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# The Effect of Using Narrative Poster Learning Media on Historical Literacy of Science Subjects of Grade VI Elementary School Students

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**Abstract**
*Historical literacy is the ability to understand, analyze, and connect past events with the present context. Based on PISA 2018 data, Indonesian students' reading literacy scores are still below the international average, reflecting the low ability to understand texts, including historical texts. The results of initial observations at SDN 1 Mlinjon, SDN 2 Mlinjon, and SDN 2 Suruh showed that the historical literacy of grade VI students was still relatively low. This study aims to determine the effect of the use of narrative poster learning media on historical literacy in the science subject of grade VI Elementary School students. This study uses a quantitative approach with a quasi-experimental design of the non-equivalent control group design type. The subjects of the study consisted of 31 students from the experimental class (SDN 1 and SDN 2 Mlinjon) and 23 students from the control class (SDN 2 Suruh), who were selected using a purposive sampling technique. Data collection was conducted through tests and interviews, while data analysis used independent sample t-test with the help of SPSS 25. The results of the analysis showed a significance value of 0.000 (<0.05), which means that there is a significant influence of the use of narrative poster media on improving students' historical literacy. Thus, narrative poster media can be an alternative effective learning media in improving the historical literacy of elementary school students. This study can also be a reference for the development of other narrative-based learning media.*

**Keywords:** Narrative Poster Learning Media; Historical Literacy; Science.

## 1. INTRODUCTION

Indonesia is a country rich in historical and cultural heritage that has been formed since ancient times. History has an important position for a nation, because it not only functions as a record of the past, but also as a mirror to shape the direction of life in the future. History is a source of learning for the next generation so as not to repeat similar

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mistakes that have occurred before. According to Anis (2015), history is the science of human activity over time, which reflects the dynamics and changes that occur continuously. Therefore, it is important for a teacher to instill an understanding of history in students, starting from the origins of their region to an understanding of national events. Bung Karno's statement, "Never leave history," shows the urgency of history education in building the character and identity of the nation. According to Amirullah (2017), the history of the Indonesian nation's struggle is a continuation of the struggle between generations. Therefore, history education a strategic role in instilling the values of patriotism and appreciating the services of heroes. However, in practice, history learning is often considered boring and less interesting by students. The very rapid development of the era also makes the younger generation increasingly distant from interest in history.

Historical literacy plays a crucial role in helping students develop a critical and contextual understanding of the past. It goes beyond simply memorizing dates and names, encompassing the skills to analyze and evaluate historical information using credible sources. According to Veijola and Mikkonen (2016), historical literacy serves as a key instrument in fostering historical thinking abilities. Similarly, Veijola and Rantala (2018) highlight that historical literacy involves engaging with historical sources, critically analyzing them, and making informed evaluations. According to Garvey and Krug (2015), historical studies include five important aspects, namely: (1) gaining knowledge of historical facts, (2) understanding and appreciating historical events and figures, (3) assessing and criticizing historical works, (4) conducting historical research, and (5) writing history. This shows that historical literacy has a broad and complex scope. Wibowo (2017) also emphasized that historical literacy is not just about reading or memorizing facts, but about thoroughly understanding the historical context based on real evidence.

The role ofteachers is very important in improving students' historical literacy. Teachers are not only as conveyors of information, but also as facilitators, mediators, and guides in the learning process. Suprihatin (2015) stated that teachers are travel guides who have the responsibility to help students achieve learning goals. Teachers need to understand the importance of using learning media as a tool to deliver material in a more interesting and effective way. Learning media can be a bridge between narrative historical material and students' learning needs which tend to be visual and interactive. One of the learning media that can be used to improve historical literacy is narrative poster media. Narrative posters are a combination of images and short narratives that provide information visually and verbally. Arsyad (2017) defines posters as two-dimensional visual media containing images and short written messages. Sanaky (2013) added that posters emphasize one or two main ideas that are visualized simply and clearly. Meanwhile, narrative is a form of conveying stories or information that aims to tell an event (Eriyanto, 2017). By combining the two, narrative posters become an effective medium for delivering historical material in an interesting and easy-to-understand way for students. Based on the results of observations and interviews conducted at SDN 2 Suruh, SDN 1 Mlinjon, and SDN 2 Mlinjon, it was found that the historical literacy of grade VI students is still relatively low. At SDN 2 Suruh, teachers have not implemented narrative poster media, and only rely on video media and LKS in science learning. At SDN 1 Mlinjon, the use of narrative posters has been implemented in other learning, and the results show that students become more interested and active.

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Meanwhile, at SDN 2 Mlinjon, the use of narrative poster media has never been done, and limited facilities are one of the obstacles in improving the quality of learning. In general, teachers in the three schools already understand the importance of learning media, but many are still in their comfort zone and use monotonous methods such as lectures or videos..

IPAS (Natural and Social Sciences) is a subject that integrates the basic concepts of science and social sciences. In learning IPAS, students are required to understand historical events and scientific concepts at the same time. Therefore, historical literacy is an important component in supporting the achievement of IPAS learning. The use of narrative poster media in IPAS learning is expected to help students understand historical material in a more contextual and enjoyable way.

Previous research supports the effectiveness of poster media in improving learning outcomes. Kamal (2016) stated that the use of poster media can significantly increase students' interest in learning. Hildayanti (2018) and Rahmatiah (2021) also found that poster media has a positive influence on the ability to write narratives and improve student learning outcomes. The use of narrative poster media in history learning is expected to improve students' historical literacy in elementary schools.

History learning at the elementary school level has an important role in shaping students' critical and analytical thinking about past events. Historical literacy encourages students to actively read, write, analyze, and interpret information from historical sources. In addition, with the existence of literacy programs such as reading 15 minutes before learning, this activity can also be used to build students' reading habits and strengthen 21st century competencies such as communication, collaboration, critical thinking, and creativity. The challenge faced is how to make historical material interesting and relevant to students. Interactive and visual learning media such as narrative posters can answer this challenge. Narrative posters deliver historical content through engaging visuals accompanied by concise, informative narratives, making it easier for students to comprehend and retain the material. Motivated by this, the researcher aims to explore the use of narrative poster media to support historical literacy in science subjects for sixth-grade elementary students. This study is expected to contribute to the development of innovative learning strategies that align with the learning characteristics of elementary school learners.

## 2. LITERATURE REVIEW

### 2.1. Instructional Media

Learning media plays a vital role in enhancing the effectiveness of the teaching and learning process. As noted by Suri (2019), media encompasses all forms of communication—both printed and audiovisual—that can be manipulated, seen, heard, and read. It serves as a channel through which teachers deliver messages to students, helping to stimulate their thoughts, emotions, and attention, ultimately creating a more engaging and meaningful learning experience. Media can be implemented in formal education settings, whether students are learning independently or collaboratively (Yunitasari et al., 2022). Its use also aims to shift away from overly verbal teaching methods by presenting concepts in a more tangible and accessible manner. Learning media has the potential to spark curiosity, boost motivation, and encourage student participation in learning (Setiawan et al., 2022). Furthermore, the rapid advancement of technology continues to support the creation of diverse media formats tailored to

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various educational needs. Along with the progress of the times, learning media has become increasingly varied. According to Junaidi (2019), media is a message delivery tool that has technological characteristics, both in terms of mechanics and electrical. Equipment such as radio, video, computers, and the internet have now been widely used in education as interactive and engaging learning media. Media not only supports visual and auditory aspects, but also enriches students' learning experiences by providing access to information and events that are difficult to reach directly. The use of audiovisual aids or what is known as audio visual aids (AVA) is one form of technology integration in learning that can support students' understanding more completely. The types of learning media are very diverse. Susanti (2012) divides them into audio, visual, audiovisual, miscellaneous, photographic images, and maps and globes. Each type of media has different characteristics and functions, such as audio media that emphasizes hearing, visual media that relies on sight, to audiovisual media that combines the two. Media can also be contextual, such as the use of whiteboards, props from the surrounding environment, or three-dimensional media. Daniyati et al. (2023) other forms of media that are also commonly used are print media, OHP, sound recordings, sound slides, and computer-based presentations. This variation gives teachers the freedom to choose media that suits the learning objectives and materials.

The benefits of learning media are also very broad. Umar (2014) stated that media can facilitate interaction between teachers and students and make learning more effective and efficient. Media allows students to observe rare events, hear sounds that cannot be captured directly, and understand objects that are too large, small, or hidden. Media even allows students to witness slow processes quickly, or vice versa. In addition, media helps students learn according to their respective abilities and speeds.

### 2.2. Narrative Poster Media

Narrative poster media combines the power of visuals and short narratives to convey information in a concise and interesting way. The images used are not just illustrations, but function to support the main narrative so that students are able to understand and remember the learning content more effectively. This poster is used to stimulate critical thinking and strengthen students' visual literacy in certain subjects, especially history. Arsyad (2017) states that posters are two-dimensional visual media that contain images and written messages in a concise manner. Meanwhile, Sanaky (2013) emphasized that posters emphasize one or two main ideas that are visualized clearly and simply. The combination of images and narratives makes narrative posters a medium that is not only communicative, but also educational. Narrative poster media has characteristics that distinguish it from other learning media. According to Sumartono et al. (2018), the main characteristics of narrative posters include simplicity of design, focus on one main idea, use of attractive colors, easy-to-read writing, and diversity of motifs and typography. Simple in this context includes arranging a neat layout, choosing an interesting title, and using harmonious text and images. Focusing on one main topic helps students absorb the core information optimally. Color elements and visual design not only serve to beautify the appearance, but also play a role in increasing students' memory of the contents of the message conveyed. The arrangement of directed visual components strengthens the function of posters as effective visual literacy media.

Several advantages of narrative posters make them relevant media for use in 21st-century learning. This media makes it easier for teachers to transfer science and natural

science materials in an interesting and enjoyable way (Sumartono et al., 2018). In addition, this media increases students' interest and motivation to learn because it presents material through a more contextual visual and narrative approach. Students not only understand the concept, but are also encouraged to retell the material they are studying, especially when faced with historical images. The learning atmosphere becomes more varied and not monotonous, so that students feel more involved in the learning process. Visual learning also supports the development of students' critical and creative thinking skills from an early age.

Narrative poster media has certain limitations. Its application is less suitable for lower grade students because their reading and abstract thinking skills are still in the development stage (Sumartono et al., 2018). In addition, the process of designing narrative posters requires special skills such as graphic design, effective narrative writing, and understanding the psychology of the audience. Not all teachers have these technical capacities without additional training. This media only relies on visual elements, without the support of sound, movement, or interactivity that can enrich learning. The limitations in this multisensory aspect make narrative posters less than optimal in reaching all students' learning styles. The use of narrative poster media in the learning process requires a systematic strategy for optimal results. Rahmaniati (2015) explains that the first step is to show students pictures of the material to build an initial context. Next, the teacher explains the important parts of the poster so that students understand the content and structure of the information conveyed. Teachers can distribute relevant companion modules as additional reading sources. The final stage is giving practice assignments to ensure students' understanding and active involvement. Narrative posters, if used according to procedures, can strengthen students' understanding of the material, encourage narrative skills, and improve the quality of visual communication in learning.

### 2.3. Historical Literacy

Historical literacy is essential in fostering students' ability to think historically. It involves the capacity to read, write, and interpret historical information with a critical mindset. According to Veijola and Mikkonen (2016), historical literacy serves as a key instrument in nurturing historical thinking skills. Furthermore, Veijola and Rantala (2018) emphasized that this competency demands students to analyze historical sources and formulate well-founded interpretations based on credible evidence. Historical literacy does not only focus on memorizing past facts, but also on the skills of using documents and artifacts as evidence to understand historical reality (Bennett, 2014). Students who have high historical literacy can identify the truth based on valid evidence, not just based on a single narrative. A strong understanding of history creates students who think critically about past events and present contexts. Maulana (2021) emphasized that historical reasoning skills guide students to have critical thinking when responding to historical facts. The study of history covers aspects of life such as social, political, economic, and religious, so history learning must provide space for students to think multidimensionally. Visionary perspectives can grow if students are guided to understand the values of life from a historical context. History is not just a lesson about the past, but a means to shape character, insight, and a reflective attitude towards present reality.

Historical literacy skills involve the skills of reading and writing historical information and interpreting it validly from authentic sources. Effective history learning

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activities must direct students to analyze historical sources and develop interpretations based on evidence. Historical literacy is not only about remembering events, but also how students can think about history through a systematic evaluative process. This shows that history education that relies on historical sources as a basis for learning will strengthen students' historical literacy (Veijola & Rantala, 2018).

Measurement of historical literacy can be done through various indicators and assessment methods. Angga (2019) explains that achievement tests and interviews are evaluation tools to determine the effectiveness of history learning strategies. Meanwhile, Mahanani (2020) puts forward five indicators of historical literacy, namely understanding across time, identifying cause and effect, interpreting historical content, analyzing sources, and evaluating past predictions of the present. Hendra Kurniawan (2018) added that historical literacy indicators include understanding from cognitive aspects and knowledge that can be measured through tests. These indicators help teachers know the extent to which students are able to develop historical thinking based on valid historical sources and facts. Factors that influence historical literacy skills are divided into two categories, namely internal and external factors. Angga (2019) explained that internal factors include physical condition, intelligence, attention, interest, talent, learning motives, and maturity. For example, students who are physically healthy and have a high interest in history tend to understand the subject matter more easily. Psychological factors such as intelligence and learning motivation also greatly influence student involvement during the history learning process. Maturity of thinking allows students to interpret historical information logically and systematically. External factors also play a major role in the formation of historical literacy. Family, school, and society are supporting environments that determine the success of learning. For example, a conducive home atmosphere, parental educational approach, and cultural background have a significant influence on students' perceptions of history (Angga, 2019). Schools are also important places to build historical literacy through teaching methods, relationships between students and teachers, and appropriate curricula. In addition, society contributes through social interactions, peer influence, and exposure to mass media containing historical narratives. All of these factors interact with each other and collectively influence students' achievement of historical literacy..

## 3. METHODS

This research method uses a quantitativeapproach based on the positivist paradigm, as stated by Sugiyono (2022). This approach is oriented towards collecting data in the formof numbers, statistical analysis, and hypothesis testing in order to obtain an objective understanding of the relationship between variables. The research design applied is a quasi-experimental design, specifically a nonequivalent control group design model. This design involves two groups, namely the experimentalgroup and the control group, which are not selected randomly but are still compared to test the effect of certain treatments on the dependent variable. According to Abraham & Supriyati (2022), a quasi-experimental design allows for deliberate manipulation of independent variables to observe their impact on the dependent variable, although without full control over external variables. All sixth grade students of SDN in Suruh District became the population in this study, totaling 289 students based on basic education data for the 2024/2025 academic year. The sample was taken using a purposive sampling technique, namely determining the sample based on certain considerations that are in

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line with the research objectives, namely students who are in grade VI, schools that implement the independent curriculum, have not used narrative poster media, and study the same material. The sample consisted of 54 students from SDN 1 Mlinjon, SDN 2 Mlinjon, and SDN 2 Suruh.

The data collection process used two main techniques, namely interviews and tests, with interview guides and written test sheets as aids. The instruments used have gone through validity and reliability testing stages to ensure measurement quality, as well as difficulty level tests and difference tests to ensure the accuracy of the results. Data analysis was carried out systematically starting from grouping data according to variables, presenting in tabular form, to hypothesis testing using the SPSS 25 application. Prerequisite tests include normality tests using Shapiro-Wilk, because the sample is less than 100 and this method is considered sensitive in detecting abnormal data distribution. In addition, a homogeneity test was also carriedout using the Levene Test todetermine the similarity of variance between groups. The final stage of data analysis is a hypothesis testusing an independentsample t-test, which aims to compare the average learning outcomes between the experimental and control groups. Interpretation of the results is carried out based on the significance value (<0.05 for significant differences), so that it can be concludedwhether the use of narrative poster media has aneffect on improving students' historical literacy skills.

## 4. RESULTS

### 4.1 Historical Literacy Skills of Control Class Students

In the control class, the pre-test results from 23students showed an average score of 60, with the lowest score being 45. Following the learning session, the post-test results indicated a slight improvement, with an average score of 63, the highestscore reaching 75, and the lowest increasing to 50. The improvement inpost-test scores comparedto thepre-test is attributed to the fact that students had not yet received any instruction before the pre-test, whereas by the time of the post-test, they had already undergone the learning process.

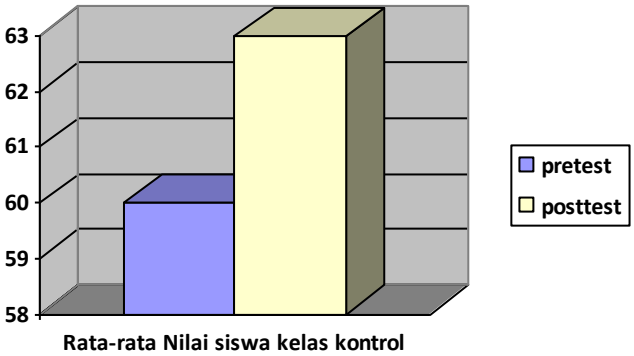



Figure 1. Comparison of Class Test Results Control Class

Based on Figure 1, it can be seen that there is a difference in the height of the blue bar as a symbol of the average pre-test data results of 60 and the orange bar as a symbol of the average post-test data results of 63. The blue bar in the diagram is much lower than the orange bars. This means that the average value between the pre-test and post-test results has increased but not significantly.

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### 4.2 Historical Literacy Skills of ExperimentalClass Students

The pre-test resultsin the experimental class had an average of 59, the highestscore was 70 and thelowest score was 35. The post-testresults in the experimentalclass had an average score of 88, the highestscore was 100, and thelowest score was 75. In the experimentalclass, the post-test score was higher than the pre-test score because when the pre-test was done, students had not received an explanation, and when they did the post-test, students had received learning

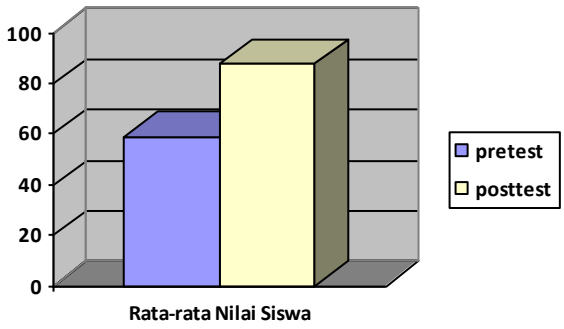



**Figure 2.** Comparison of Experimental Class Test Results

Based on Figure 4.2, it can be seenthat there is a difference in the height of the blue bar as a symbol of the average pre-test data results of 59 and the yellow bar as a symbol of the average post-testdata results of 88. The blue bar in the diagram is much lower than the orange bars. This means that the average value between the pre-testand post-test results has increased

### 4.3 Hypothesis Testing

The hypothesis testing process in this study began with prerequisite analyses to confirm that the data were suitable for parametric statistical procedures. These prerequisites included normality and homogeneity tests. The normality test, conducted using the Shapiro-Wilk method in SPSS version 25, revealed that all pre-test and post-test data from both the experimental and control groups had significance values greater than 0.05, indicating a normal distribution. Following this, Levene's Test was used to assess homogeneity, and the results also showed significance values above 0.05 across all categories, confirming that the data had homogeneous variance. With these conditions met, the data were deemed appropriate for further analysis using a parametric test.

The primary objective of the hypothesis test was to determine whether the use of narrative poster media significantly influenced students' historical literacy. Post-test analysis revealed that the experimental group achieved a higher average score of 88.39 compared to the control group's average of 63.04. This marked improvement suggests that students exposed to narrative poster media demonstrated a stronger grasp of historical literacy. Moreover, the independent sample t-test results yielded a significance value of 0.000, which is less than 0.05, leading to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha). This confirms a statistically significant difference between students taught using narrative posters and those taught through conventional methods.

In conclusion, narrative poster media significantly enhances historical literacy in sixth-grade elementary students. The notable gap in average scores between the experimental and control groups supports the conclusion that using contextual and visual learning tools like narrative posters can effectively reinforce memory, foster engagement, and facilitate a clearer understanding of historical content. These findings underscore the potential of innovative media as a powerful strategy to boost learning outcomes, particularly in subjects that demand comprehension of chronological sequences and causal relationships.

## 5. DISCUSSION

Based on research conducted in Grade VI at SDN 2 Gamping, the validation of the test instrument showed that out of 24 test items, 14 were deemed invalid due to r-count values being lower than the r-table, while 10 items were valid as their r-count exceeded the r-table. The reliability test yielded a Cronbach's Alpha score of 0.914, which is well above the threshold of 0.60, indicating that the instrument is highly reliable and suitable for further research. In terms of difficulty, 10 questions were categorized as easy, with difficulty index scores above 0.70. Additionally, all 10 questions demonstrated strong discriminatory power, meaning they effectively distinguish between students with high and low abilities, making them highly appropriate for use in evaluations. Further study conducted in class VI at SDN 1 Mlinjon and SDN 2 Mlinjon (experimental classes) revealed an increase in average scores from 59 (pre-test) to 94 (post-test), reflecting a 35-point improvement. In contrast, the control group at SDN 2 Suruh had a pre-test average of 60 and a post-test average of 63, showing only a 3-point gain. Although both groups benefitted from their respective teaching approaches, the narrative poster media proved significantly more effective in enhancing students' historical literacy. This conclusion is supported by statistical testing through an independent sample t-test, which showed a significance value of 0.000 (< 0.05), indicating a meaningful difference between the two groups.

Sulaeman and Yuliani (2023) emphasized that students show greater interest in reading when presented with visually engaging materials, such as narrative posters featuring colorful illustrations. Unlike traditional methods, this approach integrates visual elements that maintain student engagement. In line with these findings, this study also observed a notable increase in student enthusiasm and involvement during lessons that incorporated narrative posters. These outcomes align with Kamal Jam'an's 2016 research, which demonstrated the effectiveness of poster media in enhancing science learning interest among fourth-grade students at MI Nurul Huda Terbaik . Significant improvements were evident from pre- and post-intervention TSR scores. Poster media, as shown in both studies, contributes positively to comprehension and broadens students' knowledge especially in history. Similarly, research by Hildayanti et al. (2018) explored the impact of poster media on fifth-grade students' performance in writing narrative essays in Indonesian language classes at SD Negeri 77 Kanaeng, Takalar. Their study confirmed that using poster media enhances students' writing abilities. The same principle applies to historical literacy, where narrative posterswith varied fonts, colors, and visuals support clearer, more compelling content delivery. This aligns with Sumartono et al. (2018), who asserted that narrative posters, when well-designed with vivid visuals and legible, varied text, effectively enhance message transmission.

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## 6. CONCLUSION

The findings of the study revealed that implementing narrative poster media significantly enhanced historical literacy in the science subject for sixth-grade elementary students. The experimental group's average post-test score rose from 59 to 88, whereas the control group saw only a slight increase from 60 to 63. The normality test confirmed that the data followed a normal distribution, and the homogeneity test indicated consistent variance across groups. Hypothesis testing through the Independent Sample T-Test yielded a significance value of 0.000, which is below the 0.05 threshold. This result supports the acceptance of the alternative hypothesis, indicating a significant difference between students taught with narrative posters and those taught using conventional methods. The improvement demonstrates that narrative poster media is effective in enhancing students' comprehension of historical content by delivering information in a visual, engaging, and easily digestible format.

The application of narrative poster media is recommended as an alternative strategy for learning history that is innovative and fun. Students can use narrative posters as independent learning media that support understanding of science material visually and contextually. Teachers can use it to enrich teaching methods while increasing the appeal of learning in the classroom. Schools are expected to provide support in the form of providing facilities, training, and policies that encourage learning innovation through visual media. Other researchers are advised to develop similar media on different themes, subjects, or levels of education so that the effectiveness of this learning media can be tested more widely. In addition, related parties such as education offices and teacher training institutions can use these findings as a basis for compiling programs to improve the quality of history learning in elementary schools.

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