Implementation of Viewing Skills for Elementary Students through Infographic Media in Creative Learning in the Era of Society 5.0

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Abstract. This research aims to describe the implementation of viewing skills for elementary school students through infographic media in creative learning in the Era of Society 5.0. The research method used is descriptive qualitative, which aims to describe events during data collection using Observation, Interview, and Documentation data collection techniques. Data analysis techniques include reduction, display, and conclusion drawing/verification. Validation of the data in this research uses triangulation of methods and sources. The research results show that applying viewing skills using infographics includes several steps: planning, implementation, and evaluation. In the implementation process, there are stages, namely preliminary, core, and closing. Changes in students after using infographic media: students who were previously passive began to be able to participate in learning. Observation results show that students' activities in classes that use infographic media in learning include cognitive, psychomotor, and affective aspects.

Keywords: Viewing, Infographic, Society 5.0

1 Introduction

Information and communication technology in the era of society 5.0 has influenced almost every aspect of human life, including education, so children in their environment grow and develop with various digital media, such as smartphones, internet, TV, and other technology. Therefore, they are exposed to either directly or indirectly existing digital media [1]. The concept to be conveyed is a societal transformation that combines technology with attention to human and humanities aspects [2]. Although digital media has great potential benefits, it also contains risks and dangers that can harm children, such as the potential for internet addiction, exposure to harmful content, and risks associated with cyberbullying. These changes provide new challenges and opportunities to increase the effectiveness of the learning process, especially at the elementary school level.

In this era, information is presented visually through various media. Technological advances that continue to develop rapidly expand language and communication skills. One of the critical skills that need to be instilled in elementary school students is viewing skills or the ability to understand and interpret information presented in various forms so that they can assess and understand information obtained from digital media and have the ability to make intelligent and appropriate decisions in using it. Digital media. Thus, viewing skills develop along with the rapid development of technology. As explained [3]. Viewing skills respond to technological

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advances, enabling the educational community to adapt to changing times.

There are two main types of viewing skills when applying: visual literacy and critical viewing [4]. Visual literacy includes the ability to describe images, think and interpret visuals, and image reading skills. Knowledge gained through visual literacy is related to how a person processes their thought patterns, allowing individuals to connect various visual elements that can be seen with previous visual experiences. Meanwhile, Critical Viewing is a receptive skill where students can analyze text, recognize text types, understand the symbols used, interpret images, and understand the meaning contained therein [5].

Visual literacy is the main competency in the learning context, an essential requirement in all education sectors. Every individual must have the skills to interpret meaning and connect visuals with aspects of visual literacy. Creative learning is becoming increasingly relevant in facing future challenges. A study states that visual literacy tasks like infographics are essential in the learning design process and should be included in future learning models. It can be noted that visual information is the primary support in presenting information [6]. Damyanov & Tsankov [7] explain that infographics are crucial in simplifying information and improving data processing for readers, making understanding more accessible and faster. Graphic media not only functions as a learning resource but also as a cognitive tool for learning. It was also said [8] that infographics could present data and ideas visually and have become a mental tool commonly used to build knowledge and facilitate readers' understanding of a situation.

However, in reality, many teachers may need more support to fully understand the concept of audience skills or need more resources to implement them. The availability of relevant learning materials may also be limited. There is a lack of innovation regarding learning that can be accepted by elementary school children who are still innocent. Infographics are a popular and effective form of visual media for presenting information in an exciting and easy-to-understand manner. Using infographics as a creative learning tool, it is hoped that elementary school students can more easily understand and remember the complex subject matter. Infographic media is considered a learning media that is appropriate and appropriate for use in the teaching and learning process by providing learning stimulation through engaging visual presentations. The hope is that the development of infographic media can increase student retention of the lesson material presented by the teacher.

Based on the background explained above, the researcher intends to implement Viewing skills for elementary students through Infographic Media in Creative Learning in the Era of Society 5.0. This research aims to describe how to implement Viewing skills for elementary students through Infographic Media in Creative learning in the Era of Society 5.0. This research was vital because it was carried out as a response to technological advances, enabling teachers to innovate in implementing learning activities by using infographics to attract student interest and involvement, hoping to improve their information evaluation skills.

2 Research Methods

The research method used is descriptive qualitative, namely analyzing and presenting facts systematically to make them easier to understand and conclude. Qualitative research methods occur because of the emergence and change in perspective towards an event. In qualitative research, data analysis must be carried out carefully so the data can be narrated accurately and become a worthy research result. This research is a case study. Research design means activities for collecting, processing, analyzing, and presenting data carried out systematically and

objectively to solve a problem, test a hypothesis, or develop general principles.

The data in this research is regarding the Implementation of Viewing Skills for Elementary School Students through Infographic Media in Creative Learning in the Era of Society 5.0. The data sources for this research are written data sources, interviews, and learning process activities carried out by teachers. This research applied ethical principles: (1) Obtaining consent from all informants. (2) The confidentiality of informants is protected. (3) Do not engage in fraudulent practices. (4) Give informants the right to withdraw from the research.

Data collection techniques are essential in research because research aims to obtain data. If the data collection is wrong, the conclusions are also wrong. Therefore, the data collection stage is the most critical in research. The data collection techniques used in this research are observation, interviews, and documentation. The observations used in this research are participatory observation and direct observation. The author observed the informant (teacher) in classroom learning activities and participated in the teacher's activities during the learning process. Questionnaires are carried out directly to students by providing questionnaire sheets.

Validation of the data used in this research uses triangulation of techniques and sources. Technical triangulation means the author tests the study's credibility by checking data from the same source using different techniques. Data collection techniques include observation, interviews, and documentation. The data produced in qualitative research is valid, reliable, and objective. In qualitative research, data can be said to be valid if there is no difference between what the researcher reports and the actual situation of the object of study.

Data analysis in this research uses the Miles and Huberman model. The data analysis process is carried out continuously and interactively so that the resulting data reflects the saturation level. Data analysis includes data reduction steps, data display, and drawing conclusions or verification. In the first stage, data reduction involves collecting the results of observations, questionnaires, document analysis, and interviews. The collected data is organized according to each category to facilitate processing. In addition, data reduction is carried out by selecting basic and essential information, while information that is considered irrelevant is removed. In the second stage, data display is carried out to facilitate further activities.

3 Result and Discussion

Audience language ability involves a higher level of skill than just listening. Students are not only exposed to images, text, or sound but can integrate them simultaneously [9]. Viewing skills are divided into two main types: visual literacy and critical viewing [3].

This research was conducted at SDN 02 Karanganyar Class V, with a focus on implementing viewing learning through infographic media. It aims to describe how to implement viewing skills for elementary students through infographic media in creative learning in the Era of Society 5.0. Based on the interview results, the teacher stated that the independent curriculum had been implemented for almost two years.

The documentation results from implementing the independent curriculum show that the teacher prepared a Teaching Module. Researchers have also observed the implementation of learning in class V of SD N 02 Karanganyar with the implementation of the Teaching Module. The initial independent curriculum was for grades 1 and 4; the following year, it increased to grades 2 and 5. Based on these results, it can be concluded that the school has implemented an independent curriculum.The Merdeka Curriculum for Indonesian language subjects has six language categories: listening, writing, reading, speaking, viewing, and presenting. Viewing skills in class V at SDN 02 Karanganyar have been implemented. Teacher G's statement (5 – 10 – 2023): "Has applied viewing skills in Indonesian and Natural Sciences lessons." The results of observations from the application of viewing skills are when science lessons are taught in

class using an LCD. It can be concluded that the school has implemented viewing skills. In applying viewing skills in class, the teacher uses visual media displayed in front of the class.

According to teacher G's statement, the application of viewing skills using infographics has indirectly been established. Although the word "infographic" may be something new for students, it has been applied. Document analysis, questionnaires, and classroom observations supported interview data. The documents analyzed are Teaching Module documents used by class V teachers at SDN 02 Karanganyar. Teachers use the teaching modules analyzed during classroom observations. The implementation of learning viewing skills with infographics in this research includes several steps, namely 1) Planning carried out by the teacher to prepare a learning plan for implementing viewing skills through infographic media; 2) Implementation of viewing skills in elementary school learning; 3) Evaluation of the implementation of viewing skills in elementary school learning.

3.1 Viewing Skills Planning in Elementary School Learning

Planning for viewing skills in learning in class V at SDN 02 Karanganyar is carried out by the teacher, namely 1) compiling a teaching module, 2) Determining methods and models, 3) creating infographics, and 4) creating material. A teacher needs a learning plan; according to [10], article 20 emphasizes that planning the learning process includes preparing a syllabus and learning implementation plan which provides for at least learning objectives, teaching materials, learning methods, learning resources, and assessment of learning outcomes.

The teacher prepares learning plans by creating teaching modules. The teacher states that making teaching modules always comes before learning. Teaching modules are constantly revised before teaching, and teachers often conduct lessons based on student interests. The document analysis results show that when making teaching modules, teachers use teaching modules from other schools and teacher manuals as references. From these results, it can be concluded that teachers plan to implement viewing skills through teaching modules created before learning and teaching modules from other schools as references.

Appropriate methods are needed to implement learning. Teachers use learning methods to ensure that learning takes place effectively and can achieve the expected goals [11]. Teachers need to be able to adapt learning methods according to student characteristics, learning materials, and environmental conditions where activities occur. Based on interviews, the methods used to develop audience skills include lectures, questions and answers, discussions, and presentations.

The learning model used in the learning implementation is Problem-Based Learning, which can be seen in the teaching modules that the teacher has prepared. According to Riyanto et al., Problem-Based Learning (PBL) is a learning approach where students solve real problems to build their own knowledge, develop high-level thinking skills, develop inquiry, and increase independence and self-confidence. Applying the PBL model supports the realization of active, creative, effective, and fun learning.

Learning materials are materials and texts that a teacher needs to carry out learning activities in the classroom. The preparation of the module is adjusted to the material taught in class and follows the learning implementation plan that has been prepared. Making teaching materials in the form of more interactive modules is a critical need to support the learning process in the classroom. With current technological advances, especially with the Canva application, creating interactive learning modules can be done more efficiently [12].

Making infographics as a planning stage for implementing mamirsa skills. Infographics are a form of visual media that plays a significant role in conveying information or material through visual symbols, aiming to illustrate a concept so that it is easier for readers to understand

[13]. In viewing skills, visual literacy helps students interpret an image's meaning [3]. Infographic media is presented as something new that combines pictures and text.

In making infographics, teachers use Canva. Canva is an online design and visual communication platform that aims to empower all individuals worldwide to create designs and distribute them to multiple places [14]. Easy to use and simple features are why teachers use Canva to create infographics. In this planning, the teacher uses sketch-type infographics and photo media. According to [15], nine types of graphic media can be used in learning, including 1) Graphics, 2) Diagrams, 3) Sketches, 4) Posters, 5) Comics, 6) Photo media, 7) Flannel boards, 8) Bulletin boards; 9) Chart.

3.2 Implementation of Viewing Skills in Elementary School Learning

We are implementing viewing skills with infographics based on the planned Teaching Module (MA). The implementation of learning does not have to be identical to the Teaching Module because the Teaching Module only reflects the implementation of learning in the classroom. The teaching and learning process in class becomes more structured, starting from the beginning to the end of learning. According to students, the implementation of learning becomes easier to understand and more interesting because of the various series of images as a variety of supporting media.

Before learning activities begin, the teacher prepares facilities and infrastructure, including laptops, projectors, LCDs, and infographics on plant body parts. Teachers' learning activities use LCDs as learning support; according to [16], LCD projectors make it easy to visualize learning material, clarity of images displayed, and practicality in use. By using an LCD Projector, you can indirectly teach students to produce more creative ideas using technology, which can be beneficial for their development amidst the ever-growing modernization era. In this research, the teacher uses the Problem-Based Learning learning model and includes several stages, namely Introduction, Core, and Conclusion, with a time allocation of 2 x 35 minutes.

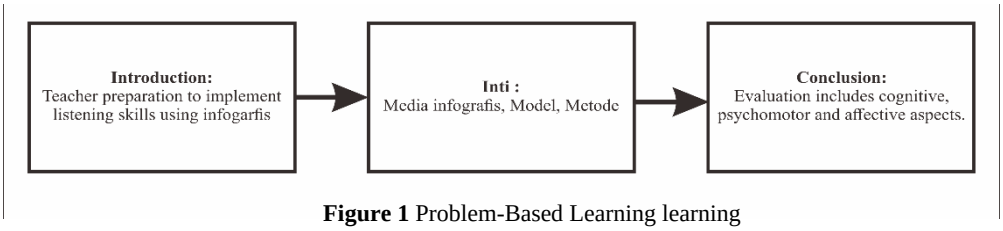

Figure 1 Problem-Based Learning learning

The first step, the introduction, begins with the teacher conducting an apperception activity on the material. The teacher greets and asks about the students' condition, then prepares a prayer before studying, which is led by a student, then sings the National Song, and the teacher reinforces the importance of instilling a national spirit. The teacher also explains the learning objectives what will be studied and the learning activities will be carried out, then the teacher conveys the material and learning objectives to the students.

In the core section, the teacher uses a teaching module with a problem based learning model in the science and science subject CHAPTER I about plants, the source of life on Earth. In the core activities in the teaching module, there are steps, namely 1) Orientation of students to the problem; 2) Organizing students; 3) Guiding investigations; 4) Developing and presenting work results; 5) Analyzing and evaluating the results of the work.

In orienting students to the problem, the teacher gives a trigger question before explaining the material, such as "What are the body parts of plants?" "What parts of plants are usually

processed into vegetables?". In the learning process, using trigger questions can improve thinking skills, including memory, and build students' courage and skills in responding and expressing opinions [17]. After that, the teacher opens a PowerPoint slide about plant body parts with the students and reads the material displayed on the PowerPoint slide. Students were very enthusiastic when the teacher asked them to read the material, as seen from the number of students who raised their hands. This is the student's collaboration and communication competency. This is by the Partnership for 21st Century Skills (P21) based in the United States, which states that the skills needed by human resources in the 21st century include critical thinking skills, creative thinking skills, or creativity (Creative Thinking). Skills), communication skills (Communication Skills), and collaboration skills (Collaboration Skills) [18].

Figure 2 Plant infographic

Furthermore, in Figure 1, the teacher also asks students to observe the plant infographic image and name the body parts of the plant. Students enthusiastically mentioned the body parts of plants, namely "fruit, leaves, roots, stems, and flowers." From students' answers after viewing the infographic and showing a better understanding of body parts plants and stated that visualization helped him remember information better.

Figure 3 Flower infographic

Students can name the parts of a flower and identify the shape of the flower parts. Students mentioned "flower stalks, green flower petals, yellow and circular flower crowns, pistils in the middle and banangsari surrounding the pistils" in Figure 2. But from the students' answers. Some students still don't understand the difference between pistils and stamens. The teacher explains the difference to the students and successfully identifies petals, corollas, stamens, and pistils. These design elements create students' interest and excitement in infographics, increasing their

interest in learning.

Next, the teacher displays an infographic on plant body parts. Students are asked to fill in the plant body parts and their functions. Students fill in the plant part of the infographic on the previous slide and then explain the part they wrote. So, regarding viewing skills, infographics help students interpret a visual. This is a competency in students' creative thinking skills. The teacher appreciates and applauds students who dare to fill in the plant section in the infographic in front.

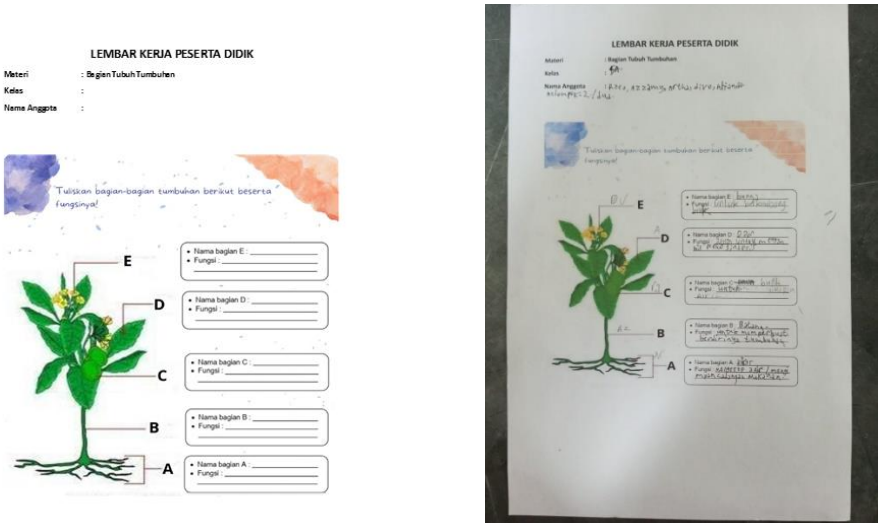

Figure 4 Student LKDP

The second step in the PBL model is organizing students; the teacher divides them into six groups, each comprising five members. Next, the teacher explains the steps for working on the questions on the LKPD in Figure 3. In the third step of guiding the investigation, students discuss and share tasks with group members to write down the functions of plant bodies. Students answer the parts of plants and their functions on the LKPD sheet provided by the teacher in Figure 3. In the discussion activity the teacher supervises and guides the progress of the discussion activity in completing the LKPD while assessing using a rubric. Then, each group presents the discussion results to the class, represented by one of the group members. In turn, students name the parts of the plant, namely Flowers, Leaves, Fruit, Stems, and Roots, and are given appreciation with applause.

The fourth next step is developing and presenting the results of the work. Students prepare tools and materials to make a herbarium from dried plants. Next, they work together to create a herbarium from dried plants and provide information on the parts of the plant body. Then, one of the group members presents to the class the results of making the herbarium. In the fifth step of analyzing and evaluating the work, other groups pay attention and provide feedback on the work that has been created. The teacher provides input and feedback.

At the end of the lesson, the teacher and students conclude the lessons they have learned and allow students to ask questions if there is material they have not understood. The teacher reinforces this by completing a summative assessment and working on evaluation questions. Assessment in the learning process can show student abilities changes [19]. Next, reflect on the learning by answering the question, "Did you enjoy learning today?". The teacher advises students and ends the lesson with prayer and greetings.

3.3 Evaluation of the Implementation of Viewing Skills in Elementary School Learning

Evaluation of the implementation of viewing skills includes cognitive (knowledge), psychomotor (skills), and affective (attitude) aspects. In the mental element, students can name the body parts of plants when answering evaluation questions. In the psychomotor element, it can be seen in Error! Reference source not found. Students can present the body parts of plants written in the infographic by identifying the body parts shown in the previous slide. Meanwhile, in the affective aspect, students are brave and confident enough to write answers in front of the class and read the material when the teacher asks them. Changes in students after using infographic media: students who were previously passive began to be able to participate in learning, and the class atmosphere became more active

4 Conclusion

The research results show that viewing skills are implemented with infographics and learning tools such as teaching modules, materials, and projectors as learning supports. Then, students can master viewing skills even though they need to re-observe, and when working on questions, students do not experience difficulties. There were changes in students who were previously passive, starting to be able to participate in learning, and the class atmosphere became more active after using infographic media. Based on the data obtained on learning outcomes, it can be concluded that using infographics is beneficial in viewing skills in class V of SD Negeri 2 Karanganyar. Apart from that, the results of observations show that the activities of students in classes who use infographic media in learning include cognitive, psychomotor, and affective aspects.

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