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Seeing Pancasila: Picture Media to Improve Fourth Graders' Civic Education Achievement

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Abstract

Fourth-grade students at SDN Mantingan 5 in Ngawi showed low participation and low achievement in Civic Education (PKn) because lessons were conventional and used no media. This classroom action research examined whether picture media of the Pancasila symbols could improve students' learning achievement. Following the Kemmis and McTaggart cycle of planning, action, observation, and reflection, the study ran a pre-cycle and two cycles in April 2023 with 12 students. In Cycle I, students coloured pictures of the Pancasila symbols; in Cycle II, they also pasted and named the symbols and their precepts, completed a worksheet, and presented their work. Data came from written tests, observation, and documentation, and were analysed descriptively against the minimum mastery criterion (KKM) of 70. The class mean rose from 63 before the action to 70 in Cycle I and 83 in Cycle II, and the number of students reaching the KKM rose from 4 (33.3%) to 6 (50%) and then 12 (100%). Because there was no control group and each cycle was a single lesson, the gains are consistent with, but do not prove, an effect of the media. Picture media of the Pancasila symbols appears useful for civic education in the lower grades and should be tested with comparison groups.

Keywords: Picture Media; Pancasila Symbols; Civic Education; Learning Achievement; Classroom Action Research

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INTRODUCTION

Civic Education (*Pendidikan Kewarganegaraan*, PKn) is a core subject in elementary school. It aims to develop students' civic intelligence in its spiritual, rational, emotional, and social dimensions, their responsibility as citizens, and their participation so that they become good citizens. PKn teachers also teach morals, ethics, and character guided by Pancasila, in and outside the classroom. The researcher is concerned about problems often seen in schools, such as fighting, bullying, rule violations, and disrespect towards teachers, and relates them to students' limited understanding of the values in Pancasila. This study did not measure such behaviour; the concern explains why the subject matters, not what the study can show.

At SDN Mantingan 5, PKn lessons followed the textbook and used conventional delivery without media. The researcher, who teaches at the school, observed the class before the action. Only 5 of 12 students were willing to ask questions when invited, and only a few dared to come to the front of the class. In the daily test with a minimum mastery criterion (*Kriteria Ketuntasan Minimal*, KKM) of 70, only 4 students passed. The researcher identified low attention, low motivation, limited understanding, difficulty focusing, passivity, and no habit of learning with pictures, and traced them to monotonous media and methods, few opportunities for students to ask questions, and limited motivational support from the teacher.

Picture media is a common response to such problems. Studies in Indonesian elementary schools report better outcomes after picture-based media were used. In PPKn, pictures of Pancasila symbols were linked to higher outcomes in a one-group pretest–posttest study of first graders (Lutfinisa et al., 2024), and classroom action research with picture media raised PKn outcomes in grade 5 (Sari et al., 2022) and outcomes on school rules in grade 1 (Sugiharti, 2025). A Pancasila board used with the picture-and-picture model also raised grade 1 PPKn outcomes (Dora et al., 2023). Beyond civics, a quasi-experiment found higher social studies outcomes with picture media (Wijayati, 2024), and picture flashcards raised writing scores over conventional teaching in grade 3 (Apriningsih et al., 2026) and grade 5 (Khasanah & Yulianto, 2024). Other media have also been tried for Pancasila learning, such as a comic that gave higher post-test scores than the control class (Rahmawati et al., 2024) and a mystery box in classroom action research (Gea et al., 2026). Pictures of the Pancasila symbols raised grade 2 students' mastery from 40% at baseline to 60% and then 85% across two cycles (Farida & Paksi, 2025), and picture media raised the share of grade 4 students meeting the mastery criterion in IPAS (Wati et al., 2026). Media made for the Pancasila symbols have also been tried: a Pancasila board had a significant effect on students' understanding of the precept symbols (Munawaroh & Irianto, 2026), and an animated video was judged valid, practical, and effective in grade 1 (Cahyani et al., 2025).

The evidence also carries cautions. A comparison of media in elementary language lessons found that visual media outperformed flashcards (Damayanti et al., 2025), so the effect depends on the media and how it is used. A study of civics in elementary schools found that visual media mostly transmitted information while students did not yet engage in dialogue and reflection (Sugito et al., 2026). In grade 4 Pancasila Education, a Pancasila principle board used with problem-based learning gave significantly higher outcomes than picture media (Utami & Widodo, 2026), which again shows that the choice of media matters. Among the studies reviewed here, work on grade 4 that uses pictures of the Pancasila symbols and follows the change across cycles is scarce.

Two ideas support the approach. The Garuda Pancasila emblem is a sign, and semiotics studies how signs carry messages; its symbols, a star, a chain, a banyan tree, a bull's head, and rice and cotton, stand for the five precepts. Recent semiotic work treats Pancasila's wording and national symbols as signifiers and its philosophical values as signifieds (Tarigan et al., 2026). Pictures make this abstract link visible to children. Ausubel (1968) held that learning is meaningful when new

material is related to what the learner already knows, which suggests that students should first bring out their prior ideas and then connect the symbols to the precepts. This study therefore asks whether picture media of the Pancasila symbols improves the PKn learning achievement of fourth-grade students at SDN Mantingan 5 and how learning changed from the pre-cycle to Cycle I and Cycle II. The results are expected to help students become more motivated, to give teachers a basis for choosing media, and to help the school improve PKn teaching.

METHODS

This study used classroom action research (CAR), in which the teacher studies and improves her own practice through cycles of planning, action, observation, and reflection (Kemmis et al., 2014). A pre-cycle first described the existing situation. Two cycles followed, and Cycle II was planned from the reflection on Cycle I. The researcher was also the teacher of the class.

The subjects were 12 fourth-grade students (5 boys and 7 girls) of SDN Mantingan 5, Mantingan Sub-district, Ngawi Regency, East Java, in the 2022/2023 academic year. The school was chosen because the researcher teaches there and because PKn matters for students' moral development. The pre-cycle took place on Monday, 3 April 2023; Cycle I on Monday, 10 April 2023; and Cycle II on Friday, 14 April 2023. Each had one meeting of two lesson hours (07.00–09.00). The school principal gave permission and colleagues gave feedback on the lessons. The researcher, who was also the class teacher, observed the students, the teacher, and the media during the lessons. The pre-cycle material was explaining the meaning of the Pancasila symbols, the Cycle I plan covered the importance of the unity of the Republic of Indonesia (NKRI) together with the meaning of the Pancasila symbols, and Cycle II continued with the Pancasila symbols.

Data were collected with a written test in the pre-cycle and at the end of each cycle, observation of students, the teacher, and the media (whether the media suited the material and the learning goal), and documentation. Student observation recorded behaviour during the lesson, such as activity, sleepiness, and attention; teacher observation recorded teaching skills and style; and media observation recorded how well the media suited the material and the goal. The researcher prepared an observation sheet of student activity, and no validation of the instruments is reported. Test results were analysed descriptively as the class mean, the highest and lowest scores, and the number and percentage of students reaching the KKM of 70. Observation and reflection notes were described qualitatively. The cycles would stop when reflection showed that the students had reached the KKM. No classical mastery percentage was set before the study.

RESULTS & DISCUSSION

Results

Pre-cycle

Before the action, the lesson used the conventional method with no media. Students were not enthusiastic, the class climate was not conducive, and teacher–student interaction was below expectation. Some students were sleepy and

inattentive. The pre-cycle test scores were 45 (one student), 50 (one), 55 (one), 60 (four), 65 (one), 75 (three), and 76 (one). The class mean was 63, and four students (33.3%) reached the KKM of 70, while eight (66.7%) did not (Table 1).

Cycle I

In planning, the researcher prepared a lesson plan on the importance of the unity of the Republic of Indonesia and the meaning of the Pancasila symbols, picture media of the Garuda Pancasila made beforehand, an observation sheet for students' activity, and a trial run of the lesson. In the action, the teacher opened the lesson with greetings, short prayers and surah recitation, and motivation, then gave a short explanation and handed out pictures of the Pancasila symbols. Each student coloured the picture with crayons while the teacher accompanied and corrected the work. A question-and-answer session followed to check understanding, and a test closed the cycle. Observation found that students were more active than before, no one was sleepy, and they paid attention.

The class mean rose to 70, with a highest score of 85 and a lowest of 60. Six students (50%) reached the KKM and six did not. The reflection noted an improvement over the pre-cycle, but because half of the class was still below the KKM, a second cycle was needed.

Cycle II

The plan for Cycle II added an effort to draw out students' prior ideas about the topic before the new material, following Ausubel's view that learning is meaningful when it builds on existing knowledge, and follow-up plans for remedial teaching, enrichment, and individual or group tasks. In the action, students drew the symbols, received a student worksheet (*LKPD*), pasted pre-cut symbols onto paper, named each symbol and its precept, completed the worksheet, and presented their work to the class. The teacher then led question-and-answer, reinforced the ideas, and drew conclusions with the students. Observation showed that all students were active, none were sleepy, all stayed focused, and they did not get bored quickly because the learning activities interested them.

The class mean reached 83, with a highest score of 96 and a lowest of 75. All 12 students (100%) reached the KKM. The reflection concluded that the lesson plan and its implementation were more effective than in Cycle I, students were more active, and class mastery reached 100%, so the cycles were stopped.

Learning Achievement across Phases

Table 1 and Figure 1 summarise the scores. The class mean rose by 7 points from the pre-cycle to Cycle I and by 13 points from Cycle I to Cycle II, 20 points in total. The share of students reaching the KKM rose by 16.7 percentage points, then by 50 points, 66.7 points in total. The lowest score rose from 45 to 75, which means that the weakest students also moved above the KKM. Using the class means, the average normalised gain was $(83 - 63) / (100 - 63) = 0.54$, a medium gain on Hake's scale. This figure was calculated from the class means.

Table 1. Learning Achievement in the Pre-cycle, Cycle I, and Cycle II (n = 12, KKM = 70)

Phase	Mean	Highest	Lowest	Students ≥ 70	Mastery (%)
Pre-cycle	63	76	45	4	33.3
Cycle I	70	85	60	6	50.0
Cycle II	83	96	75	12	100

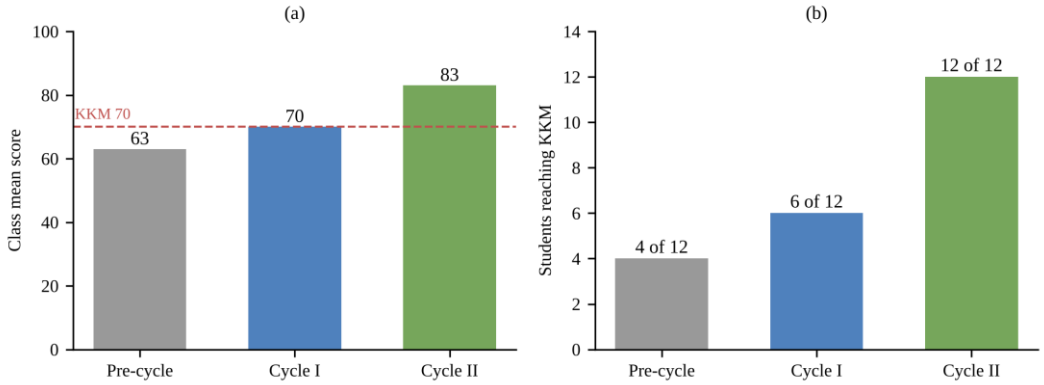


Figure 1. (a) Class mean score and (b) number of students reaching the KKM of 70, by phase. The dashed line in (a) marks the KKM

Discussion

Learning achievement in PKn improved across the cycles when picture media of the Pancasila symbols was used: the class mean went from 63 to 70 and then 83, and mastery from 33.3% to 50% and then 100%. The pattern, a modest gain in Cycle I and a larger one in Cycle II, resembles that of other classroom action studies with picture media. Sari et al. (2022) reported means of 58.09, 66.42, and 78.09 in grade 5 PKn, with 80.96% of students reaching the KKM of 70. Dora et al. (2023) reported grade 1 means of 44, 54, and 74, with mastery of 0%, 33%, and 91%. Sugiharti (2025) reported means of 55, 75, and 97 and mastery of 53% and 100% in the last two phases. Gea et al. (2026) reported full mastery and a mean of 89.78 after a mystery box was used. The result also agrees with studies that compared picture media with conventional teaching (Lutfinisa et al., 2024; Wijayati, 2024). Media other than pictures have also been linked to higher outcomes or motivation in Pancasila Education, such as flash cards (Dony et al., 2026), PAHUPANCA media with a reward-and-punishment model (Rondli et al., 2026), and Kahoot quizzes (Dewi et al., 2026), and Wordwall made lessons more interactive (Perpitasari et al., 2025). The studies differ in grade, subject, and design, so they show a consistent direction rather than comparable effect sizes.

Several features of the lessons may explain the gains, although the study did not test them separately. The pictures made abstract symbols visible and concrete for fourth graders, and colouring, drawing, and pasting gave every student something to do (studies of drawing and colouring activities in elementary classes report greater creativity and more vivid work; Jalil, 2023; Meilani, 2026), which fits the observations that students were attentive and not sleepy. In Cycle II, students

named each symbol and its precept, which links the picture to the idea it stands for. This is the kind of connection that Ausubel (1968) described as meaningful learning, and it fits the larger gain in that cycle. The lowest score rising from 45 to 75 suggests that the activities reached students who had struggled with conventional teaching.

The Cycle II gain cannot be credited to the pictures alone. That cycle added elicitation of prior ideas, a worksheet, a presentation, and follow-up plans, and it was the second lesson on the same topic only four days after Cycle I. The two cycles therefore compare two lesson designs as well as repeated exposure. Damayanti et al. (2025) found that the type of media mattered, and Sugito et al. (2026) warned that visual media can become a way of transmitting information when students do not talk and reflect. In Cycle I, colouring was mostly individual and the teacher led the question-and-answer. The larger gain in Cycle II, when students presented their work, is consistent with the view that dialogue around the pictures matters, but this study cannot confirm it.

The study has limits. It involved one class of 12 students without a control group, so maturation, repeated testing, and the researcher's dual role as teacher and observer may have contributed to the gains. Each cycle was one lesson, and the interval between the pre-cycle and Cycle II was 11 days, so the study says nothing about retention. The test items, their validity and reliability, and observation scores were not available, so the observations are descriptive. Only achievement was measured, not students' values or behaviour. The class mean and mastery are the only numbers available for the cycles, and no statistical test was possible.

CONCLUSION

Using picture media of the Pancasila symbols in two cycles was associated with higher PKn learning achievement in fourth grade at SDN Mantingan 5. The class mean rose from 63 to 70 and 83, the number of students reaching the KKM of 70 rose from 4 to 6 and 12, and students became more active and attentive. Because the design had one small class, no control group, and a larger set of changes in Cycle II, the findings are promising evidence rather than proof of the media's effect.

PKn teachers are encouraged to use pictures of the Pancasila symbols together with activities in which students name, explain, and present the symbols and their precepts. Schools can support this by providing media and time for teachers to prepare it. Future studies should use a comparison group, validated instruments, delayed tests, and other Pancasila content or grade levels.

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