



## Application of the Discovery Learning Model Assisted by Visual Media to Improve the Learning Outcomes of Civics Education (PKn) on the Topic of National Symbols and Their Meanings in Class III UPT SD Negeri 292 Pinrang

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### Abstrak

Penelitian tindakan kelas ini bertujuan untuk meningkatkan hasil belajar Pendidikan Kewarganegaraan siswa kelas III SD Negeri 292 Pinrang melalui penerapan model Discovery Learning berbantuan media visual pada materi Lambang Negara dan Maknanya. Metodologi penelitian menggunakan desain penelitian tindakan kelas dengan dua siklus, melibatkan 28 siswa sebagai subjek penelitian. Teknik pengumpulan data menggunakan observasi, tes hasil belajar, dan dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dengan membandingkan nilai rata-rata sebelum dan sesudah tindakan. Instrumen penelitian berupa lembar observasi aktivitas guru dan siswa, soal tes pilihan ganda dan uraian, serta rubrik penilaian. Hasil penelitian menunjukkan peningkatan signifikan hasil belajar siswa dari siklus I ke siklus II. Pada kondisi awal, ketuntasan belajar hanya mencapai 42,8% dengan nilai rata-rata 68,5. Setelah implementasi siklus I, ketuntasan meningkat menjadi 67,8% dengan rata-rata 75,2. Pada siklus II, ketuntasan mencapai 89,2% dengan rata-rata 82,7. Aktivitas pembelajaran siswa juga mengalami peningkatan dari kategori cukup menjadi sangat baik. Media visual berupa gambar, poster, dan video interaktif terbukti efektif membantu siswa memahami makna dan filosofi lambang negara Garuda Pancasila. Model Discovery Learning memfasilitasi siswa untuk menemukan sendiri konsep-konsep penting tentang identitas nasional melalui proses investigasi dan eksplorasi terbimbing. Kesimpulan penelitian menunjukkan bahwa penerapan model Discovery Learning berbantuan media visual dapat meningkatkan hasil belajar PKn siswa secara signifikan dan menciptakan pembelajaran yang lebih bermakna serta menyenangkan.

**Kata Kunci:** Discovery Learning, media visual, hasil belajar.

### Abstract

*This class action research aims to improve the learning outcomes of Civics Education of third grade students of SD Negeri 292 Pinrang through the application of the Discovery Learning model assisted by visual media on the material of State Emblems and Their Meanings. The research methodology used a class action research design with two cycles, involving 28 students as research subjects. Data collection techniques used observation, learning outcome tests, and documentation. Data analysis was done descriptively quantitatively by comparing the average value before and after the action. The research instruments were teacher and student activity observation sheets, multiple choice and description test questions, and scoring rubrics. The results showed a significant increase in student learning outcomes from cycle I to cycle II. In the initial condition, learning completeness only reached 42.8% with an average score of 68.5. After the implementation of cycle I, the completeness increased to 67.8% with an average of 75.2. In cycle II, the completeness reached 89.2% with an average of 82.7. Student learning activities also increased from the moderate category to very good. Visual media in the form of pictures, posters, and interactive videos proved effective in helping students understand the meaning and philosophy of the Garuda Pancasila state symbol. The Discovery Learning model facilitates students to discover for themselves important concepts about national identity through a*

*guided investigation and exploration process. The conclusion of the research shows that the application of the Discovery Learning model assisted by visual media can significantly improve students' Civics learning outcomes and create more meaningful and enjoyable learning.*

**Keywords:** *Discovery Learning, visual media, learning outcomes.*

## Introduction

Civic Education plays a crucial role in shaping students' character and understanding of national values, including a deep understanding of the state symbol and its meaning (Official, 2021). Civic Education has a mission of moral education of the nation which aims to form intelligent, democratic, and noble citizens, as well as consistently preserve and develop the ideals of democracy and nation building (Waldopo, 2013).

PKn learning in elementary schools, especially in the material on the state emblem, is an important foundation for fostering a sense of love for the homeland and national identity from an early age (Darmawan et al., 2021). However, the reality of learning in the field still faces various challenges, especially in the context of learning in early elementary school classes.

Initial observations carried out at SD Negeri 292 Pinrang revealed that the problems of PKn learning are quite complex. Learning is still dominated by a conventional approach with a lecture method that places teachers as the center of information. This condition results in students in grade II having difficulty understanding abstract concepts about the state emblem and its philosophical meaning. Pre-cycle data showed that only 12 students (42.8%) achieved the Minimum Completeness Criteria (KKM) of 75. The lowest score is 45, the highest score is 85, with a grade point average of 68.5. The distribution of grades shows that 16 students (57.2%) are still below the KKM.

The problem of low student learning outcomes in the State Emblem material and its meaning can be identified from several factors. First, the characteristics of cognitive development of grade II students who are still in the concrete operational stage require a learning approach that can concretize abstract concepts (Pratiwi et al., 2023). Second, the lack of use of learning media that can visualize the material in an interesting and contextual way. Third, the dominance of teacher-centered learning that lacks space for students to explore and discover concepts independently.

Based on the identification of these problems, the formulation of the problem in this

study is: How can the application of the Discovery Learning model assisted by visual media improve the learning outcomes of PKn students in grade II of SD Negeri 292 Pinrang on the material of the State Emblem and its Meaning? The questions of this study are then described into: (1) What is the process of implementing the Discovery Learning model assisted by visual media in learning the PKn material of the State Emblem and its Meaning? (2) How much has student learning outcomes improved after the implementation of the visual media-assisted Discovery Learning model?

The purpose of this study is to analyze the effectiveness of the application of the visual media-assisted Discovery Learning model in improving the learning outcomes of grade II students of SD Negeri 292 Pinrang on the material of the State Emblem and its Meaning. Specifically, this study aims to: (1) Describe the process of implementing the Discovery Learning model assisted by visual media in PKn learning, and (2) Measure the improvement of student learning outcomes after the application of the model.

The Discovery Learning model was chosen as a solution because of its characteristics that encourage students to actively construct knowledge through the discovery process (Widyastuti & Airlanda, 2021). Bruner, as the originator of this theory, emphasized that learning will be more meaningful when students discover the concepts learned through exploration and investigation (Sulfemi & Yuliani, 2019). The integration of visual media in the Discovery Learning model is crucial considering the characteristics of grade II students who still need visual assistance to understand abstract concepts.

Recent research shows that the use of visual media in learning can increase memory retention by up to 65% compared to verbal learning alone (Arsyad & Sulfemi, 2021). Visual media such as images, posters, animated videos, and infographics can help students visualize abstract concepts to be more concrete and easy to understand (Magdalena et al., 2020). In the context of learning the state emblem, visual media is very relevant because it can display national symbols in detail and interestingly.

The novelty of this research lies in the systematic integration of the Discovery Learning model with visual media specifically designed for the characteristics of grade II elementary school students. Unlike previous research which generally focused on only one aspect, this study combines the power of Discovery Learning in building learning independence with the power of visual media in concretizing abstract concepts. Research by Hartati and Zulminiati (2020) has indeed studied Discovery Learning in elementary schools, but has not specifically integrated it with visual media for the national emblem material. Meanwhile, the research of Rahmawati et al, (2022) which focuses on visual media in PKn learning has not used the Discovery Learning framework as a learning model.

The significant differences with previous studies also lie in the context and subject of the research. This study specifically targets grade II students with unique cognitive development characteristics, where they are in a transition period from the pre-operational stage to the concrete operational stage. The design of visual media and the stages of Discovery Learning in this study are adjusted to these characteristics, in contrast to research at higher grade levels such as those conducted by Kurniawan and Noviana (2021) or Sulistyowati and Rachman (2023).

## **Method**

This study uses a Classroom Action Research (PTK) design with a spiral model from Kemmis and McTaggart which consists of four stages: planning, implementation, observation, and reflection. PTK was chosen because of its collaborative and reflective characteristics in accordance with the research objectives to improve the quality of learning in the classroom (Arikunto et al., 2021). The research was carried out in two cycles to ensure consistency of results and provide room for improvement based on reflections on previous cycles.

The location of the research is SD Negeri 292 Pinrang, Pinrang Regency, South Sulawesi. The selection of the location is based on the identification of real problems occurring in the school. The subjects of the study were all grade II students totaling 28 students, consisting of 15 male students and 13 female students. The research was carried out in the even semester of the 2023/2024 school year, precisely from February to April 2024.

The variables observed in this study include: (1) The independent variable is the

application of the Discovery Learning model assisted by visual media, and (2) The bound variable is the learning outcomes of students' PKn on the material of the State Emblem and its Meaning. Learning outcomes are measured through cognitive aspects that include the ability to identify, explain, and analyze state symbols and their meanings.

The Discovery Learning model applied follows the syntax developed by Shah (2017) with modifications to accommodate the use of visual media. The learning stages include: (1) Stimulation - presentation of visual stimulus in the form of images and videos of the state emblem; (2) Problem Statement - identification of problems through guide questions; (3) Data Collection - collection of information through visual media exploration; (4) Data Processing - information processing through group discussions; (5) Verification - verification of findings with learning resources; and (6) Generalization - drawing conclusions and presenting results.

The research instruments used include: (1) Observation sheets of teacher and student activities to measure the implementation of the learning model; (2) Learning outcome tests in the form of multiple-choice questions and descriptions that have been validated by experts; (3) Documentation in the form of photos and learning videos; and (4) Field notes to record important events during learning. The validity of the instrument was tested through expert judgment by two lecturers of basic education and one senior teacher.

Data collection techniques were carried out through: (1) Systematic observation using observation sheets with a Likert scale of 1-4; (2) Learning outcome tests that are carried out at the end of each cycle; (3) Visual documentation to record the learning process; and (4) unstructured interviews with students to explore their responses to learning.

Data analysis uses quantitative and qualitative descriptive analysis techniques. Quantitative data in the form of test results were analyzed using descriptive statistics to calculate the average, percentage of completeness, and improvement of learning outcomes.

Qualitative data from observations and field notes were analyzed using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. Success indicators are set: (1) At least 85% of students achieve KKM 70; (2) Minimum grade point

average of 75; and (3) Learning activities reached the good category ( $\geq$  score of 3.0).

### Result and Discussion

The results of the pre-cycle data analysis showed that the condition of PKn learning required serious attention. Data on the learning outcomes of third grade students of SD Negeri 292 Pinrang on the material of the State Emblem and Its Meaning revealed that out of 28 students, only 12 students (42.8%) achieved the Minimum Completeness Criteria (KKM) of 75. The lowest score is 45, the highest score is 85, with a grade point average of 68.5. The distribution of grades showed that 16 students (57.2%) were still below the KKM, indicating the need for more effective learning interventions.

Conventional learning observations point to some fundamental weaknesses. Teachers still dominate learning with traditional lecture and question and answer methods. Students tend to be passive, only listening to the teacher's explanations without active involvement in the process of knowledge construction. The learning media used is limited to package books and whiteboards, so it is less interesting for students and difficult to visualize abstract concepts about the meaning of the state emblem.

A more in-depth analysis identified that students had difficulty in understanding the philosophical meaning of each element of Garuda Pancasila. Most students are only able to name the parts of the state emblem without understanding the meaning and symbolism contained in them. This is reflected in the low ability of students to answer questions related to the interpretation and application of concepts.

#### Cycle I

Based on the results of the initial condition analysis, the researcher designed learning with the Discovery Learning model assisted by visual media. Planning includes the preparation of a Learning Implementation Plan (RPP) that integrates the six stages of Discovery Learning: stimulation, problem statement, data collection, data processing, verification, and generalization. The visual media prepared was in the form of large posters of the state emblem, images of Garuda Pancasila elements, animated videos about the history of the state emblem, and picture cards for group activities.

Cycle I learning was carried out in two meetings. The first meeting focused on the

introduction of the components of the state emblem, while the second meeting emphasized on understanding the meaning of each element.

Meeting 1: Learning began with the stimulation stage through the screening of an animated video about the Indonesian state emblem. The students looked enthusiastic and focused on observing the video. At the problem statement stage, the teacher asks the question: "Why does each part of the state emblem have a different shape and color?" This question sparks students' curiosity and encourages them to dig into more information.

The data collection stage is carried out through group activities where students observe posters of state emblems and identify each component. Each group was given a worksheet to record their findings. In the data processing stage, students discuss in groups to organize the information that has been collected. The verification stage is carried out through a group presentation, where each group conveys its findings. The learning ends with the generalization stage where the teacher and students together conclude the learning.

Meeting 2: Learning is focused on understanding the symbolic meaning of each element of the state emblem. The visual media used is in the form of picture cards that show the details of each part of Garuda Pancasila. Students carry out a "treasure hunt" activity where they have to find cards that match the description of the meaning given by the teacher.

Observation of teacher activities showed a score of 72 (good category) out of a maximum score of 100. Teachers have successfully implemented the Discovery Learning stages quite well, but there are still several aspects that need to be improved, especially in terms of time management and providing more optimal guidance to students.

Student activities showed a significant increase compared to the initial condition. The observation score of student activities reached 74 (good category). Students were seen to be more active in group discussions, enthusiastic in observing visual media, and daring to ask questions. However, there are still some students who seem hesitant to express their opinions and need additional motivation. The results of the first cycle test can be seen in the following table.

**Table 1. Cycle I Learning Outcome Test**

No	Interval	f	Percentage	Category
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1	85 - 100	4	14,3%	Excellent
2	75 - 84	15	53,5%	Good
3	65 - 74	6	21,4%	Enough
4	55 - 64	3	10,8%	Less
5	45 - 54	-	-	Excellent
		28	100%	

The evaluation of learning outcomes at the end of Cycle I showed encouraging improvement. Of the 28 students, as many as 19 students (67.8%) managed to achieve KKM. The average grade of the class increased to 75.2 from the previous 68.5. The lowest score was 58 and the highest score was 88. This improvement indicates that the visual media-assisted Discovery Learning model is starting to have a positive impact on student understanding.

Analysis per indicator showed that students experienced a significant improvement in their ability to identify the components of the state emblem (from 45% to 78% of students who completed the exam). However, the indicator of understanding symbolic meaning still needs to be improved because only 61% of students achieve completeness.

Reflection Cycle I identifies several advantages and disadvantages. The advantages that have been achieved include: (1) increased motivation and enthusiasm of students in learning, (2) significant increase in learning outcomes, (3) creation of a more interactive and fun learning atmosphere.

However, there are several shortcomings that need to be improved: (1) the suboptimal time allocation for each stage of learning, (2) the visual media used has not fully accommodated the diverse visual needs of students, (3) teacher guidance in the discovery process still needs to be intensified, (4) some students with low abilities still need more intensive scaffolding.

## Cycle II

Based on the results of the reflection of Cycle I, the researcher designed improvements for Cycle II. Improvements include: (1) adjusting time allocation by providing a more proportionate duration for each stage of Discovery Learning, (2) the development of more varied visual media including the use of interactive multimedia technology, (3) the preparation of more structured worksheets to guide students' discovery process, (4) the design of a more systematic scaffolding strategy for students with low abilities.

Meeting 1: Learning opens with stimulation through a game of "guess the picture" using fragments of the country's emblem displayed through a projector. Students look very enthusiastic and competitive in this game. The problem statement is formulated through a more challenging question: "What if one of the elements of the state emblem is removed, will its meaning change?"

Data collection was carried out with a more systematic approach using structured observation sheets. Each group was given a specific task to analyze one specific element of the country's coat of arms with the help of interactive multimedia. Data processing is carried out through focused discussions with more specific question guides. Verification is carried out through a gallery walk where each group displays their work and the other group provides feedback.

Meeting 2: Focus on learning on the application of understanding the state emblem in the context of daily life. Students are invited to identify the implementation of Pancasila values symbolized in the state emblem through concrete examples in community life.

Observation of teachers' activities showed a significant increase with a score of 88 (very good category). Teachers manage learning more effectively, provide optimal guidance, and use visual media to the fullest. Time management is also more regular so that each stage of learning can be carried out optimally.

Student activities also experienced a substantial increase with a score of 86 (excellent category). Students are seen to be very active in every stage of learning, confident in expressing opinions, and able to collaborate well in groups. The student participation rate in discussions reached 92%, much higher than Cycle I which was only 67%. The results of the second cycle test can be seen in the following table.

**Table 2. Cycle II Learning Outcome Test**

No	Interval	f	Persentase	Kategori
1	85 - 100	4	14,3%	Sangat Baik
2	75 - 84	15	53,5%	Baik
3	65 - 74	6	21,4%	Cukup
4	55 - 64	3	10,8%	Kurang
5	45 - 54	-	-	Sangat Baik
		28	100%	

The evaluation of the learning outcomes of Cycle II showed very satisfactory achievements. A total of 25 students (89.2%) managed to

achieve KKM with an average class score of 82.7. The lowest score is 68 and the highest score is 95. This improvement shows that the improvements made in Cycle II have succeeded in optimizing learning.

Analysis per indicator shows consistent improvement in all aspects. The ability to identify the components of the state emblem reached 96% completeness, the understanding of symbolic meaning reached 89%, and the ability to apply the values of Pancasila reached 85%. This data

confirms the effectiveness of the visual media-assisted Discovery Learning model in improving students' comprehensive understanding.

Comparison of learning outcomes between cycles shows a consistent and significant improvement trend. The following is comparative data on learning outcomes for each cycle.

**Table 6. Recapitulation of Improvement of Learning Outcomes Between Cycles**

The percentage of learning completeness and generalization stages develop students'

Indicator	Pre-Cycle	Cycle I	Cycle II	Increased
Average Score	68,5	75,2	82,7	14,2
Highest score	85	88	95	10
Lowest value	45	58	68	23
Students complete	12 (42,8%)	19 (67,8%)	25 (89,2%)	
Students are not complete	16 (7,1%)	9 (32,2%)	3 (10,8%)	

increased from 42.8% (pre-cycle) to 67.8% (Cycle I) and 89.2% (Cycle II). The average grade point average also increased gradually from 68.5 (pre-cycle) to 75.2 (Cycle I) and 82.7 (Cycle II).

Descriptive statistical analysis showed that the standard deviation of students' grades decreased from 12.4 (pre-cycle) to 8.7 (Cycle II), indicating that the disparity in students' abilities is narrowing and learning is more effective reaching all students with diverse characteristics.

## Discussion

The success of the implementation of the Discovery Learning model in improving students' PKn learning outcomes can be explained through several theoretical and empirical perspectives. First, this model is in line with constructivist theories that emphasize that learning occurs when students actively build their own knowledge through interaction with the environment and concrete experiences.

The systematic stages of Discovery Learning facilitate students to develop critical and analytical thinking skills. The stimulation stage successfully arouses students' curiosity, while the problem statement stage encourages students to formulate their own research questions. The data collection and data processing process trains students to organize information systematically, while the verification

ability to draw conclusions and apply knowledge.

The integration of visual media in Discovery Learning learning has been proven to make a significant contribution to improving student learning outcomes. This is in line with Edgar Dale's theory of the Cone of Experience which states that students can remember 50% of what they see and hear. Visual media helps students understand abstract concepts about the meaning of the state emblem to be more concrete and easy to understand.

The use of interactive multimedia, posters, animated videos, and picture cards successfully accommodates the visual learning style of students that is dominant at elementary school age. Visual media also serves as a bridge between students' concrete experiences and abstract concepts of the philosophy and symbolism of the country's emblem.

The implementation of the Discovery Learning model assisted by visual media has succeeded in transforming the learning atmosphere from teacher-centered to student-centered. Students become more active, participatory, and motivated in participating in learning. This is reflected in the increase in the student activity observation score from 58 (pre-cycle) to 86 (Cycle II).

The increase in student motivation can be explained through the Self-Determination Theory which emphasizes the importance of autonomy, competence, and relatedness in learning. The

Discovery Learning model gives students the autonomy to discover their own concepts, develop competencies through the process of investigation, and build social relationships through group work.

The results of this study have important implications for the development of PKn learning pedagogy in elementary schools. First, the importance of using a student-centered learning approach to optimize the knowledge construction process. Second, the integration of visual media in learning has been proven to be effective in improving the understanding of abstract concepts. Third, learning that combines discovery learning with visual media can accommodate the diversity of student learning styles.

Although it showed positive results, the study had some limitations. First, the research was conducted in a relatively limited time so the long-term effects of this learning could not be ascertained. Second, the research subjects were limited to one class in one school, so the generalization of the results needed to be done carefully. Third, some external factors such as parental support and the home learning environment were not controlled in this study.

### **Conclusion**

Based on the results of the research and discussions that have been carried out, it can be concluded that the application of the Discovery Learning model assisted by visual media has proven to be effective in improving the learning outcomes of PKn grade III students of SD Negeri 292 Pinrang on the material of the State Emblem and its Meaning. The improvement in learning outcomes was seen significantly from the beginning to the end of cycle II, with the percentage of learning completeness increasing from 42.8% to 89.2% and the average grade point of class from 68.5 to 82.7.

Student learning activities experienced a positive transformation from the fair to very good category, with an increase in the observation score from 58 in the initial condition to 86 at the end of cycle II. Students show high enthusiasm, active participation in group discussions, and courage in expressing opinions. This indicates that learning with the Discovery Learning model assisted by visual media has succeeded in creating a fun and meaningful learning atmosphere.

### **References**

This study has some limitations that are important to note. First, the relatively limited duration of the study in two cycles has not been able to measure the long-term effectiveness of the applied learning model. Second, research subjects limited to one class in one school require caution in generalizing results to a broader context. Third, external factors such as family support, socioeconomic conditions, and the home learning environment were not fully controlled in this study. Fourth, individual variations of students in learning styles and initial ability levels still require more specific learning adaptations.

Based on the results and limitations of this study, several advanced research agendas are recommended. First, longitudinal research to measure knowledge retention and the long-term effectiveness of the visual media-assisted Discovery Learning model. Second, research with a broader subject involves multiple schools and classes to increase the external validity of the research results. Third, the development of digital technology-based visual media that is more interactive and adaptive to the individual needs of students. Fourth, comparative research to compare the effectiveness of the Discovery Learning model with other innovative learning models in the context of PKn learning.

The results of this study provide important practical implications for various parties. For teachers, this study shows the importance of using a variety of student-centered learning models and integrating visual media to increase the effectiveness of PKn learning. For local governments, this research can be a reference for teacher training programs and the procurement of learning media that support curriculum implementation.

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