Analysis of Viewing Learning Model in Class 5 Of SD IT Muhammadiyah Bandongan Magelang District

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Abstract

This study discusses the viewing learning model. The purpose of this research is to determine the presence of the viewing learning model in the 5th grade of Muhammadiyah Bandongan Elementary School IT. The type of research conducted is qualitative research with a natural observation approach. Data collection methods were carried out by being a shadow teacher, followed by observation, interviews, and field notes conducted for one month at the research site. The results of the study show that the viewing learning model is divided into several categories. The first is visual literacy, and the second is critical viewing. Based on the observation results, there are 10 viewing activities that occurred over a period of 37 days. In the 5th grade of Muhammadiyah Bandongan Elementary School IT, language reading and viewing activities accounted for 14%, which means it exceeded half of the 25%. This proves that the implementation of the viewing learning method is already being applied in the 5th grade of Muhammadiyah Bandongan Elementary School IT. The viewing learning model is implemented in several subjects, including Indonesian language, mathematics, science, social studies, arts and crafts, and physical education. This study emphasizes that the use of the viewing learning model plays an important role in enhancing students' visual literacy. Through the appropriate approach, students can develop a deep understanding of visual messages.

Keywords: Viewing skil; learning model; primary education; fifth macros skills

Introduction

The curriculum is the core of education and cannot be separated from the overall process (Rahmadayanti and Hartoyo 2022). In order to improve its quality, the curriculum needs to be adjusted to the conditions in each school (Hidayani n.d.). The curriculum occupies a central position in all educational activities to achieve educational goals, taking into account the needs and stages of student development, as well as considering national development needs. However, in the process, it is important to ensure that national education remains based on national culture, Pancasila, and the 1945 Constitution, while still respecting these values. Currently, the education system in Indonesia is implementing a curriculum called "Merdeka Curriculum". In the implementation of learning, the "Merdeka Curriculum" grants freedom to teachers and school principals to organize, conduct the learning process, and develop the curriculum in elementary schools. This is done while considering the needs and potential of the students (Suttrisno, Yulia, and Fithriyah 2022). The "Merdeka Curriculum" liberates teachers to create educational and enjoyable learning experiences for students. According to Sutrisno, teachers also have the responsibility as facilitators to plan, implement, evaluate, and take further actions based on the evaluation results (Suttrisno et al. 2022). An overview of the implementation of the "Merdeka

Curriculum" is that it has a structured curriculum consisting of intracurricular activities, strengthening projects related to the Pancasila profile, and extracurricular activities (Anggara et al. n.d.). The implementation of the "Merdeka Curriculum" to restore learning after the pandemic is carried out based on several established policies, including Minister of Education and Culture Regulation No. 4 of 2022, Minister of Education and Culture Regulation No. 7 of 2022, Minister of Education and Culture Decree No. 56 of 2022, and Head of the Education Office Decree No. 008/H/KR/2022 of 2022. These policies grant schools the freedom to choose the curriculum they will adopt, with the options being the full implementation of the 2013 curriculum, the simplified version of the 2013 curriculum known as the emergency curriculum, or the "Merdeka Curriculum".

In the implementation of learning in the "Merdeka Curriculum" there is one subject that can be used to develop student activities (Ali 2020). The learning of Bahasa Indonesia is a literacy-focused education aimed at communication. Initially, this ability is developed through listening, reading, writing, and speaking activities. After the implementation of the "Merdeka Curriculum," language proficiency improves because the Bahasa Indonesia subject serves to build and develop students' confidence as communicators, critical thinkers, creative individuals, and imaginative learners. Additionally, this subject also aims to cultivate students as Indonesian citizens with digital and information literacy skills. According to Head of the Education Office Decree No. 008/H/KR/2022 regarding learning outcomes in early childhood education, basic education, and secondary education under the "Merdeka Curriculum," it is stated that the Bahasa Indonesia subject serves as a fundamental foundation for learning and work, as it focuses on language literacy and thinking skills. Therefore, the Bahasa Indonesia subject shapes receptive language skills (listening, reading, and viewing) and productive language skills (speaking and presenting, as well as writing) (KEMDIKBUDRISTEK n.d.).

Human life cannot be separated from language, making the study of language an integral part of human existence. Hassanudin and Puspita stated in their research that reading is one of the essential components in the process of learning Bahasa Indonesia, both at the elementary and secondary school levels (Hasanudin and Puspita 2017). According to a study by (Pratiwi 2020), reading is described as a complex activity that involves the ability to recognize graphic symbols and comprehend the meanings embedded within sentences. As explained in the book "Bahasa dan Sastra Indonesia SD Berorientasi Kurikulum Merdeka" (Mustadi et al. 2022), reading is described as a skill for students to comprehend, interpret, and reflect on texts according to their goals and needs in order to develop their attitudes, knowledge, skills, and potential. Reading skills, on the other hand, refer to an individual's ability, expertise, and readiness to understand ideas and symbols or the sound of language present in reading texts, adjusted to the reader's intentions and objectives. Reading activities involve indirect communication between the reader and the writer through written text.

Language skills can be acquired through interactions and relationships between individuals. The first language skill that humans possess is listening or receptive skills, followed by speaking skills, reading skills, and finally writing skills. The Ministry of Education and Culture has transformed the learning paradigm, particularly in the teaching of Bahasa Indonesia, by utilizing technology as a learning resource. This is implemented through curriculum development. One of the abilities that supports progress in learning Bahasa Indonesia is viewing skills. Viewing skills is a new competency that complements other language skills such as listening, reading, speaking, and writing (Mulyadi and

Wikanengsih 2022). According to a study by (Huri et al. 2019), "viewing skills" are described as a result of responding to technological advancements, enabling educational communities to adapt to the changing times. Viewing skills are a process that supports speaking and reading abilities and are an integral part of the art of language. Viewing skills go beyond mere observation; they involve extracting meaning from visuals, interpreting various types of multimodal texts, critical analysis, and reflection on interpretations based on context and the texts that have been read. The practice of viewing skills involves the interaction between contextual and textual meanings, taking into account the following factors: the situational context of the viewer, the visual text itself, knowledge of codes and conventions in the semiotic system, and the use of strategies and processes related to viewing skills (Huri et al. 2019). According to Inayatullah as cited in Zyam's research, viewing skills are associated with critical thinking that goes beyond interpreting reality but also involves constructing it. This allows individuals to present information in a visual context and analyze it in a more effective manner (Zyam and Umam 2022).

The teaching of Bahasa Indonesia has undergone a change in competencies following the implementation of the Merdeka Curriculum. These language competencies are based on three interconnected and mutually supportive elements aimed at developing students' competencies. First, language is used to develop language proficiency. Second, literature is used to understand, appreciate, respond to, analyze, and create literary works. Third, critical, creative, and imaginative thinking becomes an important element in developing language competencies. The goal of developing language, literature, and thinking competencies is to shape students who have high levels of literacy and possess characters in line with the values of Pancasila. With the implementation of the curriculum changes,

language skills have also expanded, including reading and viewing skills. In accordance with the Decree of the Head of BSKAP No. 008/H/KR/2022, reading is defined as the ability of students to comprehend, interpret, analyze, and reflect on texts in line with their objectives and purposes, in order to develop their attitudes, knowledge, skills, and potential. Viewing skill, on the other hand, is the ability of students to comprehend, interpret, analyze, and reflect on print, visual, and/or audiovisual presentations in accordance with their objectives and purposes, in order to develop their attitudes, knowledge, skills, and potential. These presentations encompass components that can be developed in reading and viewing, such as sensitivity to phonemes, letters, sign systems, vocabulary, language structure (grammar), meaning, and metacognition.

According to Donaghy's opinion (2019) cited in (Huri et al. 2019), the addition of viewing skill is attributed to the rapid development of technology. According to Chan (2020), it is mentioned that the presence of the internet and technological advancements is one of the reasons why viewing has become a learning process and an integral part of communication. As a result, viewing skill is considered the fifth language skill in language communication. According to Sabino in (Huri et al. 2019), viewing skill is a process that supports speaking and reading skills and is an integral part of the art of language. The goal of viewing skill is to understand visual images and connect them with accompanying spoken or written words. Furthermore, the goals include interpreting images representing words, linking visual images in videos, computer programs, and websites with accompanying printed or spoken words. Another goal is to enhance students' listening skills as they pay attention to nonverbal communication and visual elements presented in videos, television, films, and multimedia presentations. Additionally, the goals of viewing also involve improving students'

reading ability when they encounter images accompanying printed text, such as graphs, diagrams, and illustrations. In achieving these goals, specific textual techniques such as layout, color, and symbols are also considered. Furthermore, the goals of viewing skill involve understanding assumptions, perspectives, and the quality of various media such as photographs, dramas, and videos. Huston and Wright state that viewing skill is an evolving television literacy that combines cognitive skills, linguistic competence, world knowledge, and the result of studying the forms and formats that shape the media (Newfield 2011). According to (Lisnawati and Ertinawati 2019), visual literacy is a deeper level of understanding that combines media literacy and technology literacy. In this perspective, visual literacy involves critically using visual and audiovisual elements, followed by interpreting the combination of these visual media forms, whether in print, audio, or digital media. The term used to describe this combination of media is "multimodal text" and it requires accurate decoding and interpretation.

There are three steps in understanding the process of viewing skill according to Halliday in the study conducted by (Wulansari 2016), namely: Ideational function, which consists of experiential meaning and logic; Interpersonal function, which serves the purpose of language used to express social reality related to the interaction between the writer and the reader; Textual function, which is the language function used to express semiotic reality or symbolic reality and is related to the ways of creating texts within a context.

Understanding the process of viewing skill in the research (Huri et al. 2019) can be described using Barrett's taxonomy, which consists of 5 parts in its activities, namely: (1) Literal comprehension is the ability to recognize facts or recall existing information; (2) Reorganization, the ability to analyze, synthesize, and organize ideas and information that are clearly stated in a text. (3) Inferential comprehension, the ability to use explicit ideas or information from the reading and combine them with intuition and personal experience as a basis for problem-solving. (4) Evaluative comprehension, the ability to ascertain and evaluate the quality, accuracy, usefulness, or effectiveness of ideas presented in the discourse. (5) Appreciation, the ability to apply emotional and aesthetic sensitivity to respond to the form, style, structure, and presentation techniques of ideas in a reading.

There are two types of viewing skill in the research (Huri et al. 2019), The first type is Visual Literacy. John Debes was the first to use the term visual literacy. Visual literacy, according to Messaris in Sabino's research, refers to the increased knowledge and experience of visual media functions, supported by a deep understanding of how media works. Simply put, visual literacy can be understood as the comprehension of what is seen physically and the interpretation made in the mind based on those observations. Next, the second one is critical viewing. According to Empador, critical viewing activities involve the following: Examining and analyzing the purpose and intent of visual media messages; Questioning the sources, credibility, and biases present in visual media content; Evaluating the ethical and moral implications of visual representations; Critically assessing the accuracy and reliability of information conveyed through visual media; Identifying and deconstructing persuasive techniques and manipulative strategies employed in visual media; Reflecting on the socio-cultural, political, and economic factors that shape visual media messages; Engaging in thoughtful discussions and debates about the impact of visual media on individuals and society.

Method

The research method used was descriptive qualitative, which involved analyzing and presenting facts systematically for easier understanding and drawing conclusions. This study employed a

natural observation approach, which required observing the research subjects in their natural setting without significant interference or intervention. This allowed for an accurate depiction of the observed behaviors and situations. The research was conducted in the 5th grade of IT Muhammadiyah Bandongan Elementary School, with a duration of one month as a shadow teacher. The procedural steps involved in the research included data collection, data reduction, data analysis, and data presentation. Data were collected through interviews, observations, and documentation. Shadow teaching was also implemented in this research to obtain results that align with the actual field conditions. After data collection, data reduction was carried out, which involved summarizing, selecting the main points, and focusing on important aspects. This process resulted in more concise and clear information, facilitating further data collection. The next step was data analysis, where the collected data were analyzed to gather relevant supporting information. The final step was data presentation, which involved presenting the data through brief descriptions, charts, relationships between categories, and flowcharts.

The research was conducted at IT Muhammadiyah Bandongan Elementary School for a duration of one month, starting from March 28, 2023, to May 9, 2023. The subjects of this study were the 5th-grade teachers at IT Muhammadiyah Bandongan Elementary School.

Discussions

This research was conducted in the 5th grade of IT Muhammadiyah Bandongan Elementary School with the aim of analyzing the viewing skill learning model. The initial activities involved observation and interviews with teachers regarding the merdeka curriculum and its implementation in the classroom. Subsequently, observations were carried out by acting as a Shadow Teacher for a month. Based on the observations as a Shadow Teacher, it was found that there were aspects of the viewing skill learning model being implemented by the 5th-grade teachers at IT Muhammadiyah Bandongan Elementary School. After data collection and analysis as a Shadow Teacher, it was observed that the teachers still primarily used lecture-based teaching methods, although in certain subjects, viewing skill learning methods were employed. The results of the applied viewing skill learning model by the 5th-grade teachers at IT Muhammadiyah Bandongan Elementary School are presented in the table below

Tabel 1. *Analysis of viewing skill learning*

No	Date	Viewing Actvities
1	Selasa, 28 Maret 2023	Does not exist
2	Rabu, 29 Maret 2023	Exist
3	Kamis, 30 Maret 2023	Does not exist
4	Jum'at, 31 Maret 2023	Exist
5	Sabtu, 01 April 2023	Exist
6	Senin, 03 April 2023	Does not exist
7	Selasa, 04 April 2023	Does not exist
8	Rabu, 05 April 2023	Does not exist
9	Kamis, 06 April 2023	Exist
10	Jum'at, 07 Apri 2023	Does not exist
11	Sabtu, 08 April 2023	Does not exist
12	Senin, 10 April 2023	Does not exist
13	Selasa, 11 April 2023	Does not exist
14	Rabu, 12 April 2023	Exist

15	Kamis, 13 April 2023	Does not exist
16	Jum'at, 14 April 2023	Does not exist
17	Sabtu, 15 April 2023	Does not exist
18	Senin, 17 April 2023	Does not exist
19	Selasa, 18 April 2023	Does not exist
20	Rabu, 19 April 2023	Does not exist
21	Kamis, 20 April 2023	Does not exist
22	Jum'at, 21 April 2023	Does not exist
23	Sabtu, 22 April 2023	Does not exist
24	Senin, 24 April 2023	Does not exist
25	Selasa, 25 April 2023	Does not exist
26	Rabu, 26 April 2023	Does not exist
27	Kamis, 27 April 2023	Does not exist
28	Jum'at, 28 April 2023	Does not exist
29	Sabtu, 29 April 2023	Does not exist
30	Senin, 01 Mei 2023	Does not exist
31	Selasa, 02 Mei 2023	Does not exist
32	Rabu, 03 Mei 2023	Does not exist
33	Kamis, 04 Mei 2023	Does not exist
34	Jum'at, 05 Mei 2023	Does not exist
35	Sabtu, 06 Mei 2023	Does not exist
36	Senin, 08 Mei 2023	Does not exist
37	Selasa, 09 Mei 2023	Does not exist

Based on Table 1, it can be observed that during the period of being a shadow teacher in Class 5 of SD IT Muhammadiyah Bandongan, it was found that the teacher implemented the viewing skill learning model for 5 days. The results can be calculated and yield the following data:

Tabel 2. *Number of Findings of Viewing Learning Model*

No	Learning Model	Number of Findings
1	Viewing Learning Model	5
2	Others	32
Total		37

Based on the table above, the percentage of findings for the implementation of viewing skill learning model and other learning models in Grade 5 of SD IT Muhammadiyah Bandongan can be calculated.
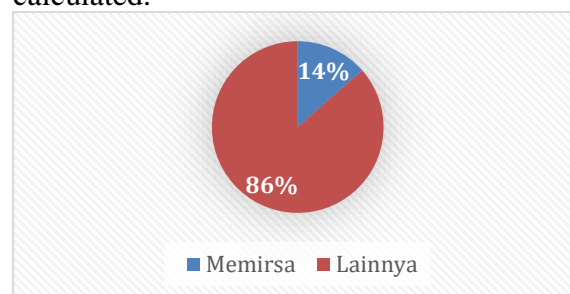

Figure 1. *Percentage of Findings for the Implementation of Viewing Learning Model*

After the discovery of the viewing skill learning process, which occurred for 5 days out of the 37 days of research, various forms and activities of viewing skill were found in the 5th grade class of IT Muhammadiyah Elementary School as follows:

Tabel 3. *Category of Viewing Skill Activities*

No	Subjects	Viewing Skill Activities	Aspects of Viewing Skill	Type of Viewing Skill
1	Science	The students observe the water cycle process using ice cubes as a medium, which is observed for 3 hours. Afterward, the students create	Visual	Critical Viewing

		a report regarding what they have observed.		
2	Mathematics	The students analyze graphs and tables in the subject of Mathematics, and then they are asked to solve questions based on the given graph and table.	Visual	Visual Literacy
		The teacher uses a Rubik's Cube to introduce the concept of solid shapes. Then, the students are asked to calculate the volume of the given Rubik's Cube.	Visual	Visual Literacy
		The teacher asks the students to observe objects around their house that are in the form of a rectangular prism or a cube. Then, the teacher asks the students to determine and measure the length, height, and width of the object and calculate its volume.	Visual	Visual Literacy
3	Indonesia Language	The teacher displays a poster and asks the students to analyze the theme, content, and messages conveyed in the poster.	Visual	Visual Literacy
		The teacher asks the students to create their own posters and then analyze the theme, content, and messages conveyed in their respective posters.	Visual	Critical Viewing
4	Physical Education	The teacher divides the students into several groups, then distributes HVS papers that already contain pictures related to volleyball. The students are asked to write down the name of the activity depicted in the picture along with its steps and positions. Once finished, the students are asked to come forward and present the results of their group discussions.	Visual	Visual Literacy
5	Arts and Culture	The teacher shows a video of the "Gundala-Gundala" dance, then asks the students to understand the purpose and benefits of the dance.	Audio visual	Visual Literacy
6	Social Studies	The teacher displays an illustration of deforestation	Visual	Visual Literacy

and asks the students to identify the reasons why the trees are being cut down and the impact it has on the community and the environment.

Based on the research findings, the implementation of the memirsa learning model in Grade 5 of IT Muhammadiyah Bandongan Elementary School is still limited in its application during the learning process. This conclusion is drawn from the observations made as a shadow teacher, which revealed that there were only 10 memirsa activities observed during the 37-day research period.

The application of the memirsa learning model is found in 6 subjects, including Indonesian language, Mathematics, Science, Social Studies, Physical Education, and Arts and Culture. Based on the research findings presented, it is evident that during the 37-day period, there were 5 days where the viewing learning method was applied in Grade 5 of IT Muhammadiyah Bandongan Elementary School. However, the implementation of the viewing learning model has not received dedicated attention. On average, teachers mostly utilized the lecture method during the learning process, which indicates that students primarily practiced listening skills. The percentage of memirsa learning model outcomes is 14%, calculated based on the number of days observed as a shadow teacher in Grade 5 of IT Muhammadiyah Bandongan Elementary School and the findings related to the memirsa learning method. Language skills are divided into four categories: writing, listening, speaking and presenting, and reading and memirsa. Each language skill accounts for 25% of the total, calculated by dividing 100% by 4 according to the number of language skills. It can be concluded that reading and memirsa represent 25% of the learning process. In Grade 5 of IT Muhammadiyah Bandongan Elementary School, the activities of reading and memirsa account for 14%, which exceeds half of the 25%.

This indicates that the memirsa learning method has been implemented in the teaching practices of Grade 5 in IT Muhammadiyah Bandongan Elementary School.

The discovery of the memirsa learning model in Grade 5 of IT Muhammadiyah Bandongan Elementary School indicates that the implementation of the independent curriculum in Grade 5 has been applied, but not entirely using the memirsa learning method. This is adjusted according to the subjects covered in the curriculum. It is also undeniable that Grade 5 still follows the 2013 curriculum, which adopts a thematic learning model. However, some instances of memirsa learning model implementation have been found in the teaching practices. Regardless of this, the level of enthusiasm among students towards lessons delivered using the memirsa learning model is higher compared to the lecture model. This is because the memirsa learning model is perceived as more engaging for students. Students are asked to observe, listen, and write, which helps them better understand the lessons being taught by the teacher.

The discovery of the memirsa learning model is most prominent in the subject of Mathematics. This is because during the research, the Mathematics curriculum for Grade 5 covered topics such as graphs, tables, and spatial figures. In these topics, students are naturally required to visually observe an image and analyze it. The presentation of memirsa learning through graphs, as stated by (Huri 2023), involves the ability to understand and interpret the meaning of visual media such as images, photos, videos, or graphs. One example of visual media is graphs, which are used to present information or data in a visually understandable format. Based on the findings of the research conducted in Grade

5 of IT Muhammadiyah Bandongan Elementary School, the teacher presented and provided problems with a graph. Students were then asked to read the information presented in the graph and were also required to create an effective graph to convey a message or an idea.

In addition to graph and table topics, the memirsa learning model was also implemented during the lesson on spatial figures. The teacher utilized a simple teaching aid in the form of a Rubik's Cube and asked the students to analyze the shapes of the cube. They were then instructed to calculate the unit volume of the Rubik's Cube. This learning activity falls under memirsa learning, as described by Wijaya and Salim in (Huri 2023), where memirsa refers to the ability to analyze, interpret, and appreciate various visual media used in everyday life. For instance, in Grade 5 of IT Muhammadiyah Bandongan Elementary School, students were assigned the task of observing objects around their homes that were geometric figures like cubes and rectangular prisms. After identifying suitable objects, the students were asked to determine their length, width, and height, and they were also encouraged to calculate the volume of these objects. The objects students discovered varied, including aquariums, used boxes, cardboard, tissue boxes, and others. Interestingly, the implementation of memirsa learning does not necessarily require complicated teaching aids for the teacher. They can utilize objects found in the students' surroundings as learning media.

The memirsa learning model was also implemented by the teacher in the subject of Science, specifically in the topic of the water cycle. As stated by (Newfield 2011), there is a type of memirsa called critical memirsa. Critical memirsa involves analyzing or evaluating assumptions, beliefs, and practices. In the process of learning about the water cycle in Grade 5 of IT Muhammadiyah Bandongan Elementary School, the teacher utilized the critical memirsa approach. During the learning process, the teacher asked the students to read the text in the thematic book, and then they were instructed to conduct a simple water cycle experiment using ice cubes and observe the changes over a period of 3 hours. After the 3-hour period, the ice cubes underwent changes, and the students were required to create a report documenting the changes at each hour. Once the students finished observing the simple water cycle experiment, they were asked to present their observation reports. This water cycle experiment is considered a critical memirsa activity because the students directly observed the process of the water cycle, which helped them understand how it occurs. The process of observing, practicing, and analyzing is part of the critical memirsa process.

The findings of the memirsa learning activity in the Indonesian language subject with the topic of posters were as follows. During the learning process, the teacher provided visual poster images and projected them for the students to analyze the content of the posters. The students were then asked to determine the theme and message conveyed in the posters. This learning process aligns with Donaghy's perspective, as cited in (Mulyadi and Wikanengsih 2022), that visual literacy or memirsa refers to the ability largely acquired through reading, writing images, and thinking and interpreting those images. After the teacher presented the posters and the students were able to identify the content, theme, and message, the teacher asked them to create their own posters. The students were divided into groups, and each group was free to choose a theme. Once all the groups determined their themes, the students were given the freedom to create individual posters based on the chosen themes. After completing their posters, representatives from each group were asked to present their work. The students collectively analyzed the themes, content, and messages conveyed in the posters. This can be considered a memirsa activity because the teacher used visual literacy in the form of poster images,

and the students were required to understand what was conveyed in those images. In the implementation of this learning activity, the teacher utilized a projector as a medium to display the poster images. This demonstrates how technological advancements influence the educational process, particularly in memirsa learning.

The use of a projector in memirsa learning is also implemented in the Physical Education subject (SBPD). In SBPD learning, the aspect of audiovisual memirsa learning is applied. During SBPD lessons, the teacher showcases an example of the Gundala-Gundala dance through a video presentation. The students are then asked by the teacher to understand the purpose and benefits of the dance. When the Gundala-Gundala video is shown, the students show great enthusiasm in engaging with the learning process. This occurrence proves that audiovisual presentations attract a more favorable response from students compared to using visual media.

During the IPS (Social Studies) lesson, which follows the SBPD (Physical Education) learning process, the topic of discussion is highland and lowland areas. In this lesson, the teacher focuses on the environmental damage caused by deforestation. To visualize this topic, the teacher shows a picture depicting rampant deforestation and compares it with an area abundant with lush trees and a barren area. In this activity, visual literacy is the ability to understand and apply images, involving thinking skills, learning, and self-expression through visual means (Güney 2019). From the presented picture, the students are able to comprehend the importance of trees for life in nature. They are also asked to understand the reasons for and the impacts of indiscriminate deforestation.

In the Physical Education (PJOK) subject, the process of viewing learning is also discovered. The viewing learning process found in this subject is in the form of visual literacy. In the learning activity, the teacher divides the students into several groups and provides them with HVS paper containing images related to volleyball. This activity is categorized as memirsa because it involves visualizing the game of volleyball. According to (Kędra 2018), memirsa skills can be divided into five groups, including analyzing and understanding, visual perception, evaluation, knowledge of grammar and syntax. In the implementation of memirsa, when visualizations are provided, students can analyze the content of the visual image. The same applies to the physical education lessons conducted by the teacher in Grade 5 at IT Muhammadiyah Bandongan Elementary School. After being given an image, students are asked to write down the name of the activity depicted in the picture. Additionally, the teacher requests that the students explain the steps involved in the activity and the correct positions. The results of the memirsa activity are then presented by each group using their grammar knowledge.

Conclusion

The process of viewing learning is actually implemented in Grade 5, even for classrooms that still use the 2013 curriculum or thematic learning. This proves that viewing learning is essentially being applied in education, not only in classrooms that have adopted the independent curriculum. The viewing learning model demonstrates that using visualizations in teaching is more engaging for students and enhances their thinking abilities. Unconsciously, some teachers and homeroom teachers in Grade 5 at IT Muhammadiyah Bandongan Elementary School have already implemented viewing learning activities. However, this may not be fully realized due to the lack of discussion on language skills, which have been transformed into reading and viewing skill. Especially regarding the term viewing skill which is still unfamiliar. Nevertheless, the Grade 5 teachers at IT Muhammadiyah Bandongan Elementary School have shown relative proficiency in viewing learning. As a driving school, IT Muhammadiyah Bandongan Elementary

School has demonstrated the stages of visual literacy and critical viewing. In the visual literacy stage, students demonstrate their thinking abilities by expressing ideas based on their knowledge and providing information to others. In the critical viewing stage, students are already capable of evaluating complex multimodal texts and providing in-depth analysis accompanied by logical and critical reasoning.

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