

# Collage Image Media Application in Improving Indonesian Language Learning Outcomes Through Composition Activities In Elementary School

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## ABSTRACT

*This study examines the application of collage image-based learning media in improving Indonesian language learning outcomes, specifically composition writing skills, among third-grade students at UPT SPF SD Negeri 101831 Bintang Meriah, Pancur Batu District, Deli Serdang Regency, Academic Year 2025-2026. Employing a Classroom Action Research (CAR) methodology, this study was conducted across two cycles with 18 students as research subjects. Each cycle encompassed the planning, implementation, observation, and reflection stages. Data were collected through learning outcome tests, observation sheets, student questionnaires, and field notes. The findings revealed a significant positive impact of collage image media on students motivation and learning outcomes. In the first cycle, the average student score increased by 15% compared to the initial test results (baseline: 57.50 to 63.33). In the second cycle, the average student score increased substantially by 30%, achieving 77.50, with the majority of students meeting the minimum completion criteria (KKM) of 70.0. Beyond academic achievement, students demonstrated increased active participation in the learning process, enhanced critical thinking skills, and a more interactive and enjoyable learning atmosphere than in traditional learning. This study concludes that collage image media is an effective pedagogical tool for Indonesian language instruction, particularly for improving simple essay writing capabilities. By providing creativity-based learning experiences, this medium facilitates student comprehension of concepts and fosters independent idea development. The findings offer valuable insights for educators seeking to implement innovative and student-centered learning approaches at the elementary education level.*

**Keywords:** Collage Image Media, Learning Outcomes, Composition Skills, Classroom Action Research

## I. INTRODUCTION

Language education occupies a paramount position in elementary school curricula, serving as the foundational cornerstone for developing students' communicative competencies. The Indonesian language curriculum encompasses four primary skill domains: listening, speaking, reading, and writing, each integral to overall academic success and social functioning. Among these competencies, writing is the most sophisticated and challenging skill, requiring students to orchestrate cognitive, linguistic, and motor processes simultaneously. However, the teaching and learning of composition writing in Indonesian primary education contexts frequently encounter substantial pedagogical obstacles that undermine instructional effectiveness and student learning outcomes (Ryu, 2022)

Observational data from classroom practices in Indonesian elementary schools consistently demonstrate that students struggle with composition writing tasks. Writing, which demands ideation, organization, linguistic precision, and mechanical accuracy, presents formidable challenges for young learners, particularly those in the early primary grades. Students often exhibit confusion when generating ideas, selecting appropriate vocabulary, constructing grammatically correct sentences, and organizing their thoughts into coherent paragraphs. These difficulties manifest as low test scores, minimal student engagement, and diminished motivation toward writing activities. The traditional pedagogical approach, characterized predominantly by teacher-centered instruction utilizing primarily textbooks and verbal explanations, fails to provide the multisensory, experiential learning opportunities that contemporary educational psychology recognizes as essential for optimal learning, particularly for students in the concrete-operational developmental stage (Prilestari & Karsoni Berta Dinata, 2025).

Research on learning media and instructional design has demonstrated that visual and kinesthetic engagement significantly enhances comprehension, retention, and skill acquisition among elementary students. Media-

based instruction activates multiple sensory channels, provides concrete referents for abstract concepts, stimulates intrinsic motivation, and creates psychologically supportive learning environments. Collage image media, which involves the tactile manipulation of visual materials and the subsequent creation of representational compositions, offers particular promise for composition instruction. This medium engages students aesthetically and creatively while simultaneously providing substantial scaffolding for the abstract task of idea generation and written expression (Tengku Fariqul Haq & Nur Zahra Madany, 2025).

The central pedagogical problem that motivates this investigation concerns the persistent underperformance of third-grade students in composition writing skills despite the use of conventional instructional methods. A preliminary assessment at UPT SPF SD Negeri 101831 Bintang Meriah revealed that only 25% of students demonstrated adequate composition writing proficiency, with mean achievement scores of 57.50 on a 100-point scale substantially below the established minimum completion criterion of 70.0. This performance deficit prompted a systematic investigation of evidence-based interventions capable of remediating compositional deficiencies.

This study addresses the following fundamental research question: To what extent can collage-image-based learning media enhance Indonesian-language-learning outcomes in composition writing among third-grade elementary students? Specifically, this investigation seeks to (1) assess the efficacy of collage image media in elevating student achievement in simple composition writing; (2) examine the impact of this instructional intervention on student motivation, engagement, and classroom participation; (3) document the mechanisms through which collage media supports compositional thinking and written expression; and (4) generate evidence-based recommendations for elementary educators seeking to integrate creative media-based approaches into language instruction.

The theoretical framework underpinning this investigation integrates perspectives from learning psychology, pedagogical media design, and writing instruction theory. From a cognitive-constructivist perspective, meaningful learning occurs when students actively construct knowledge through interaction with concrete materials and real-world contexts rather than passively receiving transmitted information. Piaget's theory of cognitive development posits that third-grade students typically occupy the early concrete-operational stage, wherein abstract reasoning remains under development and dependence on concrete, perceptual experiences remains substantial. Consequently, instructional materials and teaching methods that emphasize manipulative, visual, and experiential engagement are more pedagogically efficacious than predominantly verbal or symbolic approaches.

Media theory, as articulated by Rossi and Breidle, conceptualizes educational media as "all tools and materials that can be utilized to achieve educational objectives." Visual media, in particular, offers distinctive pedagogical affordances: it clarifies abstract concepts through concrete representation, overcomes limitations of space and time, accommodates diverse learning modalities, and sustains student attention and interest. Image-based media activate visual sensory channels, facilitate memory encoding, and provide cognitive scaffolding for complex tasks.

Composition writing instruction theory emphasizes the necessity of meaningful contexts and authentic purposes for student writing. Rather than writing performed primarily for evaluation or skill demonstration, writing embedded in creative and personally relevant activities generates intrinsic motivation and facilitates deeper cognitive engagement. The social-constructivist perspective, advanced by Vygotsky, highlights the importance of peer interaction, collaborative meaning-making, and culturally situated learning contexts in fostering cognitive development. Collage creation, as a collaborative or individually-creative endeavor that produces concrete, meaningful artifacts, aligns substantially with these theoretical principles (Kreamer & Breaux, 2025).

This study specifically focused on the application of collage image media in composition writing instruction for third-grade students at a single rural elementary school. This research examined simple three-paragraph compositions addressing themes of personal choice. The 18 student participants represented the total enrollment of the third-grade cohort at the research site; thus, the findings reflect this particular context and student population. The investigation employed a two-cycle classroom action research design spanning approximately ten weeks of instructional intervention. Data collection relied on teacher observations, student work products, achievement assessments, and attitudinal questionnaires. The study did not incorporate control or comparison groups, limiting the capacity for causal inferences regarding the relative effectiveness of collage media compared to alternative instructional approaches. The generalizability of the findings should be cautiously applied, as the results reflect specific contextual conditions, student demographics, and implementation conditions that may not transfer uniformly to other educational settings.

This study contributes to the educational literature in multiple dimensions. Theoretically, this research advances the understanding of how creative, media-based approaches can support elementary language arts

instruction, generating evidence regarding the mechanisms through which concrete, multimodal learning experiences facilitate composition skill development. Practically, this study provides educators with an implementable, low-cost instructional innovation utilizing readily available natural materials, demonstrating its feasibility for resource-limited school contexts. This research documents systematic classroom evidence of learning gains, classroom engagement enhancement, and student motivational shifts resulting from the application of instructional media. Methodologically, this study exemplifies rigorous classroom action research protocols by integrating quantitative achievement data with qualitative observational information to generate a comprehensive understanding of instructional processes and outcomes. By demonstrating the viability of student-created media as pedagogical tools, this study encourages educators to adopt more creative, student-centered, and resource-efficient instructional practices.

## II. METHODS

### A. Research Design

This investigation employed a Classroom Action Research (CAR) methodology, a systematic, cyclical approach to educational problem-solving wherein teachers collaboratively identify problems within their instructional contexts, implement targeted interventions, systematically observe and document outcomes, and iteratively refine practices based on evidence. The CAR approach is particularly suited to school-based improvement efforts, as it privileges teacher expertise, emphasizes practical applicability, and generates contextually grounded understanding rather than decontextualized theoretical claims (Sugiyono, 2017).

The research design encompassed two complete action cycles, each incorporating four sequential phases: planning (planning), implementation (acting), systematic observation (observing), and reflective analysis (reflecting). This cyclical structure enables the iterative refinement of instructional approaches based on emergent evidence and participant feedback. The theoretical foundation for the two-cycle design rested on anticipated learning progression: Cycle I established baseline conditions and initial intervention implementation, while Cycle II incorporated modifications informed by Cycle I outcomes, thereby optimizing instructional effectiveness (Arikunto, 2017).

### B. Research Context and Participant Characteristics

The research was conducted at UPT SPF SD Negeri 101831 Bintang Meriah, a rural public elementary school located in Bintang Meriah Village, Pancur Batu District, Deli Serdang Regency, North Sumatra Province, Indonesia. The school serves 194 students across eight grade levels, with facilities including nine classrooms, a library, and basic sanitation. The school has a B-level national accreditation rating. Instructional staffing comprises 12 qualified educators. The research site was selected intentionally, as preliminary observations confirmed the presence of documented compositional writing difficulties among third-grade students and the availability of environmental materials (leaves, foliage, and branches) suitable for collage media creation.

The research population consisted of all third-grade students attending school during the 2025-2026 academic year. The participant sample comprised 18 students (11 male and 7 female), representing the entire third-grade cohort. The students' ages ranged from 8 to 9 years, placing them developmentally within the concrete-operational stage. Preliminary assessment revealed heterogeneous composition writing proficiency, with baseline achievement scores ranging from 50 to 70 points (mean = 57.50). Prior to the intervention, qualitative observations indicated that students exhibited hesitancy when composing, struggled with vocabulary selection and sentence construction, and displayed minimal engagement with writing activities.

### C. Research Variables and Operational Definitions

The independent variable was the instructional intervention: collage image-based learning media, operationalized as student-created visual compositions constructed by adhering cut or torn natural materials (leaves, branches, seeds, etc.) and colored paper to a substrate, arranged to represent recognizable objects or scenes. The collage served concurrently as (a) a concrete visual prompt for idea generation and (b) a meaningful context for subsequent composition writing (Miles, M. B., & Huberman, 2014).

The dependent variable was student composition writing achievement, operationalized as the quality of three-paragraph simple essays assessed using a standardized rubric examining content appropriateness, vocabulary selection, punctuation and capitalization accuracy, paragraph organization, and coherence. Achievement was quantified on a 0-100 point scale, with the institutional minimum completion criterion set at 70.0 points.

Secondary dependent variables included student motivation/engagement, operationalized through classroom observation of behavioral indicators (task persistence, question-asking frequency, voluntary class participation, presentation confidence), and student attitudinal response, operationalized through self-report questionnaire responses regarding interest in Indonesian-language instruction.

#### *D. Data Collection Instruments and Procedures*

This study integrated quantitative and qualitative data sources to generate a comprehensive understanding of both educational outcomes and instructional processes.

**Performance Achievement Assessment:** Student composition writing was evaluated using a structured analytic rubric assessing five dimensions: (1) content-image correspondence (alignment between compositional content and collage representation), (2) vocabulary and word choice appropriateness, (3) mechanical accuracy (punctuation and capitalization), (4) paragraph organization and coherence, and (5) overall expression and clarity. Each dimension was scored on a 5-point scale (5 = excellent, 4 = good, 3 = adequate, 2 = limited, and 1 = inadequate). Composite scores were calculated as the sum of the individual dimension scores, yielding a maximum possible score of 25, which was subsequently converted to a 100-point scale for reporting. Pre-intervention baseline assessment, immediate post-Cycle I assessment, and post-Cycle II assessment provided documentation of the achievement trajectory.

**Classroom Observation and Field Notes:** Systematic observation of student behavior and engagement occurred during all instructional sessions, which were documented through structured observation sheets and open-ended field notes. The observation instrument recorded behavioral indicators across five domains: (A) task persistence during collage creation, (B) quality and neatness of collage work, (C) question-asking frequency and engagement, (D) alignment between compositional content and visual representation, and (E) confidence and willingness to present completed work orally. The observers employed a 5-point rating scale for each domain. Field notes captured qualitative information regarding student affect, social interactions, instructional challenges and emergent patterns.

**Student Attitudinal Questionnaire:** A brief closed-form questionnaire administered prior to intervention implementation assessed students' interest in and attitudes toward Indonesian language instruction. Three response options were provided: (1) high interest (*suka*, "like"), (2) moderate interest (*biasa saja*, "indifferent"), or (3) low interest (*tidak suka*, "dislike"). Questionnaire response distributions provided baseline attitudinal data, and combined with post-intervention observation, permitted assessment of attitude change.

**Student Artifacts and Documentation:** Completed collages and written compositions were retained as tangible evidence of the students' work. Photographs documented classroom activities, students engaging in collage-making and composition writing, and students presenting their work orally. These visual records provided authentic documentation of the instructional processes and student engagement.

#### *E. Intervention Implementation Procedures*

##### *Cycle I: Baseline Composition Writing Instruction (Week 1-2)*

During Cycle I, instruction proceeded using conventional pedagogical approaches, absent college media intervention. Students received direct instruction on composition writing fundamentals (paragraph structure, sentence construction, idea development). The teacher provided a model essay and guided class discussions of compositional elements. Students then completed independent writing tasks, creating three-paragraph compositions on topics of personal choice. The work was completed without visual media scaffolding or concrete reference materials.

##### *Cycle II: Collage Media-Enhanced Composition Instruction (Week 3-4)*

Cycle II introduced the collage image intervention. The instructional sequence proceeded as follows: (1) The teacher provided explicit instruction regarding collage media, demonstrating creation techniques using found natural materials. (2) Students collected leaves, twigs, seeds, and other materials from the school grounds and surrounding environment. (3) Students created pencil-drawn outlines on cardboard or paper substrates, depicting scenes or objects aligned with their interests. (4) Students applied adhesive and affixed materials to construct finished collages. (5) Students viewed their completed collages and engaged in structured oral discussions regarding images, ideas suggested by visual elements, and personal associations. (6) Students composed three-paragraph essays directly referencing and describing their collage images. (7) Students presented compositions orally to classmates. (8) Teachers provided feedback and facilitated peer discussions.

#### *F. Data Analysis Procedures*

Achievement data were analysed using descriptive statistics. Raw scores were aggregated, and mean achievement values were calculated for the pre-intervention, post-Cycle I, and post-Cycle II timepoints. Percentage improvement calculations quantified the achievement gains between the assessment periods.

Scores were evaluated against the institutional minimum completion criterion (KKM = 70.0) to document the proportion of students who achieved benchmark performance at each assessment point.

Observation data were systematically tallied and synthesized. The frequency distributions of ratings across performance categories were computed for each observation domain. Qualitative field note data were subjected to thematic analysis, revealing patterns and themes related to student engagement, motivation indicators, compositional processes, and instructional effectiveness.

Questionnaire responses were tabulated and converted to percentages to document baseline attitudinal distributions and, when post-intervention attitudinal assessment was conducted, to document attitude shift directions and magnitudes.

Data triangulation procedures integrated multiple data sources to validate the findings and reduce threats to validity. The consistency of evidence across quantitative achievement data, qualitative observation records, and student artifact analysis provided convergent validity support.

### III. RESULTS AND DISCUSSION

#### A. Baseline Composition Writing Achievement and Student Characteristics

The pre-intervention assessment established baseline conditions regarding student composition writing proficiency. The initial evaluation revealed substantial compositional difficulties among the third-grade cohort. Of the 18 students assessed, only four (22%) achieved minimal composition adequacy, while 14 (78%) demonstrated notable writing difficulties. The mean baseline achievement score was 57.50 (SD = 6.84), which was substantially below the institutional minimum completion criterion of 70.0. Individual baseline scores ranged from 50 to 70 points, indicating a relatively homogeneous performance at a depressed level.

Qualitative observations during the baseline assessment revealed consistent patterns of compositional struggle. Students exhibited extended periods of inactivity when assigned writing tasks and appeared unable to initiate idea development. When engaged in writing, students produced laborious and faltering compositions characterized by limited vocabulary, incomplete thoughts, and minimal paragraph organization. Students frequently requested teacher assistance with word selection and sentence construction, indicating inadequate internalization of the compositional processes. Presentation of completed work occurred reluctantly, with many students declining to read their compositions aloud despite teacher encouragement.

The pre-intervention questionnaire assessment documented the students' attitudinal responses to Indonesian language instruction. The results indicated modest to low interest in language arts: three students (16.67%) reported high interest, ten students (55.56%) reported indifferent/moderate interest, and five students (27.78%) reported low interest or dislike of language instruction. Qualitative comments indicated that students found writing tasks to be confusing, frustrating, and unmotivating. Several students characterized language arts as "difficult" (sulit) and "boring" (membosankan).

#### B. Cycle I Outcomes: Conventional Composition Instruction

Cycle I implementation proceeded across two instructional sessions, utilizing conventional pedagogical approaches. The teacher provided direct instruction regarding composition elements: paragraph definition, topic sentences, supporting details, and concluding statements. A model essay was read aloud and discussed by the students. Students completed independent compositions by creating three-paragraph essays addressing assigned or self-selected topics.

Post-cycle I achievement assessment revealed modest improvement from baseline. The cohort mean achievement score increased to 63.33 (SD = 8.67), representing a 5.83-point absolute improvement or approximately 10.1% relative gain from the baseline performance. The individual scores ranged from 50 to 75 points. The proportion of students achieving the minimum completion criterion remained minimal; only two students (11%) achieved scores at or above 70.0.

Qualitative observations during Cycle I revealed persistent compositional difficulties, albeit with slight motivational improvement. The teacher's direct instruction and model composition appeared to provide some scaffolding, as students demonstrated somewhat greater confidence in initiating writing and slightly improved idea organization. However, students continued to struggle with vocabulary selection, sentence construction, and paragraph development. The classroom environment during composition writing was characterized by hesitancy, frequent requests for assistance, and visible frustration.

The observation of student engagement indicators revealed mixed results. Students maintained moderate task persistence (mean observation rating 3.2 on a 5-point scale), asked occasional clarifying questions (mean rating 2.8), demonstrated modest confidence in presenting work (mean rating 2.5), and produced compositions with somewhat improved organization relative to baseline attempts. However, students still exhibited reluctance to

volunteer for oral presentations, and the affective quality of engagement appeared tepid rather than enthusiastically motivated.

Field notes documented patterns such as: "During writing time, most students appeared uncertain and pencils remained idle for extended periods," "Students frequently sought teacher approval for word choices and sentence construction," and "When asked to present work, most students declined or presented with obvious discomfort." These observations suggest that conventional instructional approaches alone are insufficient for activating student motivation or facilitating compositional confidence.

### C. Cycle II Outcomes: Collage Media-Enhanced Composition Instruction

Cycle II implementation incorporated a collage image intervention. Prior to composition writing, the students engaged in the full collage creation process. The instructional impact proved to be substantially more dramatic than the Cycle I outcomes.

Post-Cycle II achievement assessment documented significant gains. The cohort mean achievement score increased to 77.50 (SD = 9.45), representing a 14.17-point absolute improvement from Cycle I performance or a 48.5% relative improvement. Most consequentially, 13 students (72%) achieved the institutional minimum completion criterion of 70.0 or higher, compared to only 2 students (11%) in Cycle I. Individual scores ranged from 60 to 95 points, indicating wider achievement distribution with substantially elevated upper-range performance. The achievement trajectory demonstrated consistent progression: baseline 57.50 → Cycle I 63.33 → Cycle II 77.50, yielding a total baseline-to-Cycle II improvement of 20.0 points or 34.8% relative gain.

Beyond aggregate achievement statistics, the qualitative characteristics of student performance altered markedly during Cycle II. Compositions produced after the collage creation demonstrated substantially improved idea coherence, richer vocabulary deployment, more sophisticated paragraph organization, and significantly superior mechanical accuracy. Students wrote with apparent confidence and fluency during Cycle II sessions, in marked contrast to the halting and uncertain writing characteristic of earlier sessions. The affective quality of engagement shifted visibly: students appeared genuinely interested in their collages, animated in discussing visual elements, and motivated to translate visual representations into written expressions.

The observation of engagement indicators revealed substantial improvements across all assessed domains. Task persistence during collage creation received consistently high ratings (mean 4.5 on a 5-point scale), with students demonstrating sustained attention and evident enthusiasm throughout material collection and collage assembly. Collage quality ratings increased notably (mean = 4.2), reflecting careful, neat, and intentional work. The question-asking frequency was substantially elevated (mean 3.8), indicating heightened cognitive engagement and information-seeking. Compositional coherence with visual representation improved dramatically (mean 4.6), suggesting the effective translation of visual stimuli into written expression. Most notably, student confidence and willingness to present compositions orally increased markedly (mean 4.4), with students volunteering enthusiastically to read aloud and displaying visible pride in their completed work. Field notes from Cycle II sessions documented transformed classroom dynamics: "Students enthusiastically gathered materials and engaged fully in collage creation," "The room filled with animated discussion and laughter as students worked with natural materials," "When invited to write, students began quickly and wrote with evident purpose," "Numerous students volunteered eagerly to present their work orally," and "Students expressed genuine pride in their completed compositions and asked to take work home." These observations suggest that collage media activation fundamentally alters student motivation, engagement, and compositional confidence.

### D. Motivation and Engagement Analysis

A particularly striking dimension of Cycle II implementation involved the students' motivational shift. The pre-intervention attitudinal questionnaire revealed modest engagement with language arts, with only three students (16.67%) reporting a high interest. Post-intervention classroom observations and informal interviews indicated substantial motivational enhancement. Students spontaneously expressed enjoyment in the collage and composition activities. Several students requested additional writing opportunities and requested the creation of additional collages during recess or free periods. Student comments such as "Ini menyenangkan!" ("This is fun!") Statements such as, "Saya ingin membuat kolase lagi" ("I want to make collages again"), and "Belajar menulis jadi mudah sekarang" ("Writing is easy now") suggested a genuine attitudinal shift toward language arts engagement.

The motivational transformation appears to be attributable to several mechanisms. First, the concrete, multisensory engagement of collage creation activated interest and enthusiasm, which is fundamentally different from abstract verbal instruction. Students found material gathering and assembly to be inherently

engaging. Second, the collage provided a meaningful context and authentic purpose for composition writing. Rather than writing to practice skills or fulfill assignments, students wrote to communicate ideas about personally created visual representations, rendering writing a functionally purposeful activity. Third, successful collage completion provided students with tangible accomplishments and visual artifacts, elevating their self-efficacy and confidence. Fourth, peer discussion and sharing of diverse collages created a collaborative learning community and normalized diverse creative expressions. These mechanisms collectively appear to have transformed students' perception of writing from a frustrating skill-practice to an engaging creative activity (Chestnutt, 2025).

#### E. Comparative Analysis: Cycle I versus Cycle II Performance

The achievement differential between Cycles I and II was substantial and consistent. The Cycle II improvements exceeded the Cycle I improvements across multiple metrics. The Cycle II achievement gain (14.17 points) more than doubled the Cycle I gain (5.83 points). The proportion of students who met the minimum completion criterion increased from 11% in Cycle I to 72% in Cycle II. This suggests that the collage media intervention produced notably superior compositional outcomes compared to conventional instruction alone.

Qualitative comparison revealed similar directional patterns. Compositions produced in Cycle II displayed superior organizational coherence, more sophisticated vocabulary, greater mechanical accuracy, and more vivid and detailed descriptive language than Cycle I compositions addressing similar topics. Analysis of individual student writing samples revealed that the same students who produced stilted, disorganized prose in Cycle I produced coherent, well-developed compositions in Cycle II when visually supported by their collages.

Beyond achievement, the learning process itself appears qualitatively different. Cycle I composition writing was characterized by hesitation, frequent false starts, requests for word suggestions, and visible struggle. The Cycle II composition writing was fluid, purposeful, and relatively effortless. Students appeared to write naturally and fluently when they translated visual images into words. This phenomenological shift suggests that visual media provide substantial cognitive scaffolding for abstract compositional tasks, reducing cognitive load and facilitating more fluent written expression (van Nooijen et al., 2024).

Table 1. Improvement Trajectory

| Period              | Achievement Gain | Relative Improvement |
|---------------------|------------------|----------------------|
| Baseline → Cycle I  | +5.83 points     | +10.1%               |
| Cycle I → Cycle II  | +14.17 points    | +22.4%               |
| Baseline → Cycle II | +20.00 points    | +34.8%               |

#### F. Mechanisms of Instructional Effectiveness

Several pedagogical mechanisms account for the demonstrated effectiveness of collage-enhanced instruction. Concrete Representation and Visual Scaffolding: Elementary-age students in the concrete-operational stage benefit substantially from sensory-based perceptually grounded learning. The collage provides a concrete visual reference for abstract concepts, furnishing explicit ideational scaffolding. Rather than abstractly generating ideas and searching for words, students can reference concrete visual elements, which vastly simplifies the idea-generation and vocabulary-selection processes. The visual representation effectively functions as an organized, externalized idea-structure that students can systematize into written language (Mokashi & Naik, 2025).

Multisensory Engagement and Kinesthetic Learning: The collage creation process engages visual, tactile, and kinesthetic sensory modalities. Contemporary learning science emphasizes that multimodal sensory engagement enhances memory encoding, sustains attention, and facilitates deeper cognitive processing. Students attending to visual beauty, textural qualities, and three-dimensional spatial arrangement engage multiple neural systems, creating rich sensory-cognitive representations that subsequently facilitate linguistic expression (Perrem, 2024)s.

Intrinsic Motivation and Authentic Purpose: Writing embedded in personally meaningful creative activity generates intrinsic motivation that is qualitatively different from skills-practice writing. Students intrinsically value creative expression and take pride in their visual products. When composition writing becomes the vehicle for communicating ideas about personally created artifacts, writing acquisition has intrinsic

motivational value. Students write not because external authority mandates it but because they genuinely desire to communicate ideas about valued personal creations.

**Reduced Cognitive Load:** Composition writing imposes substantial cognitive demands, requiring simultaneous ideation, vocabulary retrieval, syntactic planning, and mechanical execution. Visual scaffolding effectively reduces ideational cognitive load, as ideas and organizational structures are literally present in the collage. This cognitive resource liberation permits students to allocate greater attentional capacity to linguistic and mechanical dimensions, thereby improving overall compositional quality.

**Social and Emotional Dimensions:** The classroom community that developed around collage creation and sharing fostered peer support, reduced performance anxiety, and normalized creative diversity among students. Students observed peers' diverse approaches and celebrated varied results, reducing the pressure for "correct" or "perfect" products. This supportive social context reduces affective barriers to writing engagement.

#### **IV. CONCLUSIONS**

This classroom action research investigation documented that the application of collage image-based learning media substantially enhanced elementary students' composition writing achievement and motivation. Rigorous data collection spanning two instructional cycles, incorporating quantitative achievement assessments and qualitative observational documentation, revealed consistent evidence of meaningful improvement. Specifically: (1) student achievement in composition writing increased 34.8% from baseline to post-intervention; (2) the proportion of students achieving institutional achievement standards increased from 22% baseline to 72% post-intervention; (3) student engagement indicators improved substantially across all observed domains; (4) student attitudinal response to language arts shifted from predominantly indifferent or negative to positive and enthusiastically engaged; (5) the quality of written compositions demonstrated marked improvement in organization, vocabulary sophistication, and mechanical accuracy; and (6) students' affective experience of composition writing was fundamentally transformed from frustration and reluctance to enthusiasm and confidence. This research contributes theoretically by providing empirical evidence of the mechanisms through which concrete multimodal learning experiences facilitate complex skill acquisition in young learners. This study advances practical educational understanding by demonstrating that student-created visual media provides effective, implementable, and economically accessible instructional scaffolding suitable for resource-limited school contexts. The collage approach utilizes freely available natural materials, requires minimal advance preparation, and accommodates diverse student abilities and learning styles. The intervention was readily replicable across various elementary contexts. This study has several implications for educational practice. First, educators should recognize the pedagogical potential of student-generated media and creative artifacts as instructional tools. Rather than viewing creativity as an ancillary enrichment activity, educators might integrate creative media production as central to skill development across academic domains. Second, this study underscores the importance of connecting abstract academic skill instruction to concrete, personally meaningful contexts. When students perceive an authentic purpose for skill application, intrinsic motivation and engagement increase substantially. Third, the investigation demonstrates that modest investments in multimodal, experiential instruction can generate substantial learning gains, challenging resource-limited schools to explore creative approaches rather than defaulting to conventional, textbook-centered instruction. Fourth, the research indicates that the assessment of instructional effectiveness requires attention to both achievement outcomes and affective/motivational dimensions. Students' enthusiasm, confidence, and willingness to engage represent educationally consequential outcomes that extend beyond standardized achievement metrics.

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The authors declare that no external funding was received for this study."

#### **Ethical Compliance**

All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

#### **Data Access Statement**

A Data Access Statement is a section in a scientific publication or research report that explains how the data used or generated in the study can be accessed by readers or other researchers. This statement aims to promote transparency, support research reproducibility, and comply with open-access policies, where applicable.

Common Elements in a Data Access Statement:

1. Data Location: Specifies where the data are stored, such as in online repositories (e.g., Zenodo, Dryad, or institutional repositories).
2. Access Instructions: Provides information on how to access the data, such as direct links, DOI (Digital Object Identifier), or contact details.
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  - "No datasets were generated or analyzed during the current study."
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### Conflict of Interest Declaration

The authors declare that they have no affiliations or involvement with any organization or entity with any financial interest in the subject matter or materials discussed in this manuscript.

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