



Utilization of wall magazines in improving fifth-grade students' writing skills

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ABSTRACT

Writing skills are something that students cannot ignore. Therefore, using wall magazine media can significantly improve students' writing skills in elementary schools. This research aims to determine the plan, implementation, and evaluation of the use of wall magazines in improving the writing skills of VA students at SDN 19 Mandau, Bengkalis Regency. This research uses qualitative methods with the type of classroom action research (PTK). The research subjects in this study were 26 VA class students at SDN 19 Mandau. Data collection techniques in this research used observation and tests. Meanwhile, the instruments used are observation sheets and test sheets. The data analysis technique in this research was carried out using qualitative descriptive analysis. Based on the research results, it can be seen that the use of wall magazines can improve the writing skills of class VA students at SDN 19 Mandau. Student learning outcomes using wall magazines increased, where in cycle I, the average obtained was 74 with sufficient classical completeness. In contrast, in cycle II, there was an increase with an average of 80 and very good classical completeness.

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ABSTRAK

Keterampilan menulis merupakan hal yang tidak bisa diabaikan bagi peserta didik. Oleh karena itu, pemanfaatan media majalah dinding dapat signifikan dalam meningkatkan kemampuan menulis peserta didik di sekolah dasar. Tujuan penelitian ini adalah untuk mengetahui rencana, pelaksanaan serta evaluasi penggunaan majalah dinding dalam meningkatkan kemampuan menulis peserta didik VA di SDN 19 Mandau Kabupaten Bengkalis. Pendekatan dalam penelitian ini menggunakan metode kualitatif dengan jenis penelitian tindakan kelas (PTK). Subjek penelitian pada penelitian ini adalah peserta didik kelas VA di SDN 19 Mandau berjumlah 26 peserta didik. Teknik pengumpulan data pada penelitian ini menggunakan observasi dan tes. Sedangkan instrumen yang digunakan adalah lembar observasi dan lembar tes. Teknik analisis data pada penelitian ini dilakukan dengan analisis deskriptif kualitatif. Berdasarkan hasil penelitian, dapat diketahui bahwa penggunaan majalah dinding dapat meningkatkan kemampuan menulis peserta didik kelas VA di SDN 19 Mandau. Hasil belajar peserta didik dengan menggunakan majalah dinding mengalami peningkatan dimana pada siklus I rata-rata yang didapatkan yaitu 74 dengan ketuntasan klasikal cukup, sedangkan pada siklus II mengalami peningkatan dengan rata-rata 80 dan ketuntasan klasikal sangat baik.

Kata Kunci: kemampuan menulis; majalah dinding; sekolah dasar

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INTRODUCTION

Language is a means to express feelings and explain, convey, and communicate information so others can understand it. It is a product of culture, which must be learned and taught. Language is also seen as a system of sound symbols produced by the human mouth. It is considered the most effective tool for communication, enabling cooperation among humans and facilitating the delivery of messages, thoughts, emotions, and intentions to others. Language is crucial in daily life (Revita et al., 2023). Indonesian language lessons are essential in elementary schools. This subject is part of the core content standards for educational units at the elementary level (Linggasari & Rochaendi, 2022). Language, as a means of communication, is used as the national language and serves as a medium for speaking and interacting with others. Indonesian is taught at all levels of education, particularly in elementary schools, as it serves as the fundamental foundation for the teaching and learning process (Farhrohman, 2017).

Indonesian language education teaches students how to use Indonesian properly according to its purpose and context. The Indonesian Language subject is designed to help students communicate effectively and efficiently while maintaining ethical standards in spoken and written forms. Moreover, students are expected to appreciate Indonesian as a national unity symbol and use the language effectively and creatively for various purposes, including developing intellectual, emotional, and social skills. In addition, they are encouraged to enjoy and use literary works to broaden their horizons, improve their attitudes, enhance their language abilities, and appreciate Indonesian literature as part of the cultural and intellectual heritage of the Indonesian nation (Ali, 2020).

The primary purpose of teaching Indonesian in elementary schools is to teach students the skills to communicate effectively in Indonesian. In elementary schools, learning Indonesian aims to improve students' ability to communicate well both verbally and in writing. To achieve this goal, Indonesian teachers, or classroom teachers, use various strategies and methods to develop students' written communication skills and a deep understanding of language use (Suparlan, 2020). The main goal of teaching Indonesian in schools is to develop four language skills: reading, writing, speaking, and listening. This is expected to help students develop their talents. Particularly in elementary schools, students need to master writing skills so that there is no negative stigma about language proficiency. Suparno and Yunus argue that a dislike of writing is often caused by a lack of ideas, feelings of inadequacy, or an inability to write. In addition, family environmental factors, unpleasant learning experiences, and lack of motivation at school can be the leading causes of students' aversion to writing activities (Saleh & Abdullah, 2020).

It is important to understand language to improve the four language skills. Pamuji, in his book entitled "*Keterampilan Berbahasa*" mentions four language skills usually found in the school curriculum, including speaking, reading, writing, and listening. Writing skills are one of the crucial aspects of the language learning process. This skill holds significant value in everyday life because it is needed to participate in various fields and activities. This includes recognizing the importance of writing skills and skills that can be routinely applied (Gurning, 2021). Writing skills involve expressing ideas, opinions, and feelings to others through written language (Situmorang, 2018). Writing proficiency is the result of learning that takes place gradually and is adapted to the uniqueness of the class, difficulty level, and type of writing taught in elementary school. The primary purpose of teaching writing at this level is to improve students' ability to think critically and logically and to guide them in expressing ideas or thoughts effectively through writing. Therefore, the importance of mastering writing skills for elementary school students cannot be underestimated. Developing writing skills requires sufficient time, opportunity, and practice. Teachers are important in understanding and improving students' writing skills using various media, resources, and learning strategies (Hidayah et al., 2020; Inggriyani & Pebrianti, 2021; Yenti et al., 2022). Writing has various benefits for humans, such as increasing intelligence, stimulating initiative and creativity, fostering

courage, and strengthening the desire to gather information. Writing activities are seen as productive and expressive activities that positively impact individuals (Roymon, 2021).

The use of instructional media plays a vital role in enhancing the effectiveness of the teaching and learning process, particularly in developing students' writing skills (Hidayah et al., 2020). Educators must select engaging and contextually relevant learning media to meet instructional objectives and address students' learning needs. Instructional media serve not only as tools for delivering content but also as means to facilitate deeper student understanding. Integrating diverse media can significantly increase student motivation and interest in acquiring new knowledge. Consequently, strategically selecting media that align with curricular goals is essential to optimize educational outcomes (Nurrita, 2018). As such, instructional tools are key to fostering student development, ensuring learners effectively grasp the concepts teachers present.

Based on the results of observations and initial interviews conducted with the Class VA teacher, it was identified that students' writing abilities at SDN 19 Mandau, Bengkalis Regency, could be categorized into four levels: very good, good, reasonably good, and less good. Two of the 26 students in the class were classified as good, 18 as relatively good, and six as less good. Overall, the writing ability of Class VA students can be categorized as relatively good, with generally legible writing. However, common issues were noted, such as the improper use of capital letters and inadequate spacing between words, which do not follow the "*Pedoman Umum Ejaan Bahasa Indonesia (PUEBI)*". Furthermore, some students produced writing that did not meet standard writing conventions, including incorrect capitalization, inconsistent word or sentence spacing, omitted letters, and inaccurate spelling. In some cases, students were unable to read their writing. Writing proficiency is essential for student development and should not be underestimated. To address these challenges, implementing media such as wall magazines (*majalah dinding*) can be an effective pedagogical tool. Wall magazines facilitate direct engagement between students and learning content, encouraging active participation and fostering improved writing competencies.

Using wall magazines in the classroom effectively enhances students' writing skills (Utami & Ana, 2022). This is evidenced by the average student score of 80.00, which falls into the "good" category. Furthermore, other studies have demonstrated that integrating wall magazine media fosters a conducive and enjoyable learning environment (Alkamilah & Nisa', 2023). School magazines are crucial in improving students' writing and reading skills (Satria & Afrita, 2018). Proper management of bulletin boards is also essential to maintain consistency and quality in the publication process. Therefore, one of the critical language skills for students is writing ability. Writing is an indispensable skill, enabling individuals to express their thoughts, ideas, and emotions in fictional and non-fictional forms. Given the significant role that writing plays in daily life, teachers must provide effective instruction to cultivate this skill. A holistic approach to teaching writing is necessary to help students develop their capacity to articulate thoughts, feelings, and ideas clearly and effectively (Antika et al., 2023).

Previous research has identified various approaches to improving students' writing skills, but there are notable differences in the research conducted by this study. Unlike other studies, this research was carried out through Classroom Action Research (CAR), with the primary goal of enhancing students' writing skills using wall magazine media. The research aims to motivate students to engage more actively in learning by utilizing wall magazines, which make the learning process more interesting and improve their writing skills. This study aims to assess the planning, implementation, and evaluation of wall magazine usage in enhancing the writing skills of VA students at SDN 19 Mandau, Bengkalis Regency. A key innovation of this study is the focus on developing students' creativity through writing tasks related to Indonesian language material, specifically writing self-descriptions. Wall magazines provide a unique platform for students to enhance their writing abilities while broadening their perspectives and imagination regarding their self-concept.

LITERATURE REVIEW

Indonesian Language Learning

One of the core subjects in elementary schools is Indonesian, which is a fundamental aspect of students' education. Indonesian language learning occurs in formal educational settings such as elementary schools, where the primary goal is to enhance students' proficiency in the language. The curriculum for Indonesian language subjects highlights the importance of language skills, as they play a crucial role in students' intellectual, social, and emotional development. Engaging in the Indonesian language learning process boosts students' cognitive abilities and fosters social interaction and emotional growth (Maulina et al., 2021).

Indonesian language learning is a subject that actively engages students in acquiring knowledge, which in turn stimulates their curiosity (Afifah et al., 2022). Indonesian language education continues through higher levels of education, all the way to the university level. The subject is closely connected to daily life, frequently addressing real-world situations and language use (Putri, 2020). From the explanation above, it can be concluded that Indonesian language learning in elementary schools plays an important role in directly involving students in gaining knowledge, which fosters curiosity about developing their Indonesian language skills.

Wall Magazine

Wall magazines are considered a form of simple written mass communication media that are easy to create and can be highly effective in supporting the development of students' writing skills (Amelia et al., 2024). Supriyanto suggests that wall magazines are an accessible and straightforward means for students to enhance their writing skills, as they serve as a simple and affordable type of school magazine (Wirakusuma et al., 2023). In addition to improving writing, wall magazines also develop students' knowledge, abilities, skills, talents, interests, and attitudes, making them a valuable educational tool.

The low literacy rate is influenced by several factors, including a lack of literacy activities and students' low interest in reading (Fono et al., 2024). Teacher perceptions also play a significant role in the success of literacy programs, particularly media literacy in schools (Fadillah et al., 2023). One of the literacy activities implemented within the educational pathway is the creation of wall magazines. Wall magazines are a form of written mass communication media that are simple to create and serve as a platform for creative expression. More than just an outlet for creativity, wall magazines encourage students to improve and develop their writing skills. Additionally, wall magazines function as a communication medium within the school, allowing students' work to be shared and appreciated by their peers and students from other classes. This activity also involves the active participation of teachers and parents, who support students in completing their tasks (Bebhe & Noge, 2024).

According to the General Dictionary of the Indonesian Language (KUBI), a wall magazine is a magazine that is not compiled in a traditional format but is instead composed of individual sheets attached to a wall or blackboard. Nursisti defines a wall magazine as one of the simplest forms of written mass communication media, containing information or communication materials found in schools or other places (Sriwijayanti et al., 2023). The objectives and benefits of wall magazines include: 1) serving as a medium for disseminating information; 2) acting as a platform for showcasing students' skills and creativity; 3) providing training that enhances students' intelligence.

Meanwhile, in line with the explanation above, wall magazines serve as a form of simple communication media that effectively showcase children's achievements in literacy within the school environment. Wall magazines in schools are typically written media attached to walls, containing various forms of content such as poetry, rhymes, short stories, caricatures, wise quotes, and news about school activities. Through

these wall magazines, students can develop their ability to access information from print and electronic media tailored to their age and developmental stage (Santi & Oktariana, 2024).

Wall magazines can be described as a learning medium that teachers can use to display information or as a platform for students' communication and creative skills, both inside and outside the classroom. Through wall magazines, students can enhance their ability to access and engage with information from various media sources, including print and electronic materials, all tailored to their age and developmental stage.

Writing Skills

In general, four language skills are taught in elementary schools: listening, writing, reading, and speaking (Rita, 2022). These skills are closely interconnected and vital to developing communication abilities. At the elementary school level, mastering language skills is crucial for students to communicate effectively, with writing being one of the key skills. Writing is synonymous with composing, which involves expressing and conveying ideas in written language for the reader to understand (Hasan, 2021). Writing skills also influence the development of other language skills, making it essential for students to learn, as it contributes to their overall language proficiency (Bai et al., 2021; Castillo-Martínez & Ramírez-Montoya, 2021). Writing can be seen as pouring ideas or experiences into writing for the reader. Writing instruction plays an important role in human life, as composing a written piece tells a story about something within one's imagination, which can be expressed orally or in writing. For writing lessons to be successful in elementary education, teachers must be skilled in planning and managing the teaching process. Therefore, it can be concluded that writing is an activity in which one expresses ideas or experiences in written form for the reader. Writing instruction is crucial in human life, as writing involves narrating something from one's imagination.

METHODS

This study uses a qualitative method with Classroom Action Research (CAR), or *Penelitian Tindakan Kelas* (PTK). PTK is a type of research conducted in the classroom (Lafendry, 2023). The main goal is to improve the quality of learning and professionalism in schools. Four main stages form the research cycle, as illustrated in **Figure 1** below.

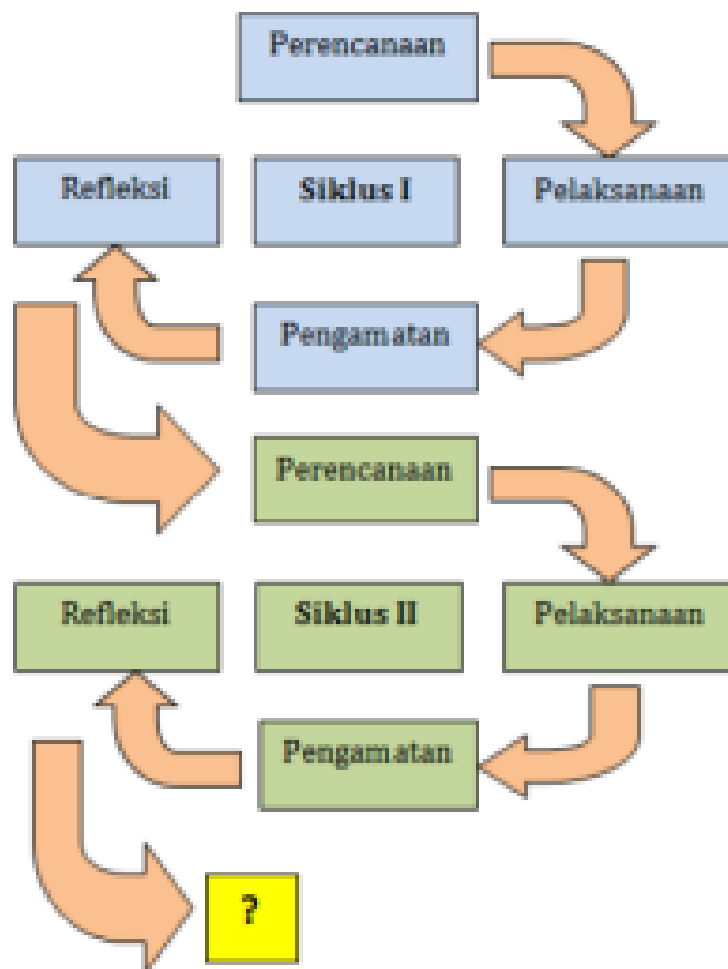


Figure 1. Classroom Action Research Cycle

Source: Arikunto in a book entitled *Prosedur Penelitian: Suatu Pendekatan Praktik*

This study will utilize primary and secondary data from the homeroom teacher of class VA and 26 students at SDN 19 Mandau. The methods used to collect this data include interviews, observations, field notes, and test results. The data pertains to learning outcomes, planning, and implementation. The data sources include learning plans, the execution of the teaching and learning process, and behavioral assessments of both teacher and student activities during the teaching and learning process.

The techniques and tools used in collecting information in the study include observation and trials using observation sheets and test sheets. The criteria for obtaining student learning outcomes can be seen in **Table 1**.

Table 1. Student Learning Outcome Criteria

No.	Criteria	Information
1.	86-100%	Very Good
2.	76-85%	Good
3.	60-75%	Fair
4.	55-59%	Poor
5.	>54%	Very Poor

Sumber: Aqib dalam bukunya yang berjudul "Buku Penelitian Tindakan Kelas Untuk Guru SD, SLB, dan TK"

In this study, data analysis was conducted using qualitative descriptive analysis, which involves describing student learning outcomes and the activities carried out by teachers and students during the learning process based on the collected data. The analysis of student learning outcomes and observation sheets was used to examine the data. The success criteria for this study are as follows: 85% of student activities must align with the steps of the learning strategy using wall magazines, and 80% of students must achieve a minimum KKM score of 75.

RESULTS AND DISCUSSION

This study aims to assess the planning, implementation, and evaluation of using wall magazines to improve the writing skills of class VA students at SDN 19 Mandau. The findings from this classroom action research were obtained through activities conducted during the pre-cycle, cycle I, and cycle II stages. The pre-cycle evaluation was carried out before cycles I and II, while the evaluations in cycles I and II specifically focused on students' writing skills through wall magazines. The following are the research findings that the researcher will present. In this study, the researcher will describe the planning, implementation, and evaluation results from cycle I to cycle II.

Information from the pre-cycle test was gathered through observations during the learning process and initial conditions before using the wall magazines. The pre-cycle test aimed to assess students' writing skills. In the pre-cycle, it was found that some students still faced difficulties in writing skills. Out of the 26 students at SDN 19 Mandau, 11 students were considered to have completed the test. In comparison, 15 students did not pass as they scored below 75, the KKM (Minimum Completeness Criteria) score for the Indonesian Language subject at SDN 19 Mandau. The implementation activities in cycle I consisted of four stages: planning, implementation, and evaluation. The following is a description of these three stages.

Planning

Planning is carried out before the researcher begins the action phase of the research. During this phase, the researcher prepares several components, including:

1. First, the researcher prepares a lesson plan or teaching module for Indonesian language learning on the specified material, which is the material for writing self-descriptions. In this module, wall magazines have been incorporated.
2. Second, the researcher prepares observation sheets for the teacher and the students to observe the classroom conditions while using the wall magazine media. The observation sheets for the teacher and students are aligned with the teaching module that has been developed, ensuring that the observations are in line with the learning process.
3. Third, the researcher prepares evaluation tools through questions and reading texts. The evaluation tools are designed in alignment with the teaching module, the students' needs, and the research objectives. This is crucial to ensure the results meet the study's expectations.

Implementation

From the results of the study on the implementation of Indonesian language learning, specifically the material on writing self-descriptions using wall magazines in class VA of SDN 19 Mandau, it can be stated that the researcher developed a learning plan in the form of a lesson plan module. The researcher prepared two teaching modules, one for cycle I and another for cycle II. These modules incorporated the use of wall magazines in the teaching and learning process in the classroom. Based on the Indonesian

language teaching modules developed in cycle I and II, the learning activities aimed to improve students' writing skills using wall magazines. The implementation of teaching in cycle I and cycle II was carried out in three stages: the introduction, main activity, and closing, with the learning activities being conducted according to the lesson plan modules that had been prepared. The activities began with,

1. First, orientation, apperception, and motivation activities are introduced in the introduction stage. The activities consist of the teacher organizing the classroom, inviting the students to pray together, asking about the students' well-being, and taking attendance.
2. Second, in the core activities, the teacher provides the learning material to the students. The students are introduced to how to write a simple description of themselves. The teacher introduces the wall magazine as a publication medium and shows the prepared wall magazine to the students. The teacher organizes the students to learn by giving them time to listen and pay attention to the teacher at the front of the class. The teacher assigns tasks to the students using the worksheets that have been prepared. The students are asked to write a brief description of themselves. This worksheet is then arranged to be published on the class's wall magazine. The students work individually to write the descriptive text and prepare it for publication in the wall magazine. After finishing, the students present their work. Then, the teacher selects the best writings and allows the students to display their works in the wall magazine. The teacher ensures every student's work is placed on the wall magazine. During this activity, the students are monitored and guided by the teacher. The students may ask the teacher if there are parts of the material they do not understand. Once all the works are displayed, the teacher appreciates the students who have completed the tasks well, especially in creativity and neatness in writing the descriptive text on the wall magazine.
3. Third, the teacher and students conclude the lesson in the closing activities. The teacher reflects on the learning activities that have been carried out. Next, the students are given an evaluation sheet about the lesson they have just participated in, along with follow-up assignments. At the end of the lesson, the teacher also reminds the students of a moral message: always to be grateful, to study diligently and earnestly, to respect their parents, and to maintain good health. The activity ends with a joint prayer.

Based on the implementation, observations were also made on the activities of teachers and students. The following are the results of the analysis of cycle I and cycle II:

Results of Analysis of Teacher Activities in Cycle I and Cycle II

The observation activity in the analysis of teacher performance in Cycle I was carried out by observing Indonesian language learning activities, particularly related to writing self-descriptions using wall magazines as a medium. This observation was conducted by the researcher as observer 1, assisted by the homeroom teacher of class VB, Mrs. ANA, as observer 2, concerning the teacher observation sheet. In implementing the learning process, the teacher carried out activities starting with the preliminary activity, then the core activity, and concluding with the closing activity. Based on the results of the observations from both observers, it can be concluded and analyzed for improvement in the next cycle. During the observation in Cycle I, in meetings 1 (one), 2 (two), and 3 (three), the results of the teacher's activity observations were categorized as lacking. In meeting 1 (one), a score of 28 was obtained, and in meeting 2 (two), a score of 30 was obtained, indicating a decrease due to several factors, while in meeting 3 (three), a score of 34 was obtained. Based on the results of these scores, the average value from the observation of teacher activities in Cycle I was 30.6, which indicates a category of performance that is considered lacking.

The observation activity in the analysis of teacher performance in Cycle II was conducted by observing Indonesian language learning activities focused on writing self-descriptions using wall magazines. This

observation was carried out by the researcher as observer 1, assisted by the homeroom teacher of class VB, Mrs. ANA, as observer 2, concerning the teacher observation sheet. In implementing the learning process, the teacher carried out activities beginning with the preliminary activity, then the core activity, and concluding with the closing activity. Based on the observations from both observers, it can be concluded and analyzed that the implementation of this research has proceeded well. During the observation in Cycle II, in meetings 1 (one), 2 (two), and 3 (three), the results of the teacher's activity observations were categorized as already good.

In meeting 1 (one), a score of 58 was obtained, and in meeting 2 (two), a score of 65 was achieved, although a slight decrease was noted due to several factors; in meeting 3 (three), the score was 64. Based on these scores, the average score of teacher performance during Cycle II was 62.3, indicating an excellent quality. This reflects that, in general, the teacher carried out the teaching process optimally and effectively, thus meeting an excellent standard. The following is a graph of the results of teacher activity observations in Cycle I and Cycle II.

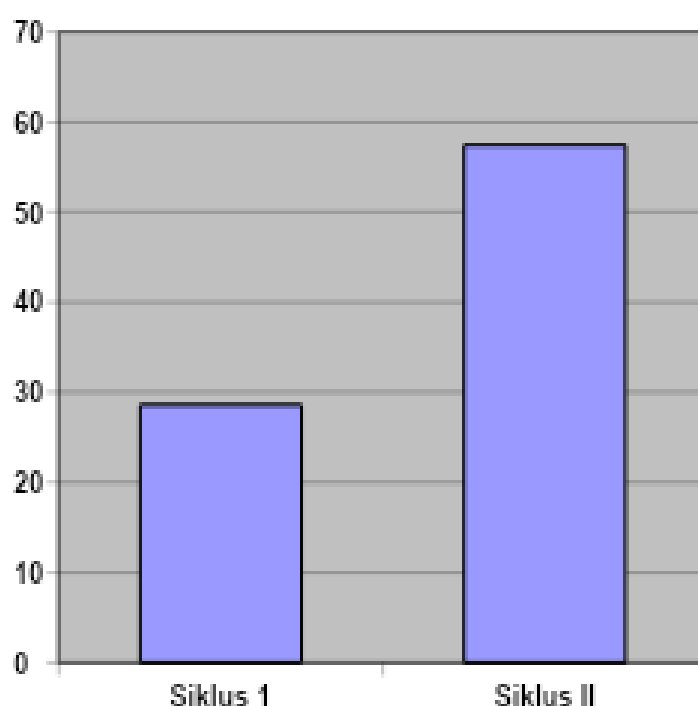


Figure 2. Comparison of Observation Results of Teacher Activities in Cycle I and Cycle II
Source: Research Data 2024

Based on **Figure 2** above, the results of teacher observations increased in cycle I, namely 30.6 with poor criteria, and in cycle II, they obtained a value of 62.3, which indicates outstanding criteria.

Results of Analysis of Student Activities in Cycle I and Cycle II

Observation activities were focused on analyzing student activities in Cycle I of Indonesian language learning, specifically on writing self-descriptions using wall magazines. This observation was carried out by the researcher as observer 1 and Mrs. ANA, the homeroom teacher of class VB, as observer 2. They both relied on student observation sheets. In implementing learning, the teacher conducted the session with preliminary activities, core activities, and closing activities. Based on the results of observations from the two observers, conclusions could be drawn and analyzed for improvements in the next cycle. During the observation in Cycle I, for meetings 1 (one), 2 (two), and 3 (three), the results of student activity

observations were classified as lacking. In meeting 1 (one), 25 points were obtained; in meeting 2 (two), 30 points were obtained, although there was a decrease in points due to several factors; and in meeting 3 (three), 31 points were obtained. Based on these results, the average score of student activities in Cycle I was 28.6, indicating that the criteria were classified as lacking.

In the observation activity for analyzing student activities in Cycle II, observations were conducted on Indonesian language learning, specifically on writing self-descriptions using wall magazines. This observation was carried out by the researcher as observer 1, assisted by the homeroom teacher of VB, Mrs. ANA, as observer 2, referring to the student observation sheet. In implementing the learning, the teacher carried out activities starting with preliminary activities, then core activities, and then closing activities. Based on the results of observations from the two observers, it can be concluded and analyzed that this study has been running well. During the observation in Cycle II, for meetings 1 (one), 2 (two), and 3 (three), the results of the student activity observations were classified as good. In meeting 1 (one), 54 points were obtained; in meeting 2 (two), 57 points were obtained, although there was a decrease in points due to several factors; and in meeting 3 (three), 61 points were obtained. Based on the observations of student activities in Cycle II, which produced an average score of 57.4, showing outstanding criteria, it can be concluded that the implementation of this learning has been successful.

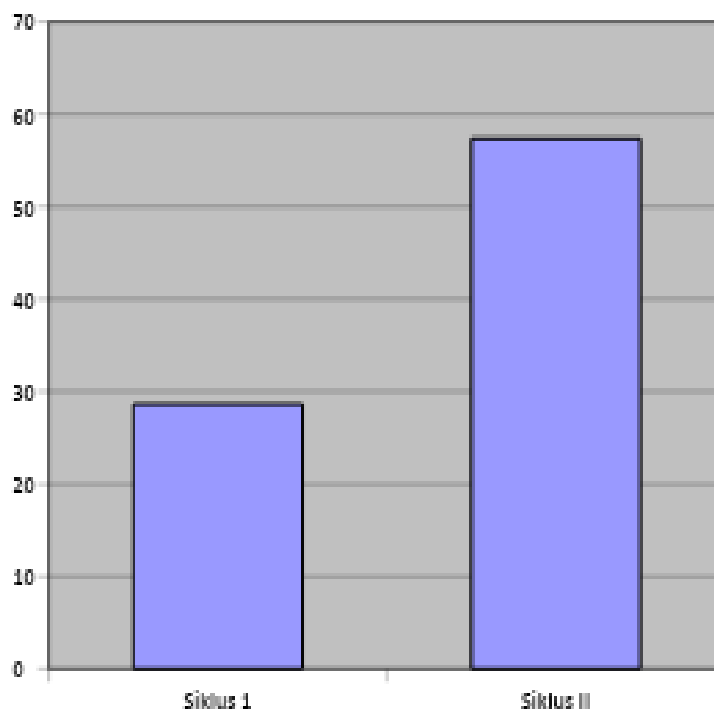


Figure 3. Comparison of Observation Results of Student Activities in Cycle I and Cycle II
Source: Research Data 2024

Based on **Figure 3**. Above, it can be seen that there was an increase in the results of teacher observations in cycle I, namely 28.6, with fewer criteria, and in cycle II, a score of 57.4 was obtained, which indicated outstanding criteria.

Evaluation

In the observation activity, the results of the students' tests from Cycle I were analyzed by calculating the average of the evaluation scores given at each cycle meeting. The results showed that out of 26 students

who took the test, 18 had completed the exam, indicating that the students' learning completion score in Cycle I was 69.2%, with an average score of 74. The learning results above indicate that the first learning cycle was incomplete. At SDN 19 Mandau, learning is considered complete if the student's score reaches 75, in line with the Indonesian Language KKM (Minimum Completion Criteria). The first stage failed because the learning process was not running effectively. Therefore, introspection is necessary for the next stage of learning.

According to the data obtained from the study, it was concluded that the implementation of the first cycle had not yet reached an optimal level. Improvements in actions are needed for the next cycle, namely Cycle II. In Cycle I, the teacher was not yet proficient in optimizing time, leading to inadequate student guidance due to time limitations. Additionally, the teacher had not fully mastered class management, resulting in some students daydreaming and playing with their friends. To prevent this from becoming an obstacle in Cycle II, the teacher must improve by effectively managing time and the class, including reinforcing by circulating among students requiring more attention.

The reflection on Cycle I regarding students reveals that they did not fully understand the use of the wall magazines provided by the teacher, did not pay close attention to the teacher's explanation, and lacked enthusiasm during the lesson. Therefore, improvements must be made to prevent hindrances in the second stage. The teacher must explain using the wall magazines in simpler language, capture the students' attention to encourage them to focus more on the explanation, and provide motivation to make the students more enthusiastic in the teaching and learning process.

In the observation of student tests in cycle II, an average evaluation was found for each meeting in the cycle. The evaluation of student learning in the second cycle determined that 23 out of 26 students completed the test, resulting in a student completion rate of 88.4% with an average score of 80. In cycle II, improvements were made based on the reflection of the results from cycle I, allowing the shortcomings of the previous cycle to be addressed. Based on the data, 88.4% of students completed cycle II, achieving outstanding success. This indicates that the implementation of learning in cycle II reached a level of success, prompting the researcher to conclude the study in cycle II.

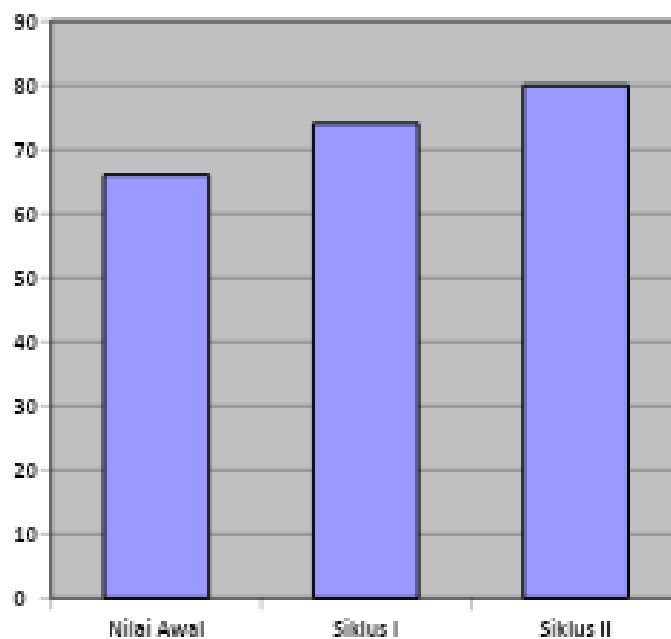


Figure 4. Improvement of Student Learning Outcomes
Source: Research Data 2024

Based on the graph above, it can be observed that before the learning improvement actions were implemented, the average learning outcomes of students were 66. After the learning improvement actions were carried out in cycle I, the average learning outcomes of students increased to 74. Then, in the learning outcomes of cycle II, the average learning outcomes of students were 84. From the information provided, 42.3% of students achieved learning completion in cycle I with an average score of 66. In the second cycle, the percentage increased to 69.2% with an average score of 74. A significant improvement was seen between cycles I and II. In the second cycle, 88.4% or 23 students successfully achieved classical completion, while three students did not achieve it.

Discussion

The researcher used this type of media because it is a learning medium suitable for implementation in class VA students, in line with the conditions in the field. Wall magazines are designed to facilitate access to information outside the library. They contain library activities and a space for students to express their talents, not just a place to announce information (Yuliyati & Dafit, 2021). In modern learning, wall magazines encourage active student participation in the learning process by presenting contextual learning relevant to their lives and promoting student creativity in line with their interests and talents (Pagarra et al., 2023). Utilizing this wall magazine is one way for teachers to enhance students' writing skills. Writing skills are important for students because they help them express their ideas or thoughts. Teachers also need to master these writing skills to teach students effectively (Hassan & Rahman, 2021). Writing becomes effective when the writer can organize it precisely and carefully so that the reader can easily understand the text's message, news, and information. When writing, attention must be paid to language selection, spelling, and words. Writing is not just about copying symbols onto paper but also about expressing ideas clearly and understandably in written form for the reader (Salpianti & Dafit, 2023).

The writing skills possessed by students are influenced by several aspects experienced by students, such as freedom in writing, focus, and student participation (Tonge & Mahamod, 2020). The presence of wall magazines can help students improve their writing skills by encouraging them to contribute to filling the content. Teachers need to consider the types of content displayed on wall magazines to serve as both a learning medium and an entertainment source for students, as well as a platform where students can practice writing and publish their works (Amelia et al., 2024).

CONCLUSION

Based on the presentation of the research results in class VA SDN 19 Mandau, it can be concluded that using wall magazines to improve the writing skills of class VA students at SDN 19 Mandau is very effective. At the planning stage, the researcher prepared a learning module, compiled teacher and student observation sheets, and developed evaluation tools for questions and reading texts. At the implementation stage, the activities were carried out in three phases: preliminary activities, core activities, and closing activities, which were conducted following the prepared teaching modules. The implementation of learning also incorporated wall magazines as a learning support tool, significantly enhancing students' writing skills. In the evaluation phase, it was found that students' learning outcomes using wall magazines showed improvement, where in cycle I, the average score was 74 with sufficient classical completeness. In contrast, the average score in cycle II increased to 80 with perfect classical completeness. Suggestions for future researchers include conducting studies with larger subjects to obtain more comprehensive results.

AUTHOR'S NOTE

The author declares that there is no conflict of interest regarding the publication of this article and confirms that the data and content of the article are free from plagiarism.

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