the flow of material and understanding of the structure being taught, concise content so that students can focus more on core concepts, there are interactive elements such as questions, tasks or simple games that can encourage active participation of students. The use of power point media is a reflection of the utilization of technology by teachers as stated by (Apriani, 2023) today's teachers are required to create interesting and entertaining learning to be equal to the increasingly sophisticated information technology and entertainment world. The last media is wall workshop media in the form of scientific literacy related to the material on the learning subject in the form of scientific posters and literacy in folded paper pasted in such a way on the classroom wall, it can increase multiple intelligences in learners.

By exposing literacy on the classroom wall learners will be familiar with language and terminology relevant to the scientific subject, the writing can include important concepts, mathematical formulas, key words, definitions and facts related to the learning subject. The mamirsa activities that take place in it can develop linguistic intelligence by enriching the vocabulary of learners in increasing the intensity of reading, writing and speaking, improving language skills appropriately and developing learners' communication skills. In enhancing visual spatial intelligence, writing on the classroom wall provides a strong visual stimulus for students. Visualization of information and concepts can help students understand the material better.

Pictures, diagrams, graphs or illustrations included in writing can help students connect abstract ideas with concrete visual images. This can strengthen learners' understanding of the topic and facilitate more effective information processing. Thomas Armstrong (2002) also suggests other characteristics of visual spatial ability that include the ability to visualize in it, including giving a clearer visual view, having a strong ability to read maps, graphs, and diagrams, drawing exact figures of people or objects, enjoying looking at movies, slides, or photos, enjoying doing jigsaw puzzles, mazes, or other activities that involve other visual elements, such as often daydreaming, building interesting three-dimensional constructions, doodling on a piece of paper or in a schoolwork book, and understanding more through pictures than words when reading (Syarifah, 2019).

## D. Conclusion

The results showed that the visual learning model in class 4 A of SD IT Muhammadiyah Bandongan Magelang Regency has been implemented with a percentage

of 40%, in the category of visual aspects including visual as much as 80% and audiovisual 20%, in the category of visual types including visual literacy as much as 60% and visual crit as much as 40%. In the visual literacy stage, visual learning is included in the early phase, characterized by learners' understanding or response to simple multimodal texts that are familiar and predictable in structure. Whereas in the type of critical mamirsa, learning to view is included in the exploration phase which is characterized by integrating strategies in understanding, recognizing, and interpreting the content, purpose, and form of multimodal texts. In learning to view is supported by the use of media in the form of textbooks with a percentage of 61%, power point 31% and wall crafts 8%. It was realized that the research was conducted during the fasting month where the effectiveness of learning tends to be different from normal days in general, in addition there are also Ramadan activities that indirectly reduce the effective time in learning to view.

In the context of learning in class IV A of SD IT Muhammadiyah Bandongan, the skill of visualization has been implemented without a lesson plan that specifically focuses on visualization skills. In addition, there is no specific assessment or scorecard designed to evaluate students' ability in mamirsa skills. To overcome this, there are several ways that can be done:

1. Lesson plan development: Teachers can plan lessons that focus on mamirsa skills. This lesson plan should include clear learning objectives related to mamirsa skills, appropriate learning strategies, and activities that support the development of students' mamirsa skills.
2. Use of Supportive Media: Supportive media can be used to complement the learning of mamirsa skills that contain elements that can be observed and understood by learners. With qualified facilities, it is expected that the involvement of technology in learning needs to be optimized so that it does not only refer to textbooks and power point media, but can be developed with the current sophistication of science and technology such as the use of learning applications, interactive videos, game-based problem solving and so on.
3. Assessment of Mamirsa Skills: Teachers can design a special assessment sheet that assesses learners' ability in mamirsa skills. This assessment sheet should include indicators relevant to mamirsa skills and provide teachers with clues as to the extent to which students have mastered these skills.
4. Assessment Implementation: Formative and summative assessments can be conducted to measure learners' progress in mamirsa skills. Teachers can use a variety of assessment techniques, such as written tests, observation tasks, or mamirsa skills-based projects.
5. Teacher Training and Development: Teachers need to receive training and development related to learning and assessing audience skills and other new skills. Limited teaching materials and inadequate resources should be a serious concern in order to face the challenges of the 21st century.
6. In the world of education, this research can be a reference regarding language learning, especially on mamirsa skills in every learning subject at the elementary school level.

For future researchers who will adopt this research, they must understand the focus of the research to be studied and multiply literature studies so that they will be more thorough in finding these skills in learning activities, researchers can also collaborate with teachers to create interesting and fun forms of mamirsa learning so that they can support the success of learning.

Closing is written to direct the reader to important things that are not superficial and narrow. The conclusion consists of two parts, conclusions and suggestions. The conclusion provides a summary of the description of the results and discussion in general, refers to the research objectives, and links the results of research in the field. Based on these three things, new ideas are developed which are the essence of the research findings. Suggestions are compiled based on the research findings that have been discussed. Suggestions can refer to practical action, development of new theories, and / or follow-up research.

### Acknowledgment

Thanks to all parties who have helped in the completion of this research, to the principal and homeroom teacher of IV A SD IT Muhammadiyah Bandongan and the supervisor of Muhammadiyah Magelang University.

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