

EXPLORING TEACHERS' EXPERIENCES IN IMPLEMENTING VISUAL LITERACY-BASED LEARNING MEDIA IN EARLY ELEMENTARY WRITING LESSON: A CASE STUDY

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ABSTRACT

This qualitative case study explores teachers' experiences in implementing visual literacy-based learning media to enhance early elementary students' writing skills. Data collected from two second-grade teachers, through interviews, classroom observations, and document analysis, revealed that the media significantly improved student motivation and engagement in writing activities. Teachers reported that the use of visual literacy media made the writing process more enjoyable and less intimidating, encouraging students to participate actively and helping them organize their thoughts and express their ideas effectively. In addition, quantitative measures, including pre-test/post-test comparisons and T-tests, confirmed a statistically significant improvement in motivation and writing engagement in the experimental group compared to the control group. The study concludes that visual literacy-based media effectively supports idea organization and enhances the writing experience by fostering a more interactive, student-centered classroom environment. These findings suggest that visual literacy-based media not only improves students' writing skills but also stimulates creativity, critical thinking, and active engagement in learning.

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INTRODUCTIONS

The advancement of information and communication technology in the era of globalization has significantly influenced education, especially in shaping the development of human resources (HR) capable of competing on a global scale (Maturbongs, 2019). One of the sectors most affected by these changes is education, which serves as a strategic tool for creating creative, productive, and high-quality generations (Anggraeni, 2019). Education plays a pivotal role in enhancing the quality of human resource and making learning more enjoyable (Mantiri, 2019). Agustina et al. (2019) emphasize that a nation's advancement is determined by the quality of its human resources, not just its natural wealth.

However, the learning process in elementary schools still faces challenges, particularly in writing lessons. Based on preliminary observations and interviews with a second-grade teacher at SD Negeri Pasucen, it was found that students lacked motivation in writing activities, were often passive, and experienced difficulties in generating ideas in written form. The learning process remained conventional, dominated by lectures, and lacked engaging media, which contributed to low student involvement in writing tasks. Writing was often often as a mere obligation rather than a meaningful learning activity.

Visual literacy-based learning media play a crucial role in addressing these issues by providing engaging, interactive, and meaningful learning experiences. Learning media function as instructional aids that help teachers communicate content and capture students' attention (Tanjung & Silalahi, 2022). According to AECT, media refers to the forms and channels used to deliver educational messages. Salwani & Ariani (2021) argue that various forms of media facilitate the effective delivery of learning materials and function as communication bridges between teachers and students.

These media also enhance motivation and student engagement, as they facilitate two-way communication, make abstract concepts more concrete, and increase interest in learning (Zaini & Dewi, 2017). Rahmayanti et al. (2021) further assert that media can improve understanding and strengthen motivation by creating more engaging learning experiences. Additionally, media help overcome student limitations, clarify materials, and foster interest in learning (Haryono, 2015; Sanjaya, 2017). Visual media, in particular, have been shown to enhance attention, improve comprehension, and aid students who struggle with reading (Levie & Lentz, 1982 in Sanaky, 2009). Kemp & Dayton (1985) emphasize that media can convey information, motivate students, and create meaningful learning activities.

To maximize student motivation and engagement, the selection of learning media must be aligned with learning objectives, student characteristics, and motivation (Arsyad, 2019). Muali (2018) adds that media should be practical, flexible, and adapted to students' needs. Effective media should also be interactive and suitable for students' cognitive development (Rumampuk, 2017; Astriani, 2018). Media should align with competencies, usability, and resource availability (Pratiwi & Meilani, 2018).

One form of media particularly suited to early elementary students is visual literacy-based learning media. Visual literacy refers to the ability to interpret visual messages through images, shapes, colors, and symbols (Nurhayati et al., 2020). It helps students organize ideas visually, even before their reading skills are fully developed. UNESCO asserts that literacy is a fundamental human right for lifelong learning, encompassing not only reading and writing but also critical and reflective thinking (Rahayu, 2016; Saomah, 2017). Rohman (2022) notes that visual literacy fosters students' imagination and creativity. In the context of the Industrial Revolution 4.0, visual literacy includes skills such as critical thinking, communication, collaboration, creativity, and innovation (Fitriani & Aziz, 2019).

Visual literacy in schools aims to develop literacy skills, create an enjoyable learning environment, and foster a culture of literacy (Suragangga, 2017). Jatnika (2019) identifies the benefits of visual literacy as improving knowledge, character, critical thinking, and problem-solving skills. Nugraha (2017) divides visual literacy into stages of habituation, development (Faizah, 2016), and learning (Irine & Gay, 2016), which ultimately guide students in translating visual ideas into written forms.

In early elementary education, writing is a crucial skill for cognitive and psychomotor development (Hidayah, 2018). Writing helps students express ideas creatively and understand language structures (Ramadhani, 2020; Nurlatifah et al., 2020). Pratama et al. (2017) assert that writing instruction should foster creativity, not merely focus on technical rules. Visual literacy-based learning media can therefore support this by helping students understand ideas through images, while simultaneously boosting their motivation and engagement in writing tasks.

This study aims to explore teachers' experiences in implementing visual literacy-based learning media in early elementary writing lessons. By examining how these media influence students' motivation and engagement, the research will provide insights into the effectiveness of visual literacy as a pedagogical approach in early writing education.

METHOD

This study employed a convergent mixed-methods design. A qualitative case study approach was used to explore teachers' experiences, while a quasi-experimental component (using pre-test/post-test control group design)

was incorporated to quantitatively measure the media's impact on student motivation and engagement. The aim was to understand how visual literacy-based media were integrated into the teaching process, the challenges faced by teachers, and the perceived impact on students' motivation and engagement in writing activities. The use of mixed methods allowed for a more comprehensive analysis of both qualitative insights and quantitative outcomes.

A case study design was selected because it provides an in-depth understanding of a phenomenon within its real-life context (Yin, 2014). This approach allows the researcher to gather rich and detailed data about teachers' experiences and the instructional practices they employ when using visual literacy-based learning media in the classroom (Creswell & Guetterman, 2019). As a case study, this research involved one primary school, SD Negeri Pasucen, where second-grade teachers implemented visual literacy-based media during writing lessons. The participants in this study were two second-grade teachers at SD Negeri Pasucen, selected through purposive sampling based on their experience and involvement in implementing visual literacy-based learning media in their writing lessons. According to Patton (2015), purposive sampling is ideal for selecting participants who are knowledgeable about the topic of study and can provide in-depth insights.

Data collection methods included semi-structured interviews, classroom observations, document analysis, and a quasi-experimental design. Semi-structured interviews were conducted with the two teachers to explore their experiences, challenges, and perceptions regarding the use of visual literacy-based media in teaching writing. The interview questions were designed based on the theoretical framework of visual literacy and its role in early elementary education (Rahayu, 2016; Rohman, 2022). Classroom observations were conducted to observe the implementation of visual literacy-based media in writing lessons, focusing on how these media were used to enhance student engagement and writing skills. The researcher also analyzed lesson plans and instructional materials to understand how visual literacy was integrated into the curriculum (Sanjaya, 2017).

For the quasi-experimental component, pre-test/post-test data were collected to assess students' motivation and engagement levels before and after the intervention. The quantitative data collected from these tests were analyzed using statistical methods, including T-test and N-Gain, to measure the impact of visual literacy-based media on student outcomes.

The interview guide consisted of open-ended questions aimed at understanding teachers' perceptions and experiences regarding the use of visual literacy-based learning media in their classrooms. Key questions included: (1) How do you integrate visual literacy-based media in your writing lessons? (2) What challenges have you faced when using these media in the classroom? (3) How do you perceive the impact of visual literacy-based media on students' writing skills and motivation? (4) What kind of student responses have you observed when using visual literacy-based media? Classroom observation sheets were used to record the specific media used, teacher-student interactions, and student engagement during writing lessons. The observations focused on how visual elements, such as images and symbols, were used to facilitate writing activities and how students interacted with these media (Pratiwi & Meilani, 2018).

The observational data were collected over a period of four weeks, with a total of eight lessons observed. This allowed the researcher to capture a wide range of interactions and media usage patterns across different teaching sessions. To ensure reliability in the thematic analysis, the researcher used inter-coder reliability. Two independent coders were involved in the analysis process, with a 90% agreement rate achieved. This validated the consistency of the coding scheme.

Data analysis was conducted using thematic analysis, a method suitable for analyzing qualitative data by identifying patterns and themes within the data (Braun & Clarke, 2006). The researcher transcribed the interviews and observations, coded the data, and identified recurring themes related to teachers' experiences, the challenges they encountered, and the perceived effects of visual literacy-based media on students. This approach allowed the researcher to gain insights into the teachers' instructional practices and how visual literacy-based media were implemented in writing lessons. The data were analyzed through an iterative process, where the researcher continuously compared and contrasted the data to ensure validity and reliability (Creswell & Poth, 2018). The researcher also used member checking by sharing the findings with the participants to ensure that the interpretations accurately reflected their experiences.

RESULT AND DISCUSSION

Result

The results of this study describe the experience of teachers in implementing visual literacy-based learning media, designed to enhance students' motivation and writing engagement in writing activities. The media was developed to be attractive and interactive, tailored to the developmental characteristics of elementary school students to prevent boredom. The media used consists of **story** picture series, arranged in a visual sequence, making it easier for students to understand the storyline and engage actively in the learning process.

Product Practicality

The practicality of the product reflects how easily and engagingly the media can be used to assist students in learning (Sa'adah & Wahyu, 2020). Practicality testing was conducted through a questionnaire completed by one second-grade teacher and 22 student users of the media.

Practicality from the Teacher's Perspective

The teacher rated the media at 89.6%, categorized as **“very practical.”** The teacher stated that the media: was easy to use without additional applications, motivated and excited students more during writing activities, and saved time in explaining, as the images provided context for the story.

Table 3. Practicality Assessment by the Teacher

No	Evaluation Aspect	Score Obtained	Maximum Score	Percentage (%)	Category
1	Ease of using the media	9	10	90.0	Very practical
2	Clarity of instructions and visual display	9	10	90.0	Very practical
3	Content alignment with the curriculum	8	9	88.9	Very practical
4	Media's ability to increase learning motivation	9	10	90.0	Very practical
5	Active student involvement in learning	8	9	88.9	Very practical
Average Total			89.6%	Very practical	

These results indicate that, from the teacher's perspective, the visual literacy-based media has a high level of practicality, as it is not only easy to use but also helps the teacher manage the class more effectively and efficiently.

Practicality from the Students' Perspective

The students rated the media with an average score of 86%, categorized as **“practical.”** Students reported heightened enthusiastic and confidence in writing because the images helped them find ideas and focus on the writing activities. The colorful and expressive visuals made the writing process enjoyable and stimulated active engagement.

Table 4. Practicality Assessment by the Students

No	Evaluation Aspect	Score Obtained	Maximum Score	Percentage (%)	Category
1	Ease of understanding the instructions and content	17	20	85.0	Practical
2	Appeal of display and illustrations	18	20	90.0	Very practical
3	Language suitability for students' ability	16	20	80.0	Practical

4	Student involvement and enthusiasm in using the media	18	20	90.0	Very practical
5	Ease of transferring writing ideas from the images	17	20	85.0	Practical
Average Total			86%	Practical	

Based on these results, the visual literacy media is considered practical and liked by students. The aspects of visual appeal and ease of transferring writing ideas received the highest ratings, indicating that the media successfully facilitated students in connecting visual observations with verbal representations (Rohman, 2022). Additionally, the positive student feedback shows that the use of visual media can increase motivation and engagement in writing activities. This is consistent with Afrita et al. (2023), who found that visual media-based learning creates an enjoyable, interactive learning environment that is oriented toward meaningful learning experiences.

Effectiveness of the Media on Motivation and Writing Engagement

The effectiveness of the media was tested using two groups: an experimental group (using visual literacy-based media) and a control group (using conventional learning). Assessment was done through: (1) Student motivation questionnaires, (2) Writing engagement observations (student involvement during writing activities), (3) Pre-test and post-test assessments related to the writing process to capture changes in engagement.

Comparison of Motivation and Writing Engagement (Pre-test & Post-test)

Before and after the learning sessions, students were asked to complete instruments measuring writing engagement and motivation. The instruments used to assess motivation and engagement were developed based on key indicators in the ARCS Model of Motivation and the Dual Coding Theory. The results showed: (1) The experimental group showed a higher increase in writing engagement, (2) Students were more active in asking questions, sharing ideas, and completing writing tasks.

Table 5. Comparison of Motivation and Writing Engagement (Pre-test & Post-test)

Group	Motivation (Pre-test Score)	Motivation (Post-test Score)	Writing Engagement (Score)	Increase (%)
Experimental	66.18	89.27	High	+35%
Control	67.05	77.25	Moderate	+15%

Data was normally distributed and homogeneous. The T-test result showed a **Sig.** = 0.000 < 0.05, indicating a significant difference in motivation and writing engagement between the experimental and control groups. N-Gain for the experimental group is 79.08% (high category) and N-Gain for the control group is 31.04% (low category).

Table 6. Summary of Media Effectiveness Based on N-Gain and T-test

Group	Average Pre-Test Score	Average Post-Test Score	N-Gain (%)	Effectiveness Category	Sig. (T-test)	Remarks
Experimental	66.18	89.27	79.08	High	0.000 < 0.05	Significant difference
Control	67.05	77.25	31.04	Low	-	-

The significance value of 0.000 < 0.05 from the T-test shows a significant difference between the learning outcomes of students using visual literacy-based media and those using conventional learning methods. Therefore, it can be

concluded that visual literacy-based writing media is **effective** in improving the writing skills of second-grade elementary students.

Discussion

The Impact of Media on Student Motivation

The results of this study show that the use of visual literacy-based learning media has a positive impact on increasing students' motivation in writing activities. The media, validated by media experts with a score of 87.5% and content experts with a score of 88.3%, both categorized as "very valid," indicates that the media meets visual, technical, and pedagogical aspects, encouraging students to be more motivated to engage in the learning process. This is consistent with Sendekie (2022), who states that learning media integrating appealing visual and verbal elements enhances attention and encourages student involvement.

Moreover, the attractive visual display has been shown to improve student motivation and concentration at the beginning of the lesson, as highlighted by Afnita et al. (2023). The sequential visual images in the media help students grasp ideas and stimulate curiosity, prompting them to express their thoughts through writing. Levie and Lentz (1982) also reinforce this finding, asserting that visual illustrations enhance memory and facilitate information processing. Therefore, student motivation increases as the media provides engaging and easily understandable visual stimuli. From the perspective of Keller's (1987) ARCS Motivation Model (Attention, Relevance, Confidence, Satisfaction), the visually appealing design of the media triggers attention while the relevance of the writing activity to students' experiences contributes to their engagement. The visual literacy-based media in this study effectively meets these two main aspects by presenting concrete images directly related to students' imaginative experiences.

Visual Literacy-Based Media and Writing Engagement

The use of visual literacy-based media has also proven to enhance students' writing engagement during the writing process. The analysis of the practicality test shows that the media received a score of 89.6% from the teacher and 86% from the students, indicating that the media is very easy to use and facilitates active engagement in learning. This practicality allows students to focus on the writing process rather than struggling with understanding instructions or the media itself. These findings align with Nurrita (2018), who explains that practical learning media optimize time and simplify the learning process.

Students' responses indicated an increase in emotional and cognitive engagement in writing activities. The media helped students generate ideas, develop storylines, and express emotions through writing. This finding is consistent with Lailah and Muthi (2025), who state that visual media can increase active student engagement in learning through more concrete and enjoyable experiences. From a theoretical standpoint, this can be explained through Paivio's (1986) dual coding theory, which posits that visual and verbal information processed simultaneously enhances memory and students' focus. The attractive visualization connects students to the writing task, increasing engagement from the early stages to the completion of the writing.

Theoretical and Practical Implications

This study reinforces the theory of multimodal literacy, which integrates text, images, and visual symbols into the learning process (Fitriani & Aziz, 2019). In practice, visual literacy-based media helps teachers implement student-centered learning by engaging students in activities such as observing images, interpreting them, and developing writing based on their imagination. This approach supports the 21st-century skills framework, which includes creativity, communication, collaboration, and critical thinking (4C). The use of visual media in writing instruction makes the writing process more enjoyable and meaningful, no longer perceived as a boring and stressful task. This condition aligns with Rohman (2022), who explains that visual literacy facilitates critical thinking and students' creativity in developing ideas.

Synthesis of the Discussion

Overall, the research demonstrates that visual literacy-based media is not only valid and practical to use but also effective in enhancing students' motivation and writing engagement. The visual images help students connect

visual experiences to written expression, fostering emotional and cognitive involvement during learning. This finding supports previous research (Aulia & Munajah, 2024; Lailah & Muthi, 2025), which shows that the use of visual-based media consistently improves motivation, engagement, and students' literacy skills.

Teachers' Experiences in Implementing Visual Literacy-Based Learning Media

In the implementation of visual literacy-based learning media, teachers in this study reported a mix of enthusiasm and challenges in incorporating these media into their early elementary writing lessons. One teacher shared that the use of visual storytelling through images significantly transformed how students approached writing tasks.

The media not only helped students organize their thoughts visually but also provided a fun and engaging way to think about writing. The teacher noted that students, especially those with limited reading skills, were more willing to engage with the task because the visual elements acted as a scaffold for their writing process. This experience aligns with Rohman (2022), who highlights that visual literacy fosters creativity and enables students to express their thoughts more clearly, even when their reading skills are still developing.

Additionally, Mulyono (2020) observed that visual media, particularly story images, help students build connections between their imagination and written language. Another teacher mentioned that students found the visual elements of the media helpful for generating ideas and structuring their writing, reinforcing the findings of Fitriani & Aziz (2019), who argue that visual literacy-based media enables students to better understand abstract concepts through concrete images. However, the teachers also faced challenges in adapting the media to suit diverse student needs. One teacher mentioned that while the media was effective for most students, some required additional support in making connections between the images and their written ideas. This challenge aligns with Sanjaya (2018), who suggested that such difficulties can be mitigated by providing more structured guidance and scaffolding to students who struggle with visual interpretation.

Despite these challenges, teachers felt that the benefits of using visual literacy-based media far outweighed the difficulties. They emphasized that these media allowed for a more interactive and participatory classroom environment, encouraging students to become more active learners rather than passive recipients of information. Levie & Lentz (1982) support this notion, asserting that visual media's attention-grabbing and cognitive benefits enhance student involvement in the learning process. Teachers reported feeling more confident in creating meaningful learning experiences that empowered students to take ownership of their writing and express themselves with greater creativity and confidence. This experience is consistent with Dewi & Listiowarno (2019), who highlighted the importance of using visual elements to foster an environment that enhances both cognitive and emotional engagement. As noted by Nurrita (2018), practical and engaging media help optimize time and facilitate the learning process, allowing teachers to better manage classroom dynamics while fostering a creative learning atmosphere. Ultimately, Bates (2019) suggests that integrating visual literacy into writing lessons enhances students' ability to connect visual and verbal modes of communication, thus enriching their learning experiences and writing skills.

Incorporating Quantitative Results into the Discussion

The significant increase in motivation (Pre-test=66.18, Post-test=89.27, N-Gain=79.08%, as shown in Table 6), aligns with the teachers' observations that the media effectively enhanced student motivation. Teachers reported that the visual literacy-based media not only increased engagement but also resulted in more active participation and excitement about writing tasks. This quantitative evidence supports the qualitative findings that the media made the learning process more engaging, motivating, and meaningful for students. These results are consistent with previous studies on the effectiveness of visual literacy-based media in fostering student motivation and engagement (Afnita et al., 2023; Levie & Lentz, 1982).

CONCLUSION

This study explored the experiences of teachers in implementing visual literacy-based learning media in early elementary writing lessons. The findings highlight several important aspects regarding the effectiveness and practicality of using visual media to enhance students' motivation, writing engagement, and overall learning outcomes. First, the visual literacy-based media used in this study had a significant positive impact on student motivation. The

media's engaging visual elements stimulated students' curiosity and improved their focus during writing activities. The media encouraged students to participate actively in the learning process, making writing tasks more enjoyable and less daunting.

Second, the study found that the use of visual literacy-based media greatly increased writing engagement among students. Teachers observed that the media helped students stay focused on the writing process rather than struggling with understanding instructions or the task itself. Students also showed greater emotional and cognitive involvement, as the media provided a creative platform for them to develop ideas, structure stories, and express emotions through writing. Additionally, the study demonstrated that visual literacy-based media aligns with a student-centered learning approach. By integrating images and text, the media provided a holistic learning experience, helping students connect their visual observations to written expression. This approach encouraged the development of essential skills such as creativity, critical thinking, and effective communication.

Overall, the results of this study suggest that visual literacy-based learning media is not only valid and practical but also effective in enhancing student motivation and writing engagement. Teachers found the media easy to implement and effective in creating a more dynamic and interactive classroom environment. The use of these media allowed students to take greater ownership of their writing and express their ideas with confidence. In conclusion, visual literacy-based media in early elementary writing lessons proves to be a promising and effective approach to improving writing skills, increasing student motivation, and fostering active participation in the learning process.. This approach thus serves to make writing instruction more engaging and meaningful, ensuring its alignment with the demands of modern education.

For future research, it is recommended to replicate this study with a larger and more diverse sample to enhance the generalizability of the findings. Furthermore, investigating the long-term effects of visual literacy media on writing competency and exploring its application in other subjects would be valuable. Finally, developing teacher training modules based on this successful intervention could help disseminate effective practices.

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