

## The Role of Infographic Learning Media in Increasing Literature Interest of SMP Students During Pandemic

Nuke Rizkiyanti<sup>1</sup>, Muktiarni<sup>2</sup>, Jonah Mupitah<sup>3</sup>

<sup>1</sup> Universitas Pendidikan Indonesia, Indonesia

<sup>2,3</sup> Ruya Adventist Highschool, Zimbabwe

### ABSTRACT

The beginning of 2020 is a time when the world undergoes enormous changes. Enactment deployment virus Covid 19 as a pandemic by the WHO (*World Health Organization*) makes almost all sectors of life required to adapt to activities without meeting face to face. No exception in the sectors of education, teaching and learning activities are also activities due to this pandemic situation. The changes felt by the training staff and students are great, especially in terms of literacy. Children's literacy interest in Indonesia is still very low, this is certainly a concern that must be considered given the importance of literacy. During the pandemic, which relies on technology, it must also be used as a way to improve student literacy in Indonesia. The use of learning media provided online can certainly be used as an effort to increase student literacy interest. This research is motivated by the low interest in student literacy and distance learning. Therefore, researchers are looking for efforts through the use of learning media to increase student literacy interest, namely by using infographics. The purpose of this study was to determine how far the level of students' literacy understanding after using infographics as a medium for delivering subject matter. This research is descriptive qualitative, with a phenomenological approach as well as conducting observations and interviews. The research was conducted on students of SMPN 2 Margahayu, Bandung Regency. The results of this study indicate the effectiveness given in the use of infographics as learning media to increase student literacy interest.

**Keyword:** pandemic, literacy, infographics

**Corresponding Author:** [nukerizkiyanti9@gmail.com](mailto:nukerizkiyanti9@gmail.com)

### INTRODUCTION

The Covid-19 pandemic situation has become a big challenge for educators and students because they have to change learning habits from offline to online. Government directives regarding home learning activities are something that must be jointly succeeded. Learning should not stop even though the pandemic situation makes it impossible to carry out school activities directly. Teaching and Learning Activities which are usually carried out in schools must be carried out at home, the government also emphasizes that this KBM remains under the supervision of educators or teachers. This PJJ or Distance Learning is carried out as long as the situation and conditions of the Covid-19 pandemic are still considered prone to its spread. (Barber, 2020; Sadikin & Hamidah, 2020)

Indonesia is one of the countries discussed by world literacy institutions, this is due to the low interest and habit of reading,

writing, listening and critical thinking of students in Indonesia. Based on data from the PIRLS (Progress International Reading Literacy Study) in 2011, the institution that examines world literacy explains that the reading literacy test which measures aspects of understanding, using and reflecting on reading results in written form, Indonesia ranks 45th out of 48 participating countries. This certainly shows that the literacy level of Indonesian students is very worrying and more efforts are needed to improve it. This condition must be considered because only by liking reading a person can gain knowledge and new insights that can increase intelligence and enable them to answer all the challenges that exist in life. (Hidayah A, 2016)

Reading is the beginning of the stage of the learning process for elementary school students. Various studies have proven that reading habits greatly affect a person's level of intelligence. By reading, a person is able to see

problems from various perspectives and consider them as challenges that must be solved. According to (Tarigan, 2008) reading is a process carried out and used by readers to get the message, which the author wants to convey through the media of words or written language.

Traditionally literacy is understood as a person's ability to read and write. People can be said to be literate if they are able to read and write or are free from illiteracy. Furthermore, this understanding develops into the ability to read, write, speak and listen (Gipayana, 2004). Over time, the definition of literacy has developed into a broader understanding and includes various other important fields. This change is caused by various factors, either the expansion of meaning due to its increasingly massive use or the development of information and communication technology as well as analogies. (Abidin, Mulyati, Yunansah, 2017).

One of the entrances to improve the quality of education is to build a literate society (Hadiansah, D, Sauri, R.S., 2021). This statement further reinforces that literacy is the key that must be improved to improve the quality of education. Literacy has not yet become a habit and culture of the Indonesian nation. Matters related to literacy are still considered quite foreign to Indonesian society in general. Cultivating literacy in schools is not as easy as turning the palm of the hand, of course, it will face various obstacles and difficulties. It can be seen from how difficult it is to implement and get used to activities in elementary schools. Many factors are thought to influence the success of literacy activities including internal and external factors, one of which is students and teachers as education actors (Yuliyati, 2014).

Distance learning has been going on for almost a year, although it is now felt that education actors are quite able to adapt to online learning, the effectiveness of distance learning is still being questioned, especially in terms of literacy. Children's literacy interest in Indonesia is still very low, this is a concern that

must be considered, therefore educators must be able to utilize technology as well as learning media as well as possible, not only to adapt to the pandemic situation but must be used as a means to increase literacy interest students during this pandemic.

Learning media has an important position in the teaching and learning process of media as an integral part of learning, this component needs to get the attention of teachers. The importance of media in facilitating students, the presentation of which is in accordance with the learning objectives that have been set is something that can support the teaching and learning process well. The presence of media in the learning process really helps students better understand what is being learned, therefore the selection and use of media must be really appropriate so that the desired goals can be achieved easily. (Miftah, 2013).

Media has various types, one of which is visual-based media, visual communication can be given to students significantly. Visual communication is able to support students' cognitive learning outcomes at the level of knowledge and understanding (Wulandari, Abidin, 2019). One form of visual-based learning media that can be used is infographics. Infographics comes from the word Infographics which means an abbreviation of Information and Graphics. Infographics are visualizations of ideas or data that are used to convey complex information to an audience in a way that is easy to catch and understand in a short period of time (Amin, 2014).

During this pandemic, the use of visual media as learning media is very effective, the delivery of subject matter can be packaged as attractively as possible and given to students to be studied even though it is not under direct supervision. The use of infographic-based learning media appears as an efficient visual approach and minimal explanation.

Abstract and complex learning content is processed into concrete material, then delivered with a graphic design that combines various types of graphics (illustrations, maps, icons and symbols). This is closely related to efforts to increase student literacy interest in schools. The material presented textually in the book already seems boring because it is too long and some students find it difficult to understand if they only read it once. Therefore, the use of infographics as learning media is an effective effort to increase student literacy interest. Packaging information in a concise, clear and concise manner coupled with attractive illustrations, makes students interested in reading and understanding the contents of the information conveyed easily.

Therefore, the researchers conducted research on efforts to improve literacy through infographic learning media, while the title brought by the researcher was "The Role of Infographic Learning Media in Increasing the Literacy Interest of Junior High School Students".

## **METHOD**

This study uses qualitative methods, namely research that uses humans as instruments and then produces descriptive data in the form of written or spoken words from the behavior of people that can be observed (Herring, 2004). Qualitative research method is an approach that describes a situation or a phenomenon that is currently happening and then described in words or sentences. In this study, a phenomenological approach was also used. According to Creswell, the qualitative research method with a phenomenological approach is a qualitative approach where the researcher observes the participants to find out the phenomena that occur in the lives of the participants. This is done to obtain data which is then processed by the researcher in order to find the meaning of what has been stated by the participants. Phenomenology basically has the aim of knowing in depth about a person's life

journey by using interview methods and analyzing survey results.

## **RESULT AND DISCUSSION**

Teaching and learning activities carried out during the pandemic are very dependent on learning media. This is due to the limitations experienced by educators in providing teaching that must be carried out online. This condition raises various difficulties faced by both educators and students. It is undeniable that the condition of education actors has not been entirely able to carry out and participate in online learning. Educators who are accustomed to using various face-to-face teaching methods are forced to adapt to online teaching methods that require extra methods to deliver subject matter in accordance with the objectives to be achieved. Likewise with students, because teaching and learning activities have links between components (teachers and students) so that they can influence each other's achievement and success in the teaching and learning process (Muslich, Hasanah, 1987).

During the pandemic, teaching and learning activities are carried out online using various online platforms. Among them are Whatsapp Group, Zoom meeting, Google Classroom, Googlemeet and so on. In online teaching and learning activities, generally, educators provide subject matter to students and provide assignments related to the material that has been given. Basically, students are required to study independently at home and complete assignments well, without direct supervision which is usually obtained during face-to-face schools.

Therefore, the role of learning media is very important in this online learning activity, educators must be able to package the material as well as possible in learning media so that students understand well the material presented. There are times when the material provided by educators is only in the form of a book text that is too long so that students have difficulty understanding the material provided. This condition made the educators at

the school decide not to use face-to-face learning and only interact through platforms that are not too burdensome for students.

Basically, this makes students required to study independently at home and complete assignments well, without the direct supervision that is usually obtained during face-to-face schools. Therefore, the role of learning media is very important in this online learning activity, educators must be able to package the material as well as possible in learning media so that students understand well the material presented. There are times

when the material provided by educators is only in the form of a book text that is too long so that students have difficulty understanding the material provided. Based on the results of a survey using a questionnaire given online to students at one of the junior high schools in Bandung district, it was shown that most of the school's students had difficulty understanding the material provided by the teacher online. The researcher concluded that there were deficiencies in the methods and media used by the teacher in delivering the subject matter.



Figure 1. Level of students' difficulties in understanding the material

Literacy is one of the important factors to increase one's intelligence. In learning activities, intelligence is able to help students to achieve their educational goals. In general, literacy is defined as something related to literacy, and it is concluded as the ability to read and write.

According to Lerner (1988) the ability to read is the basis for mastering various studies, therefore we often hear the term "Books are windows to the world". It was concluded from the data obtained by the researcher, the level of interest in reading literacy of students in related schools was still low. This is related to the methods and media used in online learning at the school. Therefore, researchers made efforts to increase literacy interest in the school by providing learning media in the form of

infographics. . Infographics are visualizations of ideas or data that are used to convey complex information to an audience in a way that is easy to catch and understand in a short period of time (Amin, 2014).

After using infographics as a learning medium in one of the subject matter, the researcher again conducted an interview survey to see the differences. The resulting data shows an increase in the ability to understand the material presented using Infographics learning media. This result is also reinforced by interviews conducted by researchers with students who have participated in learning using infographic media. The following are the question instruments given:

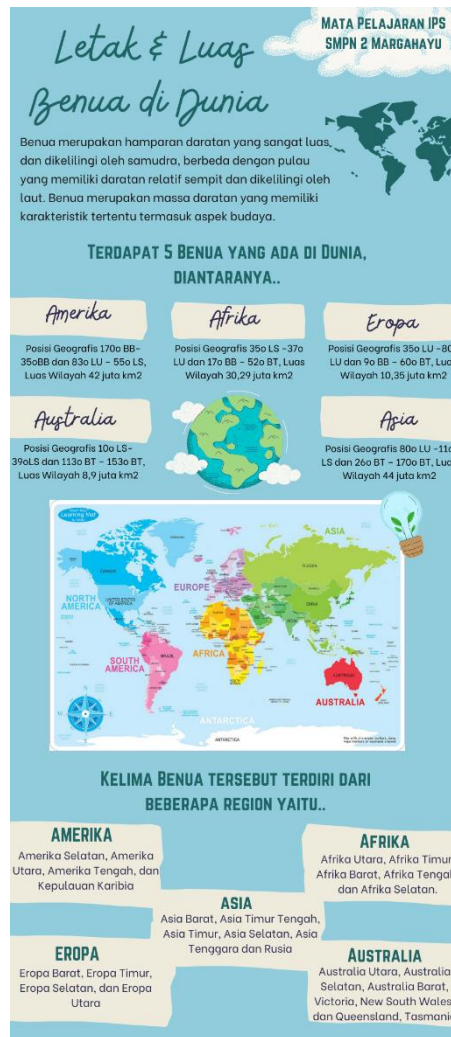


Figure 2. Infographic provided to student

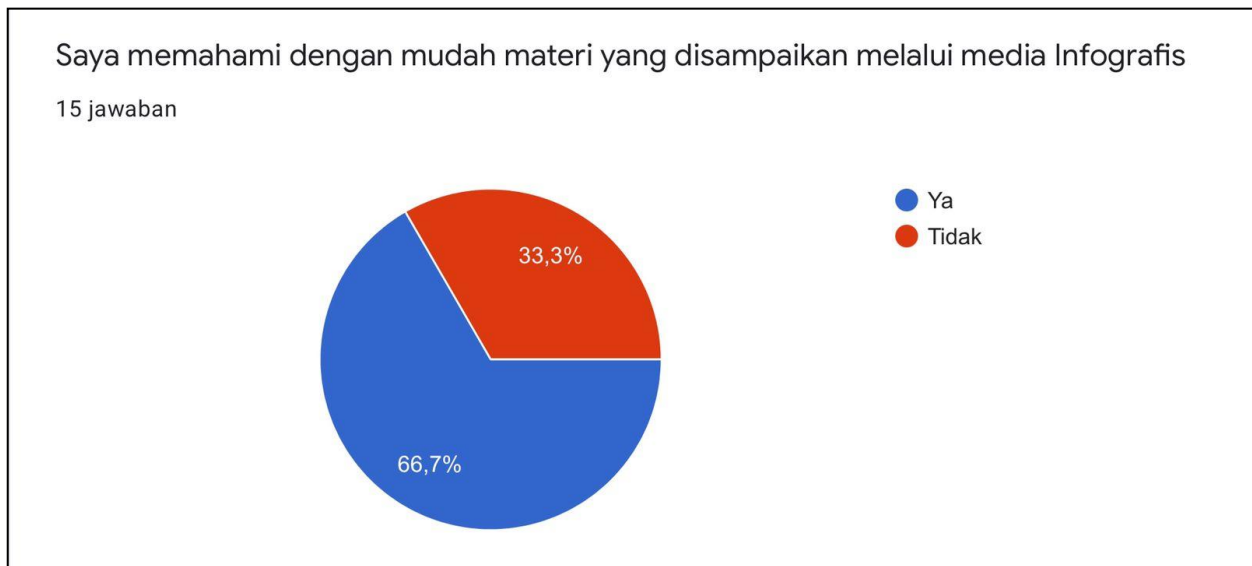
The first question: "Is reading fun?", 10 out of 15 students answered that they enjoyed reading

The second question: "Does infographics make it easier for you to understand the subject matter?", All students answered yes and gave positive responses regarding infographics, including "the material provided is equipped with illustrations and short concept maps so we are very interested in reading the information in it and understanding it carefully. easy"

Third question: "Does infographics increase your interest in reading literacy?" All students answered "Yes". This indicates that

the Infographics learning media can increase students' interest in literacy at the related State Junior High School.

This research is based on a theory that suggests indicators of reading interest according to Dalman in (Purnama Sari, 2020) namely the frequency and quantity of reading and the quantity of reading sources. There are also other indicators that can measure a person's reading interest, including the pleasure of reading, awareness of the benefits of reading, reading intensity and the number of readings that have been read. This indicator is used as a minimum benchmark to measure a person's level of reading interest.



**Figure 3.** Increasing level of students understood

Eisner in (Yunus A, 2017) says "that multiliteracy or literacy in today's digital era is the ability to read, write, paint, dance, or the ability to make contact with various media that require literacy. make meaning from the various forms of representation that exist around us". The urgency in increasing student literacy interest in Indonesia must be the main focus of attention, in addition to the importance of literacy for the quality of learning, the role of education must be able to take advantage of the situation as well as possible for educational purposes. The pandemic is not something that can be used as a reason for the quality of Indonesian education to decline, but must be used as a hard lash to prove that under any circumstances, Indonesian education can still continue to grow and be progressive in giving birth to the nation's successor.

### CONCLUSION

Based on the results of the study, it can be concluded that the use of infographics as a learning medium has a positive impact on the literacy interest of the students of SMPN 1 Margahayu, Bandung Regency. This is indicated by the results of the answers to the questionnaires and interviews obtained after

and before students get the material using infographics. There was an increase in the understanding of the material after students read the material presented using infographics. The positive response given by students related to infographics, where students said that it was easier to understand complex material with infographics. The illustrations and concept maps contained in the infographics attract students to read because they are far from monotonous or boring. The low interest in literacy in Indonesia should be a special concern for all of us. Literacy is one of the keys to the quality of education, therefore various efforts must be made to create a massive literacy culture. It is hoped that this article can add to the knowledge and insight of the reader. It can also be used as a reference for other studies that conduct similar research.

### ACKNOWLEDGMENT

The researcher expresses his gratitude to the parties who helped carry out this research (1) Parents who always provide support to researchers in any situation and condition; (2) The parties at SMPN 2 Margahayu, Bandung Regency, especially the teachers and students

who support and contribute to this research; (3) KKN friends who always remind and give encouragement in the implementation of this research.

Setiawan. 2021. Metode Pembelajaran Daring Akibat Covid-19 Perspektif Pelajar dan Mahasiswa. *Jurnal Psikologi*. Vol(16). Hlm 89 -91

## **REFERENCES**

Irianto. 2017. Pentingnya Penguasaan Literasi Bagi Generasi Muda dalam Menghadapi MEA. *Jurnal Unissula*. Vol(01). Hlm 640 – 643.

Amalia A. 2020. Dampak Pandemi Covid19 Terhadap Kegiatan Belajar Mengajar di Indonesia. *Jurnal Psikologi*. Vol (13). Hlm 214 – 217

Dalimunthe M. 2019. Pengelolaan Literasi Dalam Meningkatkan Mutu Pendidikan. *Jurnal Sabilarasyad*. Vol(04). Hlm 104-110.

Ria Satini, Atmazaki, Abdurahman. 2013. Hubungan Minat Baca dan Motivasi Belajar dengan Keterampilan Menulis Berita Siswa Kelas VIII SMP Negeri 24 Padang. *Jurnal Padang*. Vol(01). Hlm 340- 346

Saptodewo. 2014. Desain Infografis Sebagai Penyajian Data Menarik. *Jurnal Desain*. Vol(01). Hlm 194-197

Miftah. 2016. Pola Literasi Visual Infografer dalam Pembuatan Informasi Grafis (Infografis). *Jurnal Kajian Informasi & Perpustakaan*. Vol(04). Hlm 97-94

Arigia. 2016. Infografis Sebagai Media Dalam Meningkatkan Pemahaman Dan Keterlibatan Publik Bank Indonesia. *Jurnal Komunikasi*. Vol(8). Hlm 120-133

Senjaya. 2019. Peran Infografis Sebagai Penunjang dalam Proses Pembelajaran Siswa. *Jurnal Abdimas Altruistis*. Vol(2). Hlm 55-62

Handarini. 2020. Pembelajaran Daring Sebagai Upaya Study From Home Selama Pandemi Covid19. *Jurnal Pendidikan Administrasi Perkantoran*. Hlm 496 – 503