


The Use of Image Media to Improve Student Learning Outcomes in Pancasila Education Lessons

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ABSTRACT

This study aims to analyze the use of image media in improving student learning outcomes in Pancasila Education subjects in class IIA MI NU Metro. The main problem raised is the low student learning outcomes due to less varied learning methods and minimal use of media that are in accordance with student characteristics. This study uses a descriptive qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study were class IIA students consisting of 26 students. The results of the study showed that the use of image media made a real contribution to improving conceptual understanding, student activeness in learning, and higher learning motivation. Images that are relevant to the teaching material help students connect new knowledge with their concrete experiences. The main contribution of this study is to provide an empirical picture of the effectiveness of visual media in learning Pancasila Education at the elementary level, especially for students with concrete cognitive abilities. This study also shows the importance of the role of teachers in selecting and designing appropriate media so that the learning process becomes more meaningful and enjoyable.

Keywords: *Image Media, Learning Outcomes, Pancasila Education*

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PENDAHULUAN

Education plays an important role in shaping character and improving the quality of a nation's human resources. According to Law No. 20 of 2003 concerning the National Education System, education aims to educate the nation's life and develop the potential of students to become people who are faithful, pious, and have noble morals (Lestari & Binti Maunah, 2022; Mulyani et al., 2025; Arifin & Yusuf, 2024). Education not only functions as a means to improve individual intellectuality, but also as a tool to instill moral, social, and cultural values. Education is a process of developing knowledge that is carried

out through a process of habituation and managed in such a way by humans to help others or themselves in achieving the goals set. (Dionisius, 2022).

Pancasila education as one of the subjects in the independent curriculum. Pancasila education is something fundamental to every citizen's life which is used as a guideline in living life as a good citizen and in accordance with Pancasila values. The implementation of Pancasila education learning requires the provision of examples that can be applied by students in their daily lives. Concrete learning is carried out systematically and logically to provide information to students through events and facts that are in the student's environment (Hanafiah et al., 2023). The implementation of Pancasila education in elementary schools as a learning education path that causes the strengthening of Pancasila values in schools with learning activities involving three aspects, namely cognitive, affective and psychomotor (Kartini & Dewi, 2021). Learning outcomes are the abilities possessed by students after following a learning process that provides a measure of the value obtained. In addition, learning outcomes can be interpreted as the results of achievements obtained by students with changes in behavior both concerning cognitive, affective, and psychomotor aspects (Rivai & Mohamad, 2021).

Learning media is anything, whether human, object or surrounding environment, that can be used to convey or channel messages in learning so that it can stimulate students' attention, interest, thoughts and feelings in learning activities (Swimbawa & Lemy 2023; Fitriani, 2024; Safitri et al., 2024). So that it attracts students' interest in learning further. Learning media includes all communication tools that can be used to convey messages and information in the learning process, such as images, videos, animations, and other teaching aids (Ani Daniyati et al., 2023; Buaja et al., 2024; Anggaira, A. S., & Sari., 2023). In Pancasila Education learning, the use of image media can be an effective strategy to help students understand the abstract concepts contained in the values of Pancasila. This is important to do because grade II MI students are at the stage of concrete cognitive development, where they find it easier to understand material through visualization than mere verbal explanations. Thus, image media not only clarifies the material, but also increases students' interest in learning and involvement in Pancasila education learning.

The use of media in learning greatly influences the success of learning. In accordance with its use, the material and level of students must also be adjusted by the teacher (Budiarti et al. 2024; Andriani & Zuniati. 2024; Khotimah et al., 2024) . Thus, the teacher must be able to adjust what media is appropriate and whether the media is suitable for the students to be taught. Image media is a media that functions to convey messages through images that involve the sense of hearing. Image media aims to attract attention, clarify material, illustrate facts and information (Kustandi, 2013). Image media is a media that is manifested visually which is used as a supporting tool to achieve learning indicators. Image media can be used to help students reveal information where there is a problem so that the relationship between contexts in the information becomes clearer (Setiyawan, 2021). The advantages of learning media are that

they are concrete, images can overcome space and time, overcome limitations of observation, clarify a problem so that they can prevent/correct misunderstandings. Referring to the advantages of image media, it is possible that the use of image media in Pancasila education learning will obtain better student learning outcomes. So it is clear, success in learning is strongly supported by the selection of the right methods and media. Pancasila education learning will be effective and efficient if students are involved in thinking actively and creatively through various activities (Sadiman, 2010).

This research is supported by the cognitive learning theory put forward by Piaget, Elementary school students learn more effectively through concrete experiences that involve direct interaction with the surrounding environment. Illustrations in picture stories provide a visual experience that helps students understand abstract concepts, in a more concrete context. In addition, Multimedia Theory, developed by Richard Mayer, emphasizes that learning becomes more effective when information is presented through a combination of text, images, audio, and video. Images can improve students' understanding of learning materials (Suprihatien et al., 2024). Image media can help students connect new information with the knowledge they already have, so that the learning process becomes more effective and enjoyable.

As an aid, image media functions to facilitate the learning process while also achieving learning goals. This must be based on the belief that the learning process with the help of media, especially image media, can improve student learning outcomes until the learning goals of Pancasila education are achieved. (Daniyah et al., 2023)

Previous research, explains the focus of research that is directed at the influence of the use of image media on student learning outcomes. The results of the research are not much different, first based on research from Hastuti examining the effectiveness of image media in Pancasila Education learning and found that students were more active and experienced a significant increase in grades (Hastuti, 2018). Meanwhile, research conducted by Sari stated that the use of visual media, especially images, can improve students' memory and their involvement in the learning process (Sari, 2019). Other research conducted by Baunsele also confirmed that the use of image media contributed to increasing student learning motivation at the elementary school level and Image media can increase student activity in learning so that it will help improve student learning outcomes. (Baunsele et al., 2023).

Previous studies have shown that image and video media can make students more enthusiastic and understand better when learning. However, there has not been much research that focuses on how teachers use special image media in class II MI, whose students still need a lot of visual aids to understand the lesson. Therefore, this study is important to take a closer look at how image media can help teachers and students in class II MI NU Metro to improve their learning outcomes.

Based on the results of initial observations conducted, it was found that the learning methods applied were still dominated by learning that tended to

be conventional and less interesting for students. This caused students to be less active in the learning process and have a low understanding of the material presented. Many students only memorize the material without understanding its meaning in depth, so their learning outcomes tend to be low. Therefore, this study aims to examine how the use of image media can improve student learning outcomes in the Pancasila Education subject in class IIA MI NU Metro.

Based on the background above, the problem studied in this study is whether the use of image media can improve student learning outcomes in Pancasila education subjects in class IIA MI NU Metro. Therefore, the focus of this study is to analyze the effectiveness of the use of image media in improving student learning outcomes and identifying strategies that teachers can apply in optimizing the media in the learning process.

METHOD

This study uses descriptive qualitative research, because the data collected by researchers is more in the form of descriptions or descriptions of an event being studied. Descriptive is a problem formulation that guides research to explore and photograph social situations that will be studied comprehensively, broadly and in depth (Sugiyono, 2017). Qualitative methods are research methods based on the philosophy of postpositivism, used to research natural object conditions, where researchers are locked instruments, data collection techniques are carried out by triangulation, data analysis is inductive or qualitative, and qualitative research results emphasize the meaning of generalization (Sugiyono, 2022).

The subjects of this study consisted of the principal, class II teachers, and class II students at MI NU Metro. Data were collected through three main techniques, namely observation, interviews and documentation. Observations were conducted to observe the ongoing learning process, while interviews were directed to the principal, class IIA teachers, and several class IIA students to obtain information related to the use of image media and obstacles faced in the Pancasila education learning process. In addition, documentation was used to analyze student learning outcomes through grades recorded in academic reports and exam results. In ensuring the validity of the data, this study used triangulation techniques, namely comparing data obtained from various sources and data collection techniques to ensure the consistency and accuracy of the information collected.

Data analysis techniques in this study were carried out in three stages, namely data reduction, data presentation, and verification or conclusion. At the data reduction stage, data collected through observation, interviews, and documentation. Furthermore, relevant data is presented in the form of descriptions, tables, or charts. To facilitate analysis at the data presentation stage. At the last stage, verification or conclusion is carried out to test the truth of existing findings and draw conclusions that can answer research questions.

There are 3 learning outcome indicators, namely cognitive, affective and psychomotor. (Ulfah & Arifudin, 2021) However, here the researcher only takes

cognitive indicators, namely behavior emphasizing intellectual, such as knowledge and thinking skills. Although the approach used is qualitative, quantitative data in the form of student learning outcome scores are also analyzed descriptively as supporting data to describe the impact of using image media. These values are compared between before and after treatment (use of image media) to see the tendency for increasing student learning outcomes. This study focuses on cognitive learning outcomes as an indicator of increasing student understanding, but does not ignore observation and interview data which are the main strengths in the qualitative approach.

RESULTS AND DISCUSSION

As explained that the purpose of this study is how the use of image media can improve student learning outcomes in the Pancasila Education subject in class IIA MI NU Metro. The study determined the location of the study at MI NU Metro Lampung. Because the school has used image media. In this study, it was taken in class IIA which consisted of 26 students. The study recorded when the interview, after that the study also conducted observations conducted research for 1 day, but long before this final assignment was made the researcher had conducted observations, so that previous and current data were combined. The instrument used was a document of student assignment scores.

Use of Image Media in Pancasila Education Subjects in Class II MI NU Metro

Image media is used in learning with the aim of providing a special attraction for students and stimulating students' curiosity so that students can be more active in following the learning process. The use of image media in the learning process of Pancasila education in class IIA MI NU Metro which researchers conducted in January to February, there are three stages, including the following:

A. Level of Preparation for Teaching

Before the learning process takes place, the teacher must first have an initial plan of activities needed for teaching and learning activities so that they can run effectively and in accordance with the learning objectives to be achieved. Learning planning is a process that is systematically carried out by a teacher in guiding, assisting and directing students to have learning experiences and achieve the learning objectives that have been set. (Widyanto & Wahyuni, 2020) So at this stage what needs to be prepared by the teacher is everything that supports the Pancasila education learning process. These stages are preparing teaching modules, preparing learning materials, namely material about Pancasila symbols, the meaning and application of the Pancasila principles in everyday life, and preparing image media in the form of Pancasila symbol images, examples of images of the application of the Pancasila principles in everyday life. The image media used during the Pancasila education learning process is adjusted to the material to be delivered. Then prepare learning resources and evaluation instruments that will be used in classroom learning. Preparation before the learning process is very important, because the success of learning activities

is supported by good learning preparation.

As per the results of an interview with Mrs. Zuliani as the homeroom teacher for Class IIA, who said that:

"Before the teaching and learning activities begin, I usually prepare a teaching module first, ma'am. Because with the teaching module, I can design teaching and learning activities from start to finish according to the learning objectives to be achieved. In addition, by creating a teaching module, I can determine what strategies, methods and media I can use according to the material that I will teach to students. For example, in today's Pancasila education learning process, we discuss the material on the symbols of the Pancasila principles and the application of the Pancasila principles in everyday life, so here I have to prepare various kinds of images in the form of images of the Garuda symbol, examples of images of the application of the Pancasila principles. In addition, I also prepare learning resources and evaluation instruments that will be used in learning in class. " (Interview with Mrs. Zuliani as the homeroom teacher of class II A, February 13, 2025).

Then I asked Mrs. Khotimatul Hasanah, as the principal of MI NU Metro, what teachers need to plan before the learning process. Mrs. Khotimatul Hasanah said that:

"Before teaching and learning activities, I require every teacher to prepare a teaching module, ma'am. Because by preparing the teaching module, it can help teachers in planning a lesson according to the material that the teacher will teach. In addition, the teaching module is also made as a guideline in learning, ma'am. So that teachers will be more prepared and easier in conveying learning objectives according to the steps in the teaching module and the learning process can run effectively". (Interview with Mrs. Khotimatul Hasanah as the principal of MI NU Metro, February 13, 2025).

Based on the results of the interview with the informant above, it can be concluded that before the learning process in the classroom takes place, thorough and planned preparation is needed so that the previously determined goals and targets can be achieved.

B. Implementation level of learning

The implementation of learning is carried out when all learning preparations have been prepared as well as possible. The implementation of learning is the core stage in the teaching and learning process which is carried out after planning and before evaluation. At this stage, the teacher carries out teaching and learning activities in accordance with the Learning Implementation Plan (RPP) that has been prepared, with the aim of achieving the competencies that have been set. The implementation of learning includes three main activities, namely preliminary activities, core activities, and closing activities (Ramadhani, R., & Nurhasanah, 2023). The learning activities using image media in Pancasila education learning in class IIA are as follows:

1. Preliminary Activities

Before entering the lesson, the teacher conditions the students one by one, then the teacher opens the lesson by greeting and inviting students to pray together. Next, the teacher takes attendance of the students and the teacher does apperception. After that, the teacher delivers the material to be studied and conveys the objectives of the learning.

Based on the observation results of Pancasila education learning in class IIA, before starting the lesson, the teacher first conditions the students one by one, then opens the lesson by greeting and inviting students to pray together. Where the teacher invites the class leader to lead the prayer. After that, he takes attendance of the students with the aim that the teacher knows on that day who has permission to be absent. The teacher also asks students to collect the homework that has been done previously. Furthermore, he conducts apperception by asking about the material that has been taught previously and also conveying the material that will be studied and conveying the purpose of learning.

The results of the observations above are further strengthened by the results of the interview with Mrs. Zuliani as the homeroom teacher for Class IIA as follows:

"In the first preliminary activity that I do before the learning begins, I open the lesson by greeting and inviting all students to pray together. Then I take attendance of the students by calling their names one by one so that I know which students are absent that day. After that, I do an apperception and then I convey the material that will be studied and convey the objectives of the learning, miss". (Interview with Mrs. Zuliani as the homeroom teacher for class II A, February 13, 2025).

From the explanation obtained by the researcher based on the interview results, it can be concluded that preliminary activities are activities that must be taken by teachers and students at each time a learning process is carried out. The function of preliminary activities is to create an effective initial learning atmosphere that allows students to follow the learning process well.

2. Core Activities

Learning activities using picture media are carried out by the teacher preparing several pictures of Pancasila symbols and their symbols, and pictures that illustrate the application of Pancasila principles in everyday life such as: pictures of students helping each other in class, pictures of families praying together, pictures of students working together in families, etc., which will be used to deliver Pancasila education learning materials. The teacher asks students to take out their notebooks and Pancasila education textbooks first. Then ask all students to open their textbooks and ask one of the students in turn to read the material about Pancasila symbols, the meaning and application of Pancasila principles in everyday life, while for students who do not get a turn to read, they are asked to listen to their friends who are reading the material. After that, the

teacher explains the material about Pancasila symbols, the meaning and application of Pancasila principles in everyday life using the picture, explaining the material to encourage students to concentrate and focus more so that the atmosphere in teaching and learning activities is more enjoyable. After that, the teacher also directs the students' attention to several pictures while asking questions to several students. Furthermore, the teacher gives students assignments where in learning Pancasila education using this picture media, the teacher usually asks students to work in groups and also individually.

Figure 1.

The process of using image media in class IIA MI NU



The statement above is reinforced by the results of interviews with students in class IIA, the person I interviewed at that time was Hikam, he said:

“Usually, Mrs. Zuliani puts the attendance book, package book, and marker on the table, sis. Mrs. Zuliani also brings pictures. Then we are asked to open the Pancasila education package book and read the material. Mrs. Zuliani explains the material and shows pictures while asking us questions, sis. Then we form groups and are told to do the assignments, sis”. (Interview with Mrs. Zuliani as the homeroom teacher for Class IIA, February 13, 2025).

Figure 2.

Learning atmosphere in class IIA MI NU



It can be concluded that in the learning process that takes place using image media in Pancasila education learning in class IIA has been able to provide a positive influence on learning. Where in the learning process using image media in Pancasila education learning, the teacher has created an active and enjoyable learning atmosphere by utilizing the available images and at that time the teacher used various image media that could be applied or demonstrated directly in front of the class. This is in accordance with the results of observations that have been carried out in class IIA that every time the teacher teaches, he uses various image media, the images are used to provide a real picture to students about the application of the Pancasila principles in everyday life. So that students do not only imagine and listen to the teacher's explanation. But students can see the image directly. That way, students will be more interested, more active and more focused in following the learning process and students will find it easier to understand the material that has been taught by the teacher.

3. Closing Activities

Closing activities are activities carried out by teachers to end lessons or teaching and learning activities. In this activity, the teacher ends the learning by guiding students to conclude the material that has been discussed previously by asking questions about the material that has been studied. Repetition aims to allow students to remember the learning that has been learned. After that, the teacher evaluates the learning outcomes. Furthermore, the teacher gives students assignments to be done at home. Then the teacher closes the lesson by reciting hamdalah and praying together.

Based on the observation results, at the end of the lesson the teacher guides students to conclude the material that has been studied and ask questions about the material that has been studied. Then he evaluates the learning outcomes and gives students assignments to be done at home. After that he also motivates students to continue to be enthusiastic in learning and closes the lesson by reading hamdalah and praying together and greetings.

The results of the observations above are reinforced by the results of an interview with Mrs. Zuliani as the homeroom teacher for Class IIA, she said that:

"I usually end the lesson by guiding students to conclude the material that has been discussed previously, ma'am, by doing a question and answer session. Next, I evaluate the students' learning outcomes through the assignments that I have given previously. After that, I give homework to the students and close the lesson by reciting hamdalah and praying together". (Interview with Mrs. Zuliani as the homeroom teacher for class II A, February 13, 2025).

C. Evaluation Stage

Evaluation in the learning process is a way to obtain information and data on the learning outcomes that have been passed by students so that they will be processed and interpreted in the form of values, both in the form of quantitative and qualitative data that have certain standards. The final results will later be used as considerations and decisions in aspects of education and teaching (Hermawansyah et al., 2024).

At the final stage of using picture media, the teacher evaluates the learning outcomes. Learning evaluation is carried out to determine the success of students in participating in Pancasila education learning using picture media in class IIA. This is in accordance with the results of an interview with Mrs. Zuliani as the homeroom teacher of class IIA that the evaluation/assessment system she carried out was seen from daily evaluations, mid-semester evaluations and end-of-semester evaluations. Daily evaluations can usually be carried out while the learning is taking place. This daily evaluation can be in the form of written tests, oral tests, individual assessments, group assessments and homework given by the teacher. In addition, there are also PTS (Mid-Semester Assessment) and PAS (End-of-Semester Assessment) assessments.

Learning Outcomes in Pancasila Education Lessons for Class IIA Students at MI NU Metro

The results of observations of class IIA MI NU Metro students regarding the ability of learning outcomes in the subject of Pancasila education, especially the material on Pancasila symbols and the application of Pancasila principles in everyday life can include important points, such as: most students show high interest when image media is used in the learning process, students find it easier to recognize and memorize material, some students who are usually passive become more active in asking questions and discussing when images are displayed. The majority of students show increased understanding, although there are some students who still need additional guidance to interpret images correctly according to the context of the Pancasila principles.

Based on the cognitive assessment data of class II A students, it was obtained that the scores before treatment (before the teacher used picture media) of most students had not reached the Minimum Completion Criteria (KKM) which was set, namely 70. Of the 26 students, only 5 students (around 19%) achieved a score of ≥ 70 . Most students obtained scores between 55 and 68, which indicates that their understanding of the material is still low.

After the teacher applied picture media as a learning aid, there was a significant increase in student learning outcomes. Student assignment scores showed that all students managed to achieve a score of ≥ 75 , and most students even got a score above 85. Of the 26 students, 100% were declared complete. The data can be seen in the following diagram:

Diagram 1.



In addition to student grade document data, interview results also support the finding that the use of image media contributes positively to improving student learning outcomes. Students show higher enthusiasm and engagement when learning using images.

Several students shared their positive experiences. Hikam, a class II A student, stated:

"When I study using pictures, I am happier and not sleepy, so my grades are better." (Interview with Hikam as a class II A student, February 13, 2025).

Alya also said something similar:

"With pictures I can understand faster and learning becomes more fun. I am happier and my grades are also good." (Interview with Alya as a class II A student, February 13, 2025).

Another student, Fathiyah, added:

"This picture media makes learning easier to remember, I also become more enthusiastic and not bored. So, my grades in class are also better." (Interview with Fathiyah as a class II A student, February 13, 2025).

From the teacher's side, Mrs. Zuliani as the homeroom teacher of class II A also reinforced that the use of image media helps the learning process to be more effective. She explained:

"In the learning process I use image media in the form of Pancasila symbols and examples of the application of Pancasila principles in everyday life. By using image media in the learning process, students better understand the meaning of Pancasila symbols and are more active in learning and do not get bored quickly in receiving the lessons I teach." (Interview with Mrs. Zuliani as a class II A teacher, Thursday, February 13).

It has been proven from the increase in learning outcomes that the use of image media greatly helps students in understanding abstract materials such as Pancasila symbols and the meaning of their application in everyday life. Image media makes the material more concrete, attracts students' attention, and

facilitates the process of thinking and remembering important concepts. In addition, the application of image media also has a positive impact on student motivation and involvement in learning. Teachers reported that students became more active in discussions, asking questions, and expressing their opinions.

Thus it is clear that the use of image media is very helpful for teachers in the learning process and can support student learning outcomes. A teacher must also be more creative in using image media so that students can more easily understand and receive learning in class.

The use of visual media creates a more communicative and interactive learning environment, so that students can more easily understand the concepts taught. In addition, the findings of this study are also supported by previous studies conducted by (Tutantri, 2017) and (Jamilah, 2023) showing that the use of visual media can increase student involvement and understanding in learning, increase the effectiveness of learning, especially in subjects that require understanding of abstract concepts such as Pancasila Education.

Overall, the results of this study reinforce the importance of innovation in Pancasila learning, especially with the use of image media as an effective tool. With proper implementation, image media not only improves students' learning outcomes but also helps them understand the concept of Pancasila more deeply and applicatively in everyday life.

However, this study has several limitations that need to be considered. First, the research subjects were limited to one class in one madrasah, so the results cannot be generalized widely. Second, the image media used is still simple and has not been developed in digital or interactive form. Third, the analysis conducted is qualitative descriptive so that it has not quantitatively measured significant improvements in student learning outcomes. These limitations open up opportunities for deeper exploration in the future.

CONCLUSION

Based on the results of the study, it can be concluded that the use of image media in Pancasila Education learning in class II MI NU Metro Lampung has proven effective in improving student learning outcomes. This is indicated by a significant increase in students' cognitive assessment results. Before the use of image media, only 5 out of 26 students (around 19%) achieved a score above the Minimum Completion Criteria (KKM) of 70. After the application of image media, all students (100%) achieved a score of ≥ 75 , with most getting a score above 85. In addition to improving grades, learning with image media also encourages active participation, increases motivation, and helps students understand abstract material more easily through concrete visualization. Image media is an effective and enjoyable learning tool, especially for elementary school students who are still at the stage of concrete cognitive development.

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