The Importance of Using Visual in Delivering Information

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ABSTRACT

The difficulty of absorbing information without a visual form is a problem for some people regardless of age, but students experience this difficulty the most because of the daily learning process. The purpose of this study was to determine whether conveying information visually can support a person's learning process. The research method used is quantitative using questionnaires and literature studies from previous research as supporting data. The object of this research is male and female students, aged 17-24 years old. The results obtained are the use of visuals has a positive and significant effect on the delivery of information and can be a medium to support learning.

Keywords: Visual, Information, Learning, Thinking, Remembering.

INTRODUCTION

Everyone needs education in their life, young, old, women, men, rich, poor, and others. Education is like fuel for life. Learning is a process that happens to everyone, regardless of age, and lasts a lifetime (long-life education). When they are young, children receive education from their parents to teach them how to walk, talk, or do basic human things. Parents are role models and the role of parents is important for children's growth to become good individuals. When they are of sufficient age, children start attending school. Initially, students are taught

how to count, read, write, and do other activities that support the learning process. The higher the grade level, the more difficult school lessons are.

Each individual has a different brain, different ways of learning, and different learning outcomes. But many educators insist on providing an equal education system for everyone and expect their students to have the same high grades. Many students are forced to be smart in the same field, use the same way of learning, and think that a different way is the wrong way. Finally, there is an argument that schools kill creativity and prevent students from expressing themselves. Students become less imaginative, and fragmented, and become rigid individuals. On the other hand, According to John Dewey, education should be adapted to the needs, interests, and talents of each individual. Teachers should not apply one-in-all concepts in teaching and learning, but observe students' interests and talents and help them develop their skills.

One of the problems in the learning process is that some students find it more difficult to process and remember information without a visual form, also known as a visual learning style. According to Bobbi De Porter and Mike Hernacki, learning styles are the key to developing performance in school, work, and interpersonal situations. Everyone should understand their learning style. If students with visual learning styles are forced to use a learning system that uses a lot of text, then the learning process will be hampered and not optimal. Students with visual learning styles prefer to underline important information and make it stand out by using color to make important information easy to remember (Ajideh et al., 2018; Gilakjani, 2012; Gilakjani & Ahmadi, 2011). There is also the term visual literacy which means the ability to receive visual messages, use these messages to make meaning and process them into visual messages. This ability also helps in accepting and understanding the meaning of symbols.

The use of a lot of text in the learning process makes students feel bored, tired, and not interested in reading and have difficulty imagining abstract information. As a result, many students avoid reading a lot of texts, and their interest in learning decreases. If some students find it difficult and are not interested in the learning process that only uses text, will the use of visuals help them and make it more interesting?

This study aims to determine whether conveying information visually can support a person's learning process. The use of text and pictures in learning helps students to remember information in two ways, combining the two is an effective way.

According to the Kamus Besar Bahasa Indonesia (KBBI), Visual can be defined as being able to be seen with the sense of sight or eyes, based on sight. According to Linda (2008), visuals can help someone explain a procedural process, help understand an understanding, organize data so that it is easy to understand, and cross-language communication (e.g. the use of traffic signs). Pinker (1997) states that visuals can help support student learning processes to apply new concepts to real-life situations. With that, visuals can help someone to better understand new concepts or information, stimulate thought processes, and be processed into learning outcomes.

Visual learning style is a learning style that uses sight, students will tend to see and imagine a concept so that it can be easily processed by the brain. The brain of someone with a visual learning style will be more sensitive to colors, shapes, and other visual things. Bobbi De Porter and Mike Hernacki (Deporter, 2000) state that the visual characteristics of learners are neat and orderly, speaking quickly, remembering what is seen rather than heard, preferring to read than be read, being a fast and diligent reader, knowing what to do. said but has difficulty choosing words, attention to detail, and difficulty remembering verbal instructions (needs to be written down). According to Hamzah (2008), a person with a visual learning style has an understanding of the artistic field but has difficulty in direct dialogue, tends to be difficult to follow verbal instructions, and tends to misinterpret words or speech.

According to Riddle (2009), visual literacy is the ability to interpret, use, and create visual media to improve processes, make decisions, communicate, and learn. Visual literacy can help hone the ability to decipher visual meaning, but this is influenced by the child's age, culture, and preferences. In addition, it can also hone the ability to create images with a certain meaning, this requires a combination of thinking and imagining abilities. Visual literacy skills also help in processing and understanding a symbol. However, the interpretation of a visual

can be different for some people and sometimes requires special skills to interpret. For example, to interpret the patterns in the Borobudur Temple.

RESEARCH METHOD

The research method used is a quantitative method by distributing questionnaires to several respondents. According to Kabir (2016), a questionnaire is a set of questions that must be answered by respondents related to facts or opinions. Questionnaires have the advantage of being able to collect responses from several people in different locations. This makes the questionnaire one of the main sources for obtaining research data (Rowley, 2014; Zohrabi, 2013). In addition, researchers also use literature studies from previous researchers as supporting data. The object of this research is male and female students, aged 17-24 years old.

RESULT

kenapa kamu merasa kesulitan menyerap informasi tanpa bentuk visual?

bingung titik fokus
20%

kurang menarik
20%

sulit mengingat
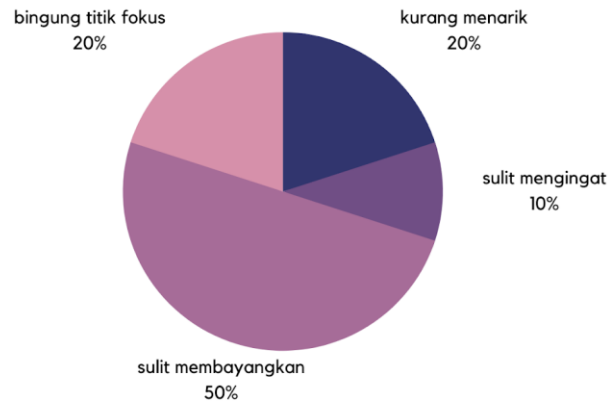10%

sulit membayangkan
50%

Table 1 Research results "Kenapa kamu merasa kesulitan
menyerap informasi tanpa bentuk visual?"
Source: Researcher documentation

From the results of the research conducted, it can be concluded that the delivery of information without a visual form is sufficient to inhibit the process of absorbing information such as imagining, thinking, analyzing, and remembering information. As many as 36.4% of respondents answered that they had difficulty processing information without visual form since elementary school, and even 9.1% answered since they were a kid. As many as 50% of respondents overcome these problems by looking for information visually to help the learning process, as many as 40% of respondents draw or decorate their notes, and 10% of respondents answered notes that are important to help the process of remembering information.

Peneliti dan Judul	Tujuan Perancangan	Metode Perancangan	Hasil
Infografis Sebagai Media Alternatif Dalam Pembelajaran Sejarah Bagi Siswa SMA Taufiq Harpan Aldila, Akhmad Arif Musadad, dan Susanto	Development of learning methods so that learning content can be maximally absorbed by students and increase student interest in learning.	The method used is a research problem. The research and development method (Research and Development) used to test the effectiveness of the product.	The results of the sample test, which is grade XI students at SMAN 2 Ungaran, proved to be positive, and feasible with a good predicate. The use of infographics is considered to help project historical events so that they are easier to understan
Daftar Istilah			
Teaching materials, Infographics, Biographies, Heroes.			

Table 1 Previous Research
Source: Researcher documentation

The following is a previous study entitled Infographics as an Alternative Media in Learning History for High School Students written by Aldila et al. (2019). In this study, the authors found similarities in topics, namely the use of visuals in delivering information, specifically, learning. From the previous studies that have been found, there is a research gap in the field of population gap which is limited to students of class XI at SMAN 2 Ungaran.
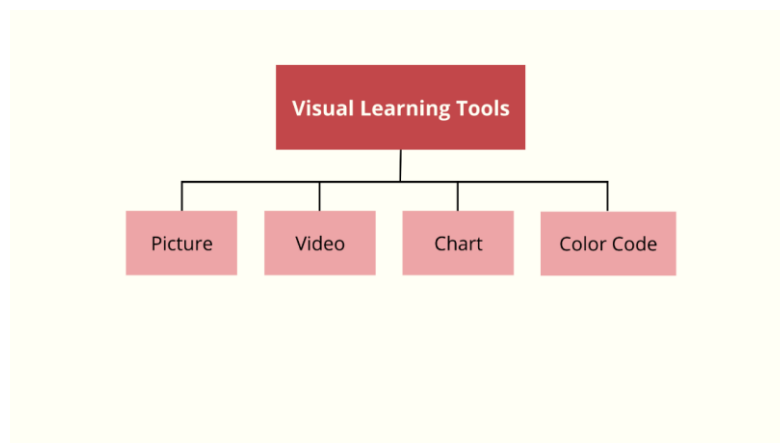
Picture 1 Visual Learning Tools
Source: Researcher documentation

Some examples of visual media to assist learning include photos, videos, charts, and color codes. The use of colors to take notes, the use of pictures or shapes, and watching animated videos of learning materials, all of these can help visual learners in imagining abstract material. According to Tsou, Wang, and Li (2006), the use of digital storytelling in the language learning curriculum is a creative learning technique that can increase students' learning levels in reading, writing, speaking, and listening. The results of the research obtained by Alkhlili (2018) titled "Using Digital Stories for Developing Reading Skills of EFL Preparatory School Pupils" tested two groups of students. The first group was given a learning method using digital storytelling and the second group used traditional learning methods, the results of the study stated that there was a difference in contrast between the two. Learning using the digital storytelling method has higher and more positive results in developing students' abilities.

In the book "Worth a Thousand Words" by Meryl and Talia (2019), it is stated that Rachel Williams (2008), conducted a study of 146 sixth graders using graphic novels and comic book character instructions. The results obtained were quite significant. Williams stated that the use of graphic novels can help improve the understanding of figurative language in general and idioms in particular. Research conducted by Hikmad and Hadi (2020) regarding "The Effectiveness of Using Digital Storytelling Youtube Channels "Kok Bisa?" In Increasing Interest in Learning", resulted in a statement that digital storytelling provides effective learning in delivering material that is difficult to understand to be easy to understand by 83.9% and as much as 67.1% increases interest in learning.

In addition, the research entitled "Visual Media as Assisting Instrument to Improve Students' Listening Ability" by Marina (2018), has research results that the use of visual images in the learning process will help stimulate the mind and attract students' attention to encourage the learning process, especially in understanding the concept of learning in students. Visual images can also help students to understand what the teacher is saying, this will have an impact on improving students' academics because students will quickly master the material being taught.

CONCLUSION

From the research that has been done, it can be concluded that The use of visuals in the delivery of information can support the learning process and have a positive effect. It is also evident in Linda's (2008) statement that visuals can help someone explain information such as a procedure, or process, help clarify data so that it is easier to understand, and cross-language communication (e.g. the use of traffic signs). Visualization of information helps students better understand the topic being taught, can increase the desire to learn, and help provide significant changes in all aspects of learning such as writing, reading, listening, and speaking. Visuals can also help someone in stimulating the learning process such as seeing, observing, imagining, and analyzing.

Therefore, it is recommended for the learning system to use the help of visual media to support the student learning process so that learning is effective and obtains maximum learning outcomes.

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