



The Influence of Visual-Based Financial Literacy Education (Infographics and Videos) on Editorial Writing Skills

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Abstract

This study aims to determine the effect of event photo media on the writing ability of editorial text writing. The type of method in this study is a quasi-experimental with a quantitative approach to measure the results objectively on the ability to write editorial text through event photo media. In this study, it can be seen that the average value obtained from the post-test results of students in the experimental class is 79.85 and 62.50 in the control class. After the post-test, the next step the author conducted a prerequisite test which included a normality test and a homogeneity test. The prerequisite test was carried out as a requirement for hypothesis testing. After the normality test, the experimental class p-value was $0.455 > 0.05$ and the control class p-value was $0.060 > 0.05$. Thus, it can be concluded that both classes are normally distributed. The homogeneity test that the author has conducted obtained significant results of $0.071 > 0.05$ (significant level). Thus, both classes come from homogeneous variants. The results of the hypothesis test conducted, the $t_{\text{calculated}} = 2.514 > t_{\text{table}} = 1.671$ then H_0 is rejected and H_a is accepted. So it can be concluded that there is a difference in the learning outcomes of students who use event photo media learning media with the learning outcomes of students who use conventional media. The learning outcomes using event photo media are better than the learning outcomes of students who use conventional media in learning to write editorial texts.

Keywords: Writing, Editorial Text, Media, Event Photos

A. Introduction

Writing skills in Indonesian language subjects are part of the curriculum that guides students in thinking, expressing ideas, opinions, and conveying ideas indirectly in written form (Meivanda & Zuhri, 2024). Learning Indonesian language requires students to master four aspects of language skills, one of which is writing. Teaching writing skills to students aims to ensure that students not only master the theory of writing taught by teachers at school, but also develop writing skills in practice. Writing skills are one aspect of language skills that have a significant meaning and role in student learning at school (Masni, Rahima, & Hutabarat, 2021).

Various learning materials in learning writing skills include writing anecdotal texts,



observational report texts, and editorial texts. The skill of writing editorial texts is one of the skills that must be mastered by students, especially senior high school (SMA). The skill of writing editorial texts itself is included in the 2013 curriculum for senior high school (SMA) grade XII with Basic Competencies 3.5 Identifying information in editorial texts. 3.6 Analyzing the structure and language of editorial texts. 4.5 Selecting various information as material for editorial texts both orally and in writing. 4.6 Designing editorial texts by paying attention to the structure and language both orally and in writing. Writing editorial texts is an important lesson to equip students to be able to think in exploring information topics that are made into written form in the form of editorial texts (Meivanda & Zuhri, 2024) and (Zuhri Saputra Hutabarat, 2018) .

"Editorial text can be interpreted as an editorial opinion containing the aspirations, opinions, and official stance of the press media on potential, phenomenal, actual, and/or controversial issues that exist in society" (Sumadiria, 2015: 82). Editorial text is one of the columns that is actually interesting to read. Because editorials can provide unique information according to the needs of readers, in this case students. Learning to write editorial texts is one of the important things in Indonesian language lessons today, so students are expected to be able to apply it well. By skillfully writing editorial texts, students will be able to produce good editorial texts (R. Rosmiati, Sembiring, Rahim, Pudjaningsih, & Hutabarat, 2022) .

Learning to write editorial texts will be very beneficial for students if all competencies can be achieved. Competence in learning to write editorial texts can be achieved if teachers can apply learning with various media during the learning process. One media that can be used in learning to write editorial texts is event photos. Based on the author's observations during field experience practice and interviews with Indonesian language teachers at SMA Negeri 9 Jambi City, in the learning process, teachers have not yet implemented media in the form of event photos in their learning process. (Masni, Tara, & Hutabarat, 2021) and (ZSH Rosmiati, 2016) .

B. Method

Planning and design are essential in the research process. These plans and designs are carried out so that the research process can run smoothly and systematically. "The design of a study must be



specific, clear, and detailed, determined firmly from the beginning, and become a step-by-step guide" (Sugiyono, 2015). Based on this opinion, it can be interpreted that research design is a process carried out by the author in a study, starting from the planning stage to the implementation of the research that has been determined at a certain time. The author chose a quantitative approach in this research process. Thus, this study will be processed statistically and the results are in the form of numbers. The results of these calculations were used to answer the research objective, namely to determine the effect of event photo media on students' editorial writing skills.

C. Finding and Discussion

post-test scores of students in learning to write editorial texts through event photos, the average score for the experimental class was 79.85, while the average score for the control class was 62.5. Based on these calculations, there is a difference in results between the experimental and control classes, this is the influence of the event photos. In addition, the author will also explain the differences in learning outcomes between the experimental and control classes in each aspect of the assessment (Masni, Zahar, Hutabarat, Pratiwi, & Tara, 2024).

The assessment of the content quality aspect obtained a score of 109 with an average of 3.30 for the experimental class. While in the control class obtained a score of 68 with an average of 2.42. The assessment of the writing organization aspect obtained a score of 106 with an average of 3.21 for the experimental class. While in the control class obtained a score of 76 with an average of 2.71. The assessment of the word choice aspect obtained a score of 104 with an average of 3.15 for the experimental class. While in the control class obtained a score of 68 with an average of 2.42. The assessment of the language use aspect obtained a score of 102 with an average of 3.09 for the experimental class. While in the control class obtained a score of 72 with an average of 2.57. The assessment of writing mechanics obtained a score of 107 with an average of 3.24 for the experimental class. While in the control class obtained a score of 66 with an average of 2.35. After explaining the assessment results for each aspect, the author will explain the results of the prerequisite test and hypothesis test. (Hutabarat & Jambi, 2022) and (Harbeng Masni, Zuhri Saputra Hutabarat, Lili Andriani, 2010).



The prerequisite test was conducted using two types of tests, namely the normality test and the homogeneity test. This test was conducted to determine whether the two samples were normally distributed and had homogeneous variances. Based on the normality test, the results were $0.455 > 0.05$ (significant level) for the experimental class and $0.060 > 0.05$ (significant level) for the control class. From the results of the two samples, it can be seen that the samples were normally distributed. Next, a homogeneity test was conducted, the results of which were $0.071 > 0.05$ (significant level). These results indicate that the two samples came from homogeneous variances. After conducting the prerequisite test, the next step was to test the hypothesis. Based on statistical calculations, the results obtained were $t_{\text{count}} = 2.514 > t_{\text{table}} = 1.671$, which indicates that H_a -accepted (Surono et al., 2023) and (Pratiwi & Hutabarat, 2024) .

The results of this study indicate that the learning outcomes for writing editorial texts using event photos are better than those for writing editorial texts using conventional media. Therefore, event photos can be used in learning to write editorial texts because they influence student learning outcomes. (Phongsavath, Andriani, & Saputra Hutabarat, 2022) and (Sumatera, Simarmata, & Hutabarat, 2024) .

Conclusion

Based on the analysis and discussion of the research results, the author can conclude that the ability to write editorial texts through event photo media has an effect on student learning outcomes. This is evidenced by the higher average value of the experimental class compared to the control class. The average value of the experimental class is 79.85 while the control class is 62.50. The effect of event photo media can also be proven by hypothesis testing which previously conducted prerequisite tests. The prerequisite test was carried out with two tests, namely the normality test and the homogeneity test. The normality test showed a p-value of the experimental class of $0.455 > 0.05$ (significant level) and a p-value of the control class of $0.060 > 0.05$ (significant level). These results indicate that both classes are normally distributed. Likewise, the homogeneity test shows that both classes have homogeneous variances with a value of $0.071 > 0.05$ (significant level). Based on the results of the prerequisite test, a hypothesis test was carried out which showed that $t_{\text{count}} = 2.514 > t_{\text{table}} = 1.67$ which means that H_a is accepted. From these results, it can be said that event photo media



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