

Media Application Of *Magic Pouch* To Increase Descriptive Writing Skills In Subjects Indonesian Language Students Of Grade III SDN 1 Sambik Elen Academic Year 2025/2026

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Article Info

Article history:

Accepted: 16 July 2026

Publish: 11 September 2026

Keywords:

Magic Pouch,
descriptive writing skills,
Classroom Action Research.

Abstract

Descriptive writing skills are one of the important language skills to be mastered by elementary school students. However, the results of initial observations in grade III of SDN 1 Sambik Elen showed that students' descriptive writing skills were still low. This study aims to determine the improvement of descriptive writing skills through the application of Magic Pouch media in the Indonesian language subject of grade III students of SDN 1 Sambik Elen in the 2025/2026 Academic Year. This study used Classroom Action Research (CAR), which was carried out in two cycles with the stages of planning, implementation, observation, and reflection. The research subjects were 21 students. Data collection techniques used observation, tests, and documentation, while the data were analyzed descriptively, quantitatively, and qualitatively. The results showed that the average student score increased from 58.0 in the pre-cycle to 69.28 in Cycle I and 78.80 in Cycle II. The percentage of classical completeness also increased from 42.85% in the pre-cycle to 66.66% in Cycle I and 90.47% in Cycle II. Thus, the application of Magic Pouch media is effective in improving the descriptive writing skills of grade III students at SDN 1 Sambik Elen.

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1. INTRODUCTION

Education plays a crucial role in improving the quality of human resources through the development of students' knowledge, skills, attitudes, and character. One language skill that needs to be developed from elementary school is writing. According to Susanto (2013:243), writing is the skill of conveying ideas, thoughts, and concepts through written language so that they can be understood by readers. Besides serving as a means of communication, writing skills also play a role in developing thinking skills, creativity, and the ability to organize ideas systematically.

One of the writing skills taught in elementary school is descriptive writing. According to Dalman (2018:94), descriptive writing is the ability to describe an object in detail using appropriate word choice so that the reader can visualize the object being described. Therefore, descriptive writing skills need to be developed so that students can express their observations and ideas clearly, coherently, and easily understood.

Based on the results of initial observations conducted on January 6, 2026, in class III of SDN 1 Sambik Elen, it was found that students' descriptive writing skills were still low. Most students had not reached the Minimum Completion Criteria (KKM) set by the school, which was 70. Students still experienced difficulties in developing ideas, choosing appropriate vocabulary, constructing coherent sentences, and describing objects in detail. In addition, the learning process

was still dominated by methods that were less varied and not supported by interesting learning media, so that students were less active and less motivated in participating in writing lessons.

One effort that can be made to overcome this problem is by utilizing learning media. According to Sudjana (2015:2), learning media can improve the quality of the teaching and learning process because it can clarify the presentation of material so that learning objectives can be achieved more effectively. The media used in this study was Magic Pouch, a learning medium in the form of a bag containing real objects that students can directly observe before writing descriptive text. The use of this medium is expected to help students develop ideas, enrich vocabulary, and compose descriptive texts more coherently and interestingly.

Several previous studies have also examined the use of pouch-based concrete media to support elementary students' learning. Hidayah (2018) found that the Mystery Pouch (Kantong Misteri) media was effective in improving elementary students' descriptive writing skills, as it encourages students to explore objects through touch and direct observation before describing them in writing. Similarly, Setyawan, Hasanah, and Kristiantari (2020) developed a character-based Magic Pouch (Kantong Ajaib) medium for Indonesian language learning and found that it made abstract material more concrete and engaging for students, while Dewi, Janah, Widodo, and Sutrisno (2023) reported that Magic Pouch media also improved elementary students' understanding of Pancasila-related material in grade IV. Theoretically, the effectiveness of such pouch-based media is supported by the view of Hamalik (2001), who states that instructional media can generate new desires and interests, arouse motivation, and even bring psychological influences on students. In line with this, Arsyad (2011) explains that concrete media help clarify messages and information so that learning becomes more accurate and interesting, while Kustandi and Sutjipto (2011) and Sadiman et al. (2012) emphasize that direct, hands-on media use allows students to construct knowledge through their own sensory experience rather than through verbal explanation alone.

Based on the description, this study aims to determine the improvement of descriptive writing skills through the application of Magic Pouch media in the Indonesian language subject of grade III students of SDN 1 Sambik Elen in the 2025/2026 academic year.

2. RESEARCH METHODS

This study used Classroom Action Research (CAR) using the Kemmis and McTaggart model. Classroom action research aims to improve and enhance the quality of the learning process through systematic actions carried out over several cycles. This research was conducted in two cycles, each consisting of four stages: planning, action, observation, and reflection.

The research was conducted from May to July 2026 at SDN 1 Sambik Elen, Bayan District, North Lombok Regency, West Nusa Tenggara. The subjects were 21 third-grade students, consisting of 13 boys and 8 girls. The research was conducted to improve students' descriptive writing skills through the application of Magic Pouch media in Indonesian language subjects.

The research procedure begins with the planning stage, which involves identifying learning problems, developing learning materials, preparing Magic Pouch media, observation sheets, test instruments, and assessment tools. Next, in the implementation stage, the teacher conducts descriptive writing lessons using Magic Pouch media according to the planned steps. The observation stage is conducted to observe teacher and student activities during the learning process, while the reflection stage is conducted to evaluate the results of the actions as a basis for improvements in the next cycle.

Data collection techniques in this study included observation, tests, and documentation. Observations were used to obtain data on teacher and student activities during the learning process. Tests were used to determine improvements in students' descriptive writing skills at the end of each cycle, while documentation provided supporting data in the form of activity photos and documents related to the research.

The research data were analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis was conducted by calculating the average test score and the percentage of classical learning completion. Qualitative analysis was conducted through data reduction, data presentation, and drawing conclusions based on observations during the learning process. For example, in the data reduction stage, field notes and observation results recording students' enthusiasm, activeness, and difficulties in choosing vocabulary or developing ideas during each cycle were summarized and grouped into relevant categories, such as student engagement, use of the Magic Pouch media, and obstacles faced in writing. These categorized data were then presented descriptively in the data presentation stage, for instance by narrating how students' engagement changed from being passive and hesitant to touch the objects in the pre-cycle to being enthusiastic and actively describing the objects in detail by Cycle II. Conclusions were then drawn by comparing these qualitative patterns of student behavior across cycles with the quantitative test results, in order to determine whether the improvement in descriptive writing skills was consistent with the observed changes in the learning process. The research success indicator was determined when classical learning completion reached a minimum of 75% with a Minimum Completion (KKM) of 70.

3. RESEARCH RESULT

This classroom action research was conducted in two cycles by applying the Magic Pouch media in Indonesian language learning to improve the descriptive writing skills of third-grade students at SDN 1 Sambik Elen. Before the action was implemented, the researcher conducted a pre-cycle test to determine the students' initial abilities in writing descriptions.

The pre-cycle results showed that students' descriptive writing skills were still relatively low. Of the 21 students, 9 met the Minimum Completion Criteria (KKM), and 12 students did not. The class average score was 58.0, with a classical completion percentage of 42.85%. These results indicate that most students still experienced difficulties in developing ideas, selecting vocabulary, constructing sentences, and describing objects in detail.

The implementation of the action in Cycle I was carried out by applying the Magic Pouch media in learning to write descriptions. Based on the observation results, students showed good enthusiasm during the learning process. Student learning activities obtained an average score of 2.63 with a fairly good category. The test results at the end of Cycle I showed an improvement compared to the pre-cycle. The average student score increased to 69.28, with 14 students achieving completeness and 7 students not yet completing. The percentage of classical completeness reached 66.66%, but this result did not meet the established success indicator, which was 75%, so the research was continued to Cycle II.

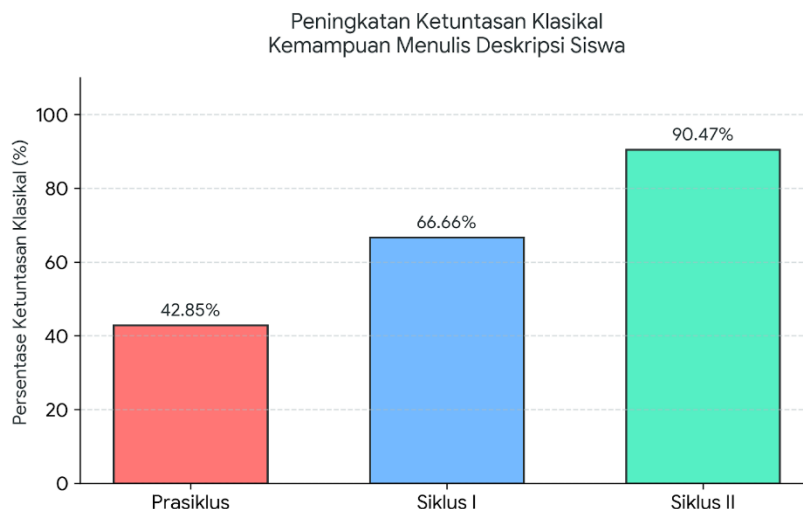
In Cycle II, improvements were made based on the results of reflections in Cycle I. Observation results showed that student learning activities increased with an average score of 3.25. Students appeared more active in participating in learning, observing objects, and writing down the results of observations in the form of descriptive text. The test results at the end of Cycle II also improved. The average class score reached 78.80, with 19 students achieving completion and 2 students not yet completing. The percentage of classical completion increased to 90.47%, thus exceeding the research success indicator.

A recapitulation of improvements in student learning outcomes at each stage of the research is presented in Table 1.

Table 01. Improvement in Student Learning Outcomes at Each Research Stage

Level	Rate-rate	Classical Completion	Number of Students Completed
Pre-cycle	58,0	42,85%	9
Cycle I	69,28	66,66%	14

Cycle II	78,80	90,47%	19
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Graph 01. Improvement in Student Learning Outcomes at Each Research Stage

Based on these results, there was an improvement in students' descriptive writing skills in each cycle. This improvement was demonstrated by the increase in the average class score and the percentage of classical completion from the pre-cycle to Cycle II.

4. DISCUSSION

The results of the study showed that the application of the Magic Pouch media was able to improve the descriptive writing skills of third-grade students at SDN 1 Sambik Elen. This improvement was seen from the students' learning outcomes in each cycle. In the initial conditions, students' descriptive writing skills were still relatively low, with an average score of 58.0 and classical completeness of 42.85%. The low learning outcomes were caused by students' difficulties in developing ideas, choosing vocabulary, constructing sentences, and describing objects in detail. This condition is in accordance with the opinion of Susanto (2013:243), who stated that writing is a skill to convey ideas through written language that requires practice and the ability to process ideas systematically.

After the Magic Pouch media was implemented in Cycle I, students' descriptive writing skills began to improve. The average score increased to 69.28, with classical completion reaching 66.66%. Although it had not yet reached the research success indicator, students appeared more enthusiastic and active in participating in learning because they gained experience observing objects directly. The use of the Magic Pouch media helped students find ideas and enrich their vocabulary before composing descriptive texts. These results are in line with Sadiman's opinion (in Cecep, 2011:7), which states that learning media functions as an intermediary for conveying messages so that the learning process becomes more effective. In addition, Indriana (2011:48–49) explains that learning media can concretize abstract concepts so that they are easier for students to understand.

Learning improvements in Cycle II provided more optimal results. The average student score increased to 78.80, with classical completeness reaching 90.47%, so that the research success indicator has been achieved. This improvement shows that the use of Magic Pouch media is able to help students develop ideas, choose appropriate vocabulary, and compose descriptive sentences more coherently. The results of this study are in accordance with Jean Piaget's cognitive development theory (in Susanto, 2013:70), which explains that elementary school students are at the concrete operational stage, so it is easier to understand learning through real objects and direct experience.

Several interrelated factors help explain why the Magic Pouch media proved effective in improving students' descriptive writing skills. First, by allowing students to touch, see, and directly explore real objects before writing, the media reduced the level of abstraction students had to deal with, which is consistent with Hamalik's (2001) view that instructional media can arouse students' motivation and generate new interest in learning. Second, the direct sensory experience gave students concrete details, such as shape, texture, color, and size, that could immediately be translated into descriptive vocabulary, thereby addressing students' initial difficulty in selecting appropriate words and developing ideas. Third, the element of surprise and curiosity in reaching into the pouch made the activity enjoyable and non-threatening, which increased students' enthusiasm and active participation, as reflected in the increase of the observed learning-activity scores from 2.63 in Cycle I to 3.25 in Cycle II. Fourth, in line with Arsyad's (2011) view that media serve to clarify messages and information, the Magic Pouch helped bridge the gap between abstract writing instructions and students' concrete understanding, making the writing process more structured and guided. Taken together, these cognitive and affective effects explain why students' descriptive writing skills, along with their classical completion percentage, continued to improve consistently from the pre-cycle through Cycle II.

The results of this study also align with research by Fitri Ramadhani (2024), which showed that the use of concrete-based media can improve students' writing skills. Similarly, research by Sartika Lukman (2023) demonstrated that learning media involving real objects can improve descriptive writing skills and student engagement during the learning process.

Thus, the application of the Magic Pouch media has proven effective in improving the descriptive writing skills of third-grade students at SDN 1 Sambik Elen. This media is able to create more active, interesting, and meaningful learning because students gain direct experience in observing objects before expressing their observations in written form.

5. CONCLUSION

Based on the research results, it can be concluded that the application of Magic Pouch media is effective in improving the descriptive writing skills of third-grade students of SDN 1 Sambik Elen in the Indonesian Language subject. This improvement can be seen from the students' learning outcomes in each cycle, namely the average class score increased from 58.0 in the pre-cycle to 69.28 in Cycle I and 78.80 in Cycle II. The percentage of classical completion also increased from 42.85% in the pre-cycle to 66.66% in Cycle I and reached 90.47% in Cycle II, thus exceeding the research success indicator of 75%. In addition to improving learning outcomes, the use of Magic Pouch media is also able to increase students' activeness, motivation, and involvement in the learning process because it provides learning experiences through observing concrete objects that make it easier for students to develop ideas and compose descriptive texts. Practically, these findings suggest that elementary school teachers can adopt Magic Pouch media as a simple and low-cost strategy to strengthen descriptive writing instruction, for example by filling the pouch with familiar everyday objects related to the lesson theme, giving students sufficient time to explore the objects through touch and observation before writing, and guiding students to note specific details such as shape, color, texture, and size as a scaffold for developing descriptive vocabulary. Teachers are also advised to combine the use of concrete media with explicit modeling of descriptive sentence structures and continuous feedback across learning cycles, so that improvements in students' writing skills, motivation, and classroom engagement can be sustained beyond the scope of this study.

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