

EFFECTIVENESS OF USING PICTURE MEDIA ON LEARNING OUTCOMES OF GRADE II STUDENTS IN PKN LEARNING ON PANCASILA SYMBOL MATERIALS AT STATE ELEMENTARY SCHOOL 091254 BATU ONOM

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Abstract

This study aims to determine the effectiveness of using picture media on learning outcomes of Class II students in Civics Education on Pancasila symbols at SD Negeri 091254 Batuonom in the 2025/2026 academic year. The research method used is experimental with a quantitative approach, specifically a pre-experimental design using the One Group Pretest-Posttest Design. The sample consists of all 25 students in Class II, selected through total sampling. Data collection was done through a multiple-choice test of 25 items, which had previously undergone data analysis techniques. The data analysis was conducted using N-Gain analysis. The results of the N-Gain analysis show that the average normalized score is 0.79, with a moderate interpretation. The N-Gain analysis results also show that the average pre-test score is 44.8, and the average post-test score is 89.4, with the lowest N-Gain score being 60 and the highest being 100. This results in a gain of 0.79, indicating a high category of effectiveness in using picture media, as $(g) \geq 0.70$. II students in Civics Education on Pancasila symbols at SD Negeri 091254 Batuonom in the 2025/2026 academic year.

Keywords: *Picture media, learning outcomes, Class II, Civics Education, Pancasila symbols.*

INTRODUCTION

Education in Law No. 20 of 2003 article 1 concerning the national education system (SISDIKNAS) explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. In law number 20 of 2003 article 3 there is a goal of national education, namely to become a human being who believes in and fears God Almighty, has noble morals, is healthy, knowledgeable, creative, independent, and becomes a democratic and responsible citizen. Education plays an important role in reflecting the character of the nation, educational paths can be taken through formal education and formal learning, Wulansari (2021:199). Formal education is education held in schools. Formal learning has an important role in maximizing the quality of education. The quality of teaching cannot be separated from the teaching and learning process carried out. Educational activities can be in the form of guidance, teaching, or training. One of the most important components of education is the curriculum. The curriculum is a component that plays a strategic role in the education system, discussing the structure, components, and functions of the curriculum, including objectives, materials, teaching strategies, and evaluation. The core curriculum presents concepts and development, as well as the basis for curriculum implementation (Mubarak et al., 2021).

The curriculum is a crucial part of the world of education and has a significant impact on the quality of education in a country. As is known, the applicable curriculum in Indonesia frequently changes. These changes result in an irregular learning process. In the implementation of learning, it is directed at empowering the potential of students to have the expected competencies, through efforts to increase student activity and understanding of learning. Learning is a very important action process for the development of student skills. The implementation of learning is currently more often done in a classical manner where all students are considered equal in all aspects, both in terms of learning style abilities, speed of understanding, and learning motivation (Neti and Amini 2020:3126). Learning is a process of changing the formation of a person's behavior and the process of understanding knowledge,

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skills, and values, both in society and education (Rochmania & Restian, 2022). The position of teacher educators is very important as facilitators in this educational process, directing and building student potential in various fields, including social potential, intellectual potential, skill potential, creative potential, and other fields. In addition to functioning as a facilitator, Communication between teachers and students can be used to observe the learning process. The teacher's delivery of learning materials is crucial for students' learning achievements. Therefore, the components students acquire can become outputs as learning outcomes from the student learning process (Festiawan, 2020). In elementary schools there are several subjects, one of which is the subject of PKN (Citizenship Education). According to the Decree of the Minister of National Education Number 22 of 2006 concerning the National Education Content Standards, citizenship is a subject that refers to the formation of citizens who understand and can realize their rights and responsibilities to become intelligent and knowledgeable Indonesian citizens and have the characteristics determined by Pancasila and the 1945 Constitution. Civic education is part of political education that refers to the role of citizens in state life, all of which aim to develop these roles in accordance with the provisions of Pancasila and the 1945 Constitution to become citizens who can be trusted by society and the state (Cholisin 2000:9). Learning outcomes are the achievement of educational goals in students who follow the teaching and learning outcomes, learning outcomes can also be interpreted as changes caused by humans changing in their attitudes and behavior (Purwanto & Sitti Nuralan et al, 2022). In general, the boredom experienced by students in the learning process can result in a lack of student absorption of the material being taught, thus affecting student learning outcomes. Learning outcomes refer to how students change through their knowledge, understanding, attitudes, and behavior. Of course, through student learning outcomes, we can determine the extent of the student's abilities.

Learning success will be better if teachers are more creative and innovative in learning, namely with learning media that encourage action and increase student activity during the learning process. Media comes from the Latin *medius*, which literally means middle, intermediary, and messenger. Therefore, media can be interpreted as a messenger or conveying messages from the sender to the recipient of the message (Sadiman 2019). Media is an important tool in the process of transferring knowledge for students to be able to understand and analyze the messages or content of the material that has been given by educators. According to (Arsyad Azhar), media is all forms of intermediaries used by humans to convey or spread ideas, thoughts, or opinions so that the ideas, thoughts, or opinions expressed reach the recipient properly. In today's digital era, the use of interesting and interactive learning media is essential. Image media can be an effective tool for conveying information in a more interesting way. With the right visualization, students can more easily understand and remember the symbols of Pancasila. Based on observations conducted at SD Negeri 091254, students' learning outcomes in understanding the Pancasila symbols were low. This could be due to the use of inappropriate learning methods and media that are less engaging and inappropriate for the developmental characteristics of students' ages. Second-grade elementary school students tend to learn more effectively when presented with visual or concrete materials. Therefore, the use of visual media is an alternative believed to help improve students' understanding of the material being taught. The low student learning outcomes can be seen in the following table:

Table 1. Mid-term exam scores for grade II of SD Negeri 091254 Batu Oom Pematang Siantar

No	Minimum Competency (KKM)	Criteria	Number of Students	Presentation
1	≥ 70	Passed	9	36%
2	≤ 70	Not pass	16	64%
		Amount	25	100%

(Data source: SD Negeri 091254 Batu Onom 2024/2025)

Based on table 1 above, it can be seen that the learning outcomes of the Civics subject are 9 students out of 25 students who meet the Minimum Completion Minimum (KKM). Based on this information, it can be concluded that the completion of the learning outcomes of class II students in Civics subjects is 36% and incomplete as many as 64% of students in the UTS in Civics subjects is relatively low. The cause of the low learning outcomes of students is thought to occur because the learning process is less varied so that students are less active in participating in learning in class. Teachers only tend to explain and students are less involved in the learning process which causes low student ability to understand the learning material presented by the teacher. The solution to addressing low student learning outcomes due to a less varied learning process is to utilize visual media effectively in teaching and learning activities. The use of attractive, colorful, and material-appropriate visual media, such as Pancasila symbols,

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can help increase student interest and active participation in class. Images can bridge the understanding of abstract concepts into more concrete and easier to understand for second-grade students. In addition, teachers can integrate visual media in various interactive activities, such as guessing games, matching symbols with their meanings, or creating group drawing projects, so that students are more involved and motivated in the learning process. Thus, learning becomes more varied, enjoyable, and able to improve student learning outcomes. Learning media is said to be a physical tool in the learning process that can present messages or materials and encourage students to learn. According to Briggs in Pagarra & Syawaludin (2022), while Pagarra & Syawaludin (2022), learning media are all tools used by teachers to deliver lessons so that they reach students in an effective and efficient manner. Learning media can also be defined as anything that can be used to convey messages from sender to recipient, namely from teacher to student with the aim of stimulating their thoughts, feelings, interests, and attention so that the learning process occurs. Image media is a visual media in graphic form. Graphic media is defined as a media that combines facts and ideas clearly and powerfully through a combination of words and images. According to Sudjana (2007: 68), Image Media is a written message in the form of images or writing that is intended to attract the attention of many people so that the message conveyed can be easily received by others.

METHOD

A. Types of Research and Research Design

The research used in this study uses a quantitative approach. Quantitative research is a type of research activity whose specifications are systematic, planned, and clearly structured from the beginning until the quantitative research method is a research method based on the philosophy of positivism, used to research a specific population or sample, data collection using research instruments, quantitative/statistical data analysis, with the aim of examining the established hypothesis. The type of research used was a One Group Pretest-Posttest design. A preexperimental design involves only one group or class that is given a pretest and a posttest. This design is used because there is a pretest before treatment, so the results of the treatment can be known more accurately because they can be compared with the conditions before treatment. According to (Sugiyono, 2020:73)

The design of the One Group Pretest-Posttest Design is presented as follows:

Table 2. Research Design

Subject	Pre-test	Treatment	Post test
Class II of Elementary School 091254 Batu Onom	O1	X	O2

Information:

O1 = Initial Test Score (Pretest)

O2 = Final Test Score (Posttest)

X = Treatment using image media

B. Population and research sample

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2019:117). The population is all objects that will then be studied, the population used in this study is all second grade students of SD Negeri 091254 Batu Onom, 13 females, 12 males, so the total number of students is 25 people. A sample is a portion of the number and characteristics of a particular population. A sample is a subset of the population that researchers wish to study. According to (Sugiyono, 2019:127), "A sample is a subset of the number and characteristics of a population." Therefore, a sample is a subset of the existing population, and sampling must be conducted using a specific method based on existing considerations. This sampling method is saturated sampling, where members of the population are used as samples. Therefore, the sample used in this study was the total number of second-grade students at SD Negeri 091254 Batu Onom, 13 females and 12 males, resulting in a total of 25 students.

C. Data collection technique

Data collection is conducted to answer research questions. Data collection techniques are crucial to ensure the validity of the data obtained and generate valid conclusions. Data collection techniques. According to (Nazir, 2011), data collection is a systematic and standardized procedure for obtaining the necessary data, a data collection

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that can be done using various sources and methods. Meanwhile, according to Makbul (2021), data collection is a method that researchers can use to collect data. The data collection techniques in this study are as follows:

1. Observation

Observation is a research activity involving observing objects in the field. According to Sugiono (2018), observation is the foundation of all science, based on data, namely facts about reality obtained through observation.

2. Documentation

Documentation comes from the word "document," meaning written. The documentation method is a method of collecting data by recording existing data. The documentation method is a data collection method used to trace historical data.

The documentation technique used by the researcher in this study was to collect data in the form of images and student transcripts, both typed during observations and during the research. The researcher used this documentation as a summary of the grades of Class II students.

D. Data Analysis Techniques

Data analysis is the most crucial process in research because it allows researchers to translate raw data into research findings in accordance with scientific principles. Data analysis occurs after data from all respondents or other data sources are collected. Data analysis techniques will perform calculations to answer the problem formulation and test the proposed hypotheses. Pretest and posttest data are processed to draw conclusions about the influence of image media on learning. Data analysis is an effort to systematically search for and organize notes from observations, interviews and others to increase the researcher's understanding of the case being studied and present it as findings for others. Data analysis in quantitative research uses statistics, namely descriptive statistics and inferential statistics. According to (Rijali, 2018).

RESULTS AND DISCUSSION

This research took place at SD NEGERI 091254 Batu Onom, this research used class II as a research sample where the number of members was 25 students. The researcher focused on the objective, namely to find out how much influence the image media had on student learning outcomes in the subject of PKN, specifically on the material General Information on the Map and Location of the Indonesian Grid, This quantitative research was designed Pre-Experimental Design with a one group pretest posttest design model. This research instrument is in the form of test questions as a tool to measure students' cognitive abilities. Before the questions are given to the research subjects, each item needs to go through a feasibility test to ensure that the instrument is appropriate and can be used as a measuring tool in the implementation of the research. The instrument testing procedure begins with a validity test to ensure the feasibility of the Soul Soul items that are valid. The code validity is retested through reliability, discriminatory power, and improve the quality as a measuring tool. The results show that 20 of the 25 items are declared valid and reliable with a very high reliability coefficient (0.86). The items used are also able to differentiate students well based on their ability levels. The level of difficulty of the questions is also evenly distributed with most being in the medium to easy category, which is suitable for use at the elementary school level, especially specifically for second grade students. Therefore, the 20 questions can be used as a measuring tool during the research.

During the research timeline, data collection was carried out by giving students time to answer questions twice, namely the pretest questions conducted before the learning intervention was given by applying image media and the posttest conducted after the learning intervention was given by applying image media. The results of the student pretest were quite concerning because out of 25 students, only 4 people met the Learning Objectives Criteria (KKTP) Specifically, 4 students met the Learning Objectives Achievement Criteria (KKTP). This is certainly fundamental and a factor that influences learning outcomes, internal factors where the four students have a high desire to learn in the subject of PKN, then if viewed from external factors, the four students have more support from their parents learning character Moreover, some of these students follow tutoring, automatically, they get understanding, first compared to their friends The average value of the student pretest was 44.8 which is still below the Learning Objectives Achievement Criteria (KKTP) meaning that students' initial understanding of the material is still relatively low. After the learning intervention was given, the posttest results were examined, which showed a graphical increase. A total of 25 students were declared to have completed and met the Learning Objective Achievement Criteria (KKTP). The average student score from pretest to posttest increased significantly to 89.4. This indicates that the use of learning media has improved student understanding. In fact, the highest score reached 100, and only two students did not achieve the Learning Objectives Achievement (KKTP). This significant increase

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in the average test is based on the fact that by using learning media, students receive more material, starting from voicing this learning material to students, of course, not only by simply voicing but also using map media so that students can understand the symbols on the map verbally.

After implementing learning media in the classroom, the learning process becomes more active. With the implementation of learning media, almost all students are engaged in the learning process. Learning becomes more enjoyable because students learn while playing. This is due to the advantages of learning media, including:

1. The learning atmosphere becomes fun because students are playing by throwing paper balls at other students,
2. Students get an opportunity to develop their thinking skills because they are given the opportunity to create questions and give them to someone,
3. students are actively involved in learning,
4. more effective learning,
5. the three aspects of effective politics and psychomotor can be achieved

CONCLUSION

Based on the results of research that has been conducted in class II of SD Negeri 091254 Batu Onom with a sample of 25 class II students, it can be concluded that the learning media has a large influence on students' critical thinking skills in PKN learning on Pancasila symbols. This is proven through the N-Gain test which shows that the average pretest is 44.8 and the average posttest is 89.4. Where the lowest N-Gain Score is 60 and the highest N-Gain Score is 100, thus obtaining an N-gain of 0.79. This means that the class experienced an increase in learning outcomes with a high category because $(g) \geq 0.70$. Based on these data, it can be concluded that the application of learning media has succeeded in improving the learning outcomes of class II students of SD Negeri 091254 Batu Onom.

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