



Application Of Picture Media In Project-Based Learning To Improve Student Discipline And Activeness In PPKN Learning

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Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan pemahaman siswa tentang norma dan aturan dalam kehidupan sehari-hari melalui penggunaan media pembelajaran berbasis gambar di kelas II UPT SD Negeri 74 Bontorita II selama tahun ajaran 2025/2026. Penelitian ini dilakukan dalam dua siklus yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Partisipannya adalah 22 siswa yang terlibat dalam kegiatan pembelajaran menggunakan gambar instruksional dan media saku angka untuk memperkuat pemahaman konseptual. Data dikumpulkan melalui lembar observasi, tes hasil belajar, dan refleksi guru. Hasil penelitian menunjukkan peningkatan yang signifikan pada hasil belajar dan partisipasi siswa. Observasi awal menunjukkan pemahaman yang rendah tentang norma dan aturan, yang tercermin dalam rendahnya disiplin, tanggung jawab, dan kepatuhan siswa terhadap peraturan kelas. Setelah penerapan media gambar pada Siklus I, nilai rata-rata siswa meningkat dari nilai pra-siklus sebesar 46,2% menjadi 71,1%. Pada Siklus II, setelah menggunakan media visual yang lebih beragam dan menarik, nilai rata-rata siswa semakin meningkat menjadi 79,36%, melampaui kriteria kelengkapan minimum. Penggunaan media gambar efektif karena memfasilitasi pemahaman konkret, meningkatkan motivasi, dan mendorong keterlibatan aktif. Studi ini menyimpulkan bahwa media berbasis gambar meningkatkan kompetensi kognitif, afektif, dan perilaku siswa dalam belajar. Disarankan agar guru mengintegrasikan lebih banyak media visual inovatif untuk menciptakan pengalaman belajar yang bermakna, interaktif, dan menyenangkan dalam pendidikan kewarganegaraan dan mata pelajaran lainnya.

Kata Kunci : media gambar, hasil pembelajaran, penelitian tindakan kelas, profesi mengajar

Abstract

This classroom action research aims to improve students' understanding of norms and rules in everyday life through the use of picture-based learning media in Grade II UPT SD Negeri 74 Bontorita II during the 2025/2026 academic year. The study was conducted in two cycles consisting of planning, action, observation, and reflection. The participants were 22 students who were involved in learning activities using instructional pictures and number-pocket media to strengthen conceptual understanding. Data were collected through observation sheets, learning outcomes tests, and teacher reflections. The findings indicate a significant improvement in students' learning outcomes and participation. Initial observations showed low understanding of norms and rules, reflected in students' low discipline, responsibility, and adherence to class regulations. After the implementation of picture media in Cycle I, students' average score increased from the pre-cycle score of 46.2% to 71.1%. In Cycle II, after using more varied and engaging visual media, students' average score further improved to 79.36%, surpassing the minimum completeness criteria. The use of picture media was effective because it facilitated concrete understanding, increased motivation, and encouraged active engagement. The study concludes that picture-based media enhances students' cognitive, affective, and behavioral competencies in learning. It is recommended that teachers integrate more innovative visual media to create meaningful, interactive, and enjoyable learning experiences in civics education and other subjects.

Keyword : picture media, learning outcomes, classroom action research, teaching profession

INTRODUCTION

The learning process is not only determined by physical activity, but also by non-physical activities such as mental, intellectual, and emotional. Therefore, the active or inactive nature of students in learning is actually only determined by the students themselves (Oktavianti et al., 2022).

We cannot be certain that students who listen quietly to explanations are passive, nor can we be certain that physically active students have high levels of mental activity. The Pancasila and Citizenship Education (PKN) subject is the main means of forming moral skills and character of students. Through this subject, students are trained to think critically and act in accordance with the values of Pancasila as the main foundation in fostering national and state awareness (Dodi Adnyana et al., 2019). Civics learning helps students understand the values of Pancasila, norms, and rules that apply in





everyday life, so they can develop their potential, behave positively, and become responsible citizens. Amidst the increasingly complex social challenges of this modern era, it is important for students to have a deep understanding of the role of norms and rules in order to be able to live in an orderly, just, and meaningful manner. A deep understanding of the learning material will also encourage students to think critically, creatively, across disciplines, and be able to create new ideas in building a harmonious social life. With an optimal learning process, students are expected to have good social competence and strong character in accordance with the values of Pancasila. These characters and competencies are in line with the eight dimensions of the Pancasila Student Profile, namely faith and piety to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication (Selvia & Jiwandono, 2022).

Learning methods are the means or strategies teachers use to deliver material so that learning objectives can be achieved effectively. Selecting the right method is crucial for students to understand the material more easily, participate more actively, and enjoy the learning process. Some commonly used methods include the Discussion Method, the Lecture Method, and the Question and Answer Method. The Discussion Method provides students with the opportunity to exchange ideas, opinions, or solutions to a problem under teacher guidance (Siregar, 2023). The goal of this method is to encourage student activity, deepen understanding, and hone critical thinking and collaboration skills (Prasasti, 2022). Meanwhile, the Lecture Method is used when teachers need to provide direct explanations of basic concepts or theories before moving on to more interactive activities. In this method, the teacher acts as the primary transmitter of information, while students act as listeners who receive knowledge (Amalia & Napitupulu, 2022). The Question and Answer Method emphasizes two-way interaction between teacher and students, where the teacher can ask questions to test students' understanding, or conversely, students can ask questions to deepen their knowledge. This method is useful for fostering curiosity, practicing reflective thinking, and increasing student engagement in learning (Renza et al., 2022).

Meaningful learning needs to be facilitated by educators through a conscious, interactive, and enjoyable learning environment. To achieve this, Civics teachers must possess adequate pedagogical and professional competencies. However, in reality, teachers' pedagogical abilities remain a challenge in implementing Civics learning. Studies by Damayanti, Jannah, & Agustin (2022) and Safira, Rakhmawati, & Wardana (2023) show that many teachers still lack a thorough grasp of curriculum documents and have limited access to references as sources of knowledge. Therefore, strengthening teacher competencies is crucial for designing effective, meaningful, and enjoyable Civics learning for students (Astriani & Sudarma, 2019).

The UPT SD Negeri 74 Bontorita II is one of the public schools that has implemented the Independent Curriculum for students in grades I through VI (Fatah et al., 2023). Observations of fourth-grade students revealed that some students do not yet understand the importance of adhering to norms and rules in daily life, both at school and at home (Firmansyah, 2023). This is evident in their lack of discipline, low sense of responsibility, and lack of awareness of school rules (Santoso & Wulandari, 2020). These problems are influenced by the use of monotonous learning methods and unappealing media, resulting in low student interest in Civics learning (Anggreani et al., 2018).

Based on these problems, researchers seek to improve student learning outcomes in Civics through the application of appropriate and engaging learning media (Akbar & Tarman, 2018). Therefore, this study is entitled "Efforts to Improve First Grade Elementary School Students' Understanding of the Forms of Norms and Rules in Daily Life by Using Picture Media at the UPT SD Negeri 74 Bontorita II."

The purpose of this study is to improve the understanding of fourth grade students of UPT SD Negeri 74 Bontorita II regarding the forms of norms and rules in everyday life through the use of image media. By applying image media, it is hoped that students can more easily understand the meaning and important role of norms and rules in life, so that they can foster disciplined behavior, a sense of responsibility, and compliance with regulations both at school and in the home environment

RESEARCH METHODS

The subjects of this research were 22 students of class UPT SD Negeri 74 Bontorita II who were registered in class attendance in the 2025/2026 academic year, consisting of 9 boys and 13 girls.

This research was conducted in Galesong sub-district, precisely at the UPT SD NEGERI 74 BONTORITA II located in Bontomangape Village, Galesong sub-district, Takalar Regency, South Sulawesi Province (Zubaidah Siti, 2019). The implementation time of the Real Work Lecture of Education (KKN-Dik) organized by the Faculty of Teacher Training and Education (FKIP) of Muhammadiyah University of Makassar for the 2025 academic year simultaneously started on July 5 – October 9, 2025 (Saselah, 2021).

There are two components to creating innovative learning tools: teaching modules and evaluation tools (Ramliyana & Ramdhan, 2023). Implementing teaching modules in the classroom focuses on the systematic application of the lesson plans developed within the modules (Anwar et al., 2022). Teaching modules guide teachers in delivering material, organizing learning activities, and effectively assessing student learning outcomes (Widiastuti, 2021). This implementation enables learning to proceed in accordance with the objectives set out in the Independent Curriculum (Rimang et al., 2021).



An evaluation will then be conducted to measure the success of Indonesian language learning using visual media in improving students' writing skills (Educatio et al., 2024). The stages of cycle II are the same as those of cycle I, namely planning, observation, and reflection

RESULTS AND DISCUSSION

Initial observations revealed that students' understanding of norms and rules in everyday life remains low. This is evident in their lack of discipline, adherence to rules, and responsibility, both at school and at home (Sinaga et al., 2022).

Table 1. Initial Observation Sheet

No	Observed Aspects	Scale				Notes
1	Open learning skills	1	2	3	4	
2	Skills to attract attention and motivate students	1	2	3	4	
3	Depth and breadth of material	1	2	3	4	
4	Completeness of materials	1	2	3	4	
5	Conceptual/procedural truth	1	2	3	4	
6	Skills in using learning methods, models and approaches	1	2	3	4	
7	Skills to develop a variety of interactions	1	2	3	4	
8	Classroom management skills	1	2	3	4	
9	Time management skills	1	2	3	4	
10	Skills in organizing learning resources and/or teaching materials	1	2	3	4	
11	Ability to use information technology in learning	1	2	3	4	
12	Skills in using learning media	1	2	3	4	
13	Writing skills on the blackboard	1	2	3	4	
14	Student volume and intonation	1	2	3	4	
Average		0.08%				Very Low

Description of the results of the evaluation of cycle I

After the researcher planned the activities carried out in cycle I, namely by preparing a Learning Plan that used picture media, worksheets, assessment sheets with the hope of improving students' mathematics learning outcomes (Nurfadhillah et al., 2021).

First, the teacher always provides an overview of the importance of education for students. Students are asked questions based on what they observed in the teacher's explanation of the visual media and are praised for answering the questions correctly.

Through various teacher efforts, students have seen improvements in both academic and non-academic areas. However, academic performance has not yet met the expectations outlined in the indicators. Teachers' observations of students indicate that they do not yet fully understand the mathematics material on addition (Herpratiwi et al., 2022).

Description of Cycle II Evaluation Results:

In cycle II, the researchers planned to use more engaging media, namely using number pockets. This was expected to make learning more engaging and improve the listening skills of first-grade students compared to the actions in cycle I.

The teacher carries out learning activities according to the Learning Activity Plan that has been prepared, namely by using number pockets. The teacher demonstrates the use of number pockets to students, then the students try the number pockets one by one. Then, students are given worksheets to work on individually.

The various efforts undertaken by teachers have shown significant improvement for students, particularly in academics (Raya et al., 2024). They have met and even exceeded expectations as outlined in the indicators, albeit slightly. Researchers observed this from the evaluation results in Cycle II, indicating that students have shown significant improvement in their success rate (Ishaq, 2018).



In cycle II, student enthusiasm and activeness were increasingly evident, demonstrating progress. Overall, it can be said that all activities in cycle II increased, although some activities declined, compared to cycle I, which saw a much greater decline (Permana & Indihadi, 2018).

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Description of the results of cycle I

After the researcher planned the activities carried out in cycle I, namely by preparing a Learning Plan that used picture media, assessment sheets with the hope of improving students' mathematics learning outcomes.

First, teachers always provide an overview of the importance of education for students and provide educational punishments. They also praise children who answer correctly.

Holding parent-teacher meetings and encouraging parents to give their children the opportunity to learn to read so they can achieve the expected results (Yanti et al., 2018).

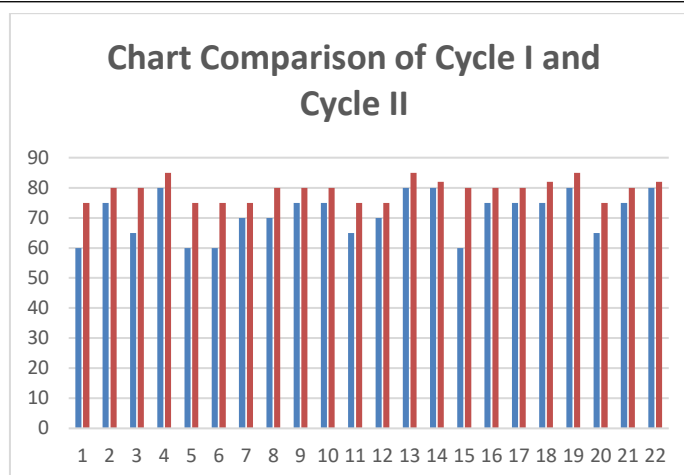
From the test results presented in the table above, there has been an increase from the pre-cycle to the first cycle (Afriyani, 2022). This can be seen from the percentage from the pre-cycle of 46.2% to 71.1% in the first cycle. Even the smallest effort made by teachers is very useful in achieving better achievements. Based on this, it takes a very hard effort for teachers to use existing media and use methods that are appropriate to the learning carried out to improve student learning achievement. In the research in cycle II, the researcher planned to use more interesting media, namely by using media images that attract students. This is expected to make learning more interesting so that the material given to second-grade students will be more improved when compared to the actions in cycle I (Nurjannah, 2019).

The teacher carries out learning activities according to the learning activity plan that has been prepared, namely by using visual media. Students are asked to pay attention to the teacher's explanation about how and what to use visual media (Pujayanti et al., 2013).

The various efforts undertaken by teachers have shown significant improvement for students, particularly in academics. These improvements can meet or even exceed expectations, albeit slightly. Researchers observed this from the evaluation results in Cycle II, where students showed a very significant improvement compared to the 15.2% percentage in Cycle I.

Table 2. Comparison of Cycle I and Cycle II

No	Name	Cycle I	Cycle II
1	Muh Fachri.H	60	75
2	Nur Azihfah Jamil	75	80
3	Muhammad Pandu Langit	65	80
4	Akasya Aisy Hafiy	80	85
5	Fauzan	60	75
6	Muhammad Yusuf Khalil	60	75
7	Nafla Nur Aqila	70	75
8	Nur Kahiril	70	80
9	Arina Arifa	75	80
10	Muhammad Rafatan Ayyubi	75	80
11	Sitti Nadiyah	65	75
12	Arini	70	75
13	Askina Revita Ardanti	80	85
14	Salsabila	80	82
15	Windhi Irianni Rastiwi	60	80
16	Nur Afika Sahar	75	80
17	Hasrullah	75	80
18	Muhammad Zulkarnain Rahsyah	75	82
19	Nur Zahra Audia	80	85
20	Nisa Ul Alamin	65	75
21	Aiska Alea Putri	75	80
22	Atifa Fahria Haris	80	82
Average		71.36	79.36



Based on the discussion and results above, it can be concluded that there was a significant increase in the activity of Indonesian language learning outcomes using picture media for first-grade students at Muhammadiyah Parambambe Islamic Middle School in the 2025/2026 academic year (Ari aditia et al., 2018). The improvement achieved by first-grade students at Muhammadiyah Parambambe Islamic Middle School was motivated by the use of interactive and interesting media so that students did not feel bored and monotonous in the learning process (Try et al., 2022).

CONCLUSION

Based on the research results, it is known that the use of image media can improve student learning outcomes in Mathematics learning in class I MIS Muhammadiyah Parambambe. This can be seen from the evaluation results that have reached the KKM target of 75, namely in cycle I the average value of 71.1% in cycle II increased by 78.9%. Based on the findings in this classroom action research, educators at MIS Muhammadiyah Parambambe should further improve learning management by using varied media. And to students to be more creative in learning so that learning interactions become more visible and the learning atmosphere becomes interesting and enjoyable

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