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Optimizing Learning Media and Project-Based Learning in Elementary Civic Education: Challenges and Implications for Character Development

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Abstract

This study aims to analyze the importance of learning media in Civic Education (PKn) at the elementary school level, identify various forms of media diversification that can improve learning quality, examine the challenges faced by teachers in utilizing learning media, and formulate a transformation from rote learning to a Project-Based Learning (PjBL) approach. The research employed a descriptive qualitative method conducted in an elementary school setting. Data were collected through in-depth interviews, passive participant observation, and documentation studies. Data analysis followed the Miles and Huberman interactive model, consisting of data reduction, data display, and conclusion drawing and verification. The findings indicate that learning media play a crucial role in concretizing abstract Civic Education concepts, making them easier for students in the concrete operational stage to understand. The use of diverse learning media, such as posters, flashcards, educational videos, interactive multimedia, and educational games, has been shown to enhance students' motivation, participation, and comprehension. The study also found that teachers face several challenges, including limited facilities, technological constraints, and time restrictions. However, these challenges can be addressed through teachers' creativity in utilizing simple and contextual learning resources. Furthermore, the implementation of Project-Based Learning provides an effective solution for internalizing Pancasila values through meaningful real-life experiences. In conclusion, the optimization of learning media and the application of Project-Based Learning can significantly improve the quality of Civic Education learning while supporting the holistic character development of students.

INTRODUCTION

Civics Education (PKn) plays a strategic role in the national education system as a primary tool for shaping the character of the next generation with the spirit of Pancasila. Elementary school content serves not only to convey cognitive knowledge but also as a first step in shaping students' character as nationalists and instilling social values from an early age. Therefore, prospective teachers need to improve their analysis and implementation of Civics learning media to achieve educational objectives based on the curriculum used. However, field observations indicate that the implementation of Civics learning is often trapped in theoretical and textual patterns. Based on Jean Piaget's theory of cognitive development, elementary school students are still at the concrete operational stage, requiring the assistance of concrete objects in their cognitive processes. Unfortunately, various field interviews indicate that a one-way lecture system still dominates, rendering the values of Pancasila and constitutional principles in teaching and learning abstract and

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distant from students' daily lives.

This problem is directly related to the low level of meaningfulness of the learning process. This phenomenon is contained in Edgar Dale's Cone of Experience theory, which states that seeing a learning experience, or using concrete media, makes the learning experience more memorable than just verbal explanations by the teacher. It is easier for students to learn from visual representations, but for many teachers it is difficult to be able to take theoretical content and transform it into a learning experience. If this is a problem that must be addressed, it is necessary to optimize the use of learning media. Learning media is a medium that can be used to connect abstract learning material with concrete material that can be experienced by students. Learning media, according to Azhar Arsyad, can increase student learning motivation and interest in learning, as well as enhance students' cognitive activity. The application of media ranging from visual media to multimedia, has been proven to be effective in increasing student concentration and participation in learning in Civics.

The role of teachers as living media or role models is highly emphasized. According to Albert Bandura's Social Learning Theory, humans are able to imitate the behavior of models to act in certain ways. Teachers who practice Pancasila values must be real practitioners of Pancasila values, such as discipline, tolerance, and others, before asking students to do the same (Sabililhaq, 2024). Through in-depth interviews with several practitioners and supported by theories and concepts, this paper aims to provide a new perspective on how educators can overcome various obstacles in the field of education and achieve Pancasila learning that truly supports the development of students' holistic character.

Based on the description of the actual situation and problems above, this research is directed to answer the following important issues. First, this research will discuss the importance of learning media for Civic Education at the elementary school level, where abstract concepts in the classroom must be realized in a concrete form. Next, this research will discuss the possibility of diversifying learning media in the learning process as an effort to improve the quality of learning and minimize student boredom in learning. The fact that in practice, teachers are sometimes limited in terms of school facilities cannot be denied, so the discussion in this paper will also discuss the most dominant obstacles for teachers and creative innovations that teachers can use to overcome these obstacles. Finally, this research will be able to formulate the implementation of the learning system from rote theory learning to a Project-Based Learning model.

This paper was written with several main objectives in a systematic discussion. In general, this paper analyzes the meaning of the role of instructional media in learning abstract civic values in elementary schools with a concrete approach. Specifically, to understand the ways in which various visual, audio-visual, and interactive media can be used to increase the level of student engagement and/or motivation. Furthermore, this study aims to understand the problems faced by teachers due to limited facilities and wants to find creative and contextual solutions so that it can be continued with innovative learning. The final section of this paper aims to create effective steps and/or stages for the transformation of the learning system from theory-based learning to project-based learning with real-life experiences.

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METHOD

Research Approaches and Types

The descriptive research type used in this study is a qualitative approach. The qualitative approach was chosen because this study aims to describe, analyze, and gain an understanding of the phenomena occurring in the field related to the use of learning media in concrete learning of abstract values in Civics Education (PKn) in Elementary Schools. Systematically, factually, and accurately, the obstacles experienced by teachers, the diversification of learning media, and the change in the learning system from memorization to Project-Based Learning (PjBL) can be described using qualitative descriptive methods.

Research Location

This research was conducted in an elementary school (SD/MI) setting. This is because students are still in the concrete operational stage of Jean Piaget's theory of cognitive development at elementary school age. Observations were made of classroom learning processes, teacher-student interactions, and supporting learning facilities at the school.

Data and Data Sources

The data in this study is divided into two main categories, namely:

1. Data Primer

Data were obtained directly from primary sources using in-depth interviews with educational practitioners (classroom teachers) regarding the facility constraints they experienced in teaching Civics and the media innovations they used in their classrooms. In addition, primary data was also obtained through observations of students' emotional and cognitive reactions during the learning process using these media.

2. Data Seconds

Photos of learning activities, academic literature, and previous scientific journals related to Edgar Dale's Cone of Experience theory and Albert Bandura's Social Learning Theory as supporting documents: learning implementation plans/RPP/Teaching modules.

Data Collection Techniques

Data collection was carried out using three types of data collection techniques which are the main techniques for obtaining valid and comprehensive data.

1. In-depth Interview

This was conducted in a semi-structured manner with elementary school teachers to obtain in-depth information about the importance of using live media, the types of media diversification used, and operational constraints when school facilities are limited.

2. Passive Participant Observation

The researcher's observations in the classroom aimed to gain insight into the learning process in Civics. Observations were based on students' verbal and non-verbal responses to the use of Project-Based Learning (PjBL) techniques in the teacher's teaching process.

3. Documentation Study

The processes implemented are in the form of written and visual documents: teachers' Pancasila values in written and visual documentation in daily documentation at school, and student project documentation.

Data Analysis Techniques

Data analysis in this study was carried out using the Interactive Model developed by Miles and Huberman which has three stages, namely:

1. Data Reduction

The process of selecting, centralizing, reducing, and transforming raw data from written interview notes and field observations. Information unrelated to the research question

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(information outside the topics of Civics, Media, and PjBL) will be removed.

2. Data Display

Organize information concisely, using descriptive narratives, matrices, or simple tables to enable the development of an understanding of the patterns of relationships between child development theory and teacher constraints and innovative solutions in a logical and systematic manner.

3. Conclusion Drawing and Verification

Finally, in this final stage, researchers will begin searching for meaning, noting recurring patterns, regularities, explanations, and cause/effect. Any unclear initial conclusions will be re-examined using reduced data and supporting theory to reach strong and valid conclusions regarding the Civics media optimization strategy.

Data Validity Check

In this qualitative study, triangulation techniques were used to ensure data validity. The researcher used two types of triangulation:

1. Source Triangulation

Comparing and re-examining the reliability of information obtained at different times and using different instruments. In this case, the results of teacher interviews as criteria given to two categories of teachers and the actual results of teachers on students in the learning process are compared.

2. Engineering Triangulation

Re-examining data collected from the same source using different techniques. Researchers validated information obtained from teachers through interviews with direct follow-up through classroom observations and documentary evidence from student project work.

RESULTS AND DISCUSSION

The Importance of Media in Concretizing the Abstract Values of Civics

At the elementary school level, Civics (PKn) learning is sometimes considered a field of learning and learning materials that have many theories and abstract materials such as Pancasila, human rights and obligations, rules of social life and so on. This problem is usually found at the elementary school level because cognitive development (Piaget's cognitive development theory) tends to the concrete operational stage, unable to learn verbally without visualization (Amalia, 2026).

Interviews with education practitioners revealed the need to use learning media to present these abstract concepts so that they are easily understood by students. The visual media used included images of national heroes, state symbols, and posters of school regulations, which have been proven to motivate students to think concretely. This way, the values imparted are no longer simply rote, but can be seen in national symbols and examples of concrete actions.

The importance of media in Civics is also in line with Edgar Dale's Cone of Experience concept which states that students are more likely to learn from seeing or doing something, while students who read or listen to something will learn less (Indriyani, 2024). Teachers who use audiovisual media such as showing presentations of stories about heroic struggles and showing video clips related to noble behavior have succeeded in increasing students' enthusiasm and concentration in the learning process. This is the "hearing-seeing" achieved through these media which has proven effective in making previously distant material become alive, real, and relevant (Rahma, 2025).

Learning media is not only used to provide more engaging presentation materials, but also as a strategy for shaping students' overall character. By selecting media that aligns

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with the needs and characteristics of students in the classroom, the learning process can be more meaningful and can encourage students to be more active in the learning process (Mana, 2025).

Interviews with education practitioners revealed that the lack of media leads to one-way learning (textbook-based teaching) in which the concept of citizenship becomes ambiguous, abstract, and easily forgotten after 5 minutes, as well as not feeling close to students' lives. Mrs. P, S.Pd., explained that media is important for meaningful learning, because without media, elementary school children will not understand important content that must be conveyed, such as state symbols and regulations. To this end, Mrs. Melly Gusnita (Principal of SDN 1 Pahoman) said that media is one of the most important media to use so that the teacher's narrative becomes clearer with real-life examples. Images or videos of worship in a mosque, for example, will stick in students' minds when teaching the First Principle "Belief in God Almighty".

The importance of media in Civics is similar to Edgar Dale's cone of experience, which states that when students learn from their experiences or see real objects, they will have a better understanding of what they have learned. Media can be used to stimulate passive material where the stimulation uses the senses of sight and hearing simultaneously. In addition, Ms. Bella Anggi Kusuma, S.Pd., Gr., continued, the use of media has been proven to make learning more enjoyable, cheerful, and student-centered so that it can create children's internal motivation to practice Pancasila values optimally from an early age.

Media Diversification as a Strategy to Improve Learning Quality

The development of learning media is a policy that must be practiced and should not be ignored in improving the student learning process, which aims for better learning outcomes for students, especially in Civic Education which has a strong foundation of national character values (Kembara, 2024). They have spoken with teachers, and educators utilize various types of media ranging from visual media to interactive multimedia.

The use of visual media through learning media in the form of Pancasila posters, learning cards with pictures of the basic rules of Pancasila social life (flash cards) has proven effective in introducing state symbols and various basic rules of social life to students. This is in accordance with research conducted by Azhar Arsyad regarding learning media that media variations always succeed in creating new interests and learning activities for students. Students will be able to see information that may not be easily explained in words, this will help them remember the information for a longer period of time and more strongly (Kusumawati, 2025).

Interview results also show that the implementation of media and project games, such as role-playing and group discussions with various media, has resulted in a more dynamic, fun, and enthusiastic learning environment compared to the passive and stagnant learning environment in the classroom. The quality of learning outcomes will be better, because if students are involved in participatory media, students do not just memorize, but try to apply the ideas they have learned with participatory media that are real for them.

Media diversification is not only the creative use of advanced media, but also the creative act of building bridges between the curriculum and students' social realities. Quality learning experiences are achieved by creative teachers who utilize a variety of resources, including digital technology and everyday items found in the surrounding environment.

The use of several visual media, for example Pancasila posters, images of the Garuda national symbol, images of heroes, Pancasila learning cards (flashcards) are very effective

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especially in lower grades that can be used when introducing national symbols and the basic rules of Pancasila. Mrs. Refi Yunita S.Pd explained that if flashcards are used as learning media and media examples of the practice of Pancasila principles, students' enthusiasm and activity in learning the principles of Pancasila increases. They are equipped with audiovisual media with short films, or by using short videos about the values of honesty, cooperation with others, stories of heroic struggles on YouTube in upper grades.

This aligns with the findings of a study conducted by Azhar Arsyad, which stated that the use of a variety of media always provides new enthusiasm and stimulates students' thinking activities. At higher levels, for example, Interactive Flat Panels (IFP) or virtual tours of historical sites have begun to be introduced, but not yet widely. This diversity, as stated by Ms. Melly Gusnita, demonstrates that creative teachers must be able to connect material to students' lives to strengthen and sustain civics knowledge, thus making classroom learning more dynamic.

Analysis of Teacher Obstacles and Innovations Amidst Limitations

In some schools, during the learning process, teachers, as learning actors, consistently face challenges that hinder the optimal use of learning media. The biggest challenges faced are unstable and uneven internet connections, limited printing facilities, and school budget constraints to acquire high-tech learning media. These difficulties are further exacerbated by curriculum pressures that require teachers to cover a large number of learning targets within a limited timeframe (Darmayasa, 2025).

Limited facilities, if not handled properly, can render the learning process ineffective and cause teachers to revert to conventional teaching methods. This aligns with the view of several education experts that one of the most significant limitations to teacher creativity in the classroom is inadequate facilities. Thus, Civics (PKn) learning, which should be dynamic, becomes boring and less than optimal in attracting student interest (Simarmata, 2025).

This is an innovative thinking that collaborates with the concept of Contextual Teaching and Learning (CTL) where teachers are flexible enough to be able to teach lessons in students' lives. In providing learning materials, for example, teachers can utilize learning materials used by students at school such as used paper, dry leaves, or real objects in teaching Pancasila material, or school regulations. Through this, students will learn about the principles of citizenship through familiar objects (Nababan, 2023). In addition to innovation in the use of physical media, teachers also need to innovate in methods with an interesting storytelling or narrative approach (Judijanto, 2025).

Interview results indicate that technical and administrative problems are still common in practice. Furthermore, the number of learning targets in the curriculum also becomes an administrative and managerial burden and obstacle faced by teachers in implementing the curriculum so that teachers cannot use alternative models in learning because it takes time to prepare learning materials. In addition, physical resources such as a lack of printing equipment in schools, the unavailability of laptops and computers, the absence of internet connections in remote areas, and a lack of funds for access to expensive interactive multimedia (physical visits to historical sites, etc.) are major obstacles. Technical problems in preparing learning tools such as installing LCD projectors and speakers in classrooms also often take up students' active learning time as experienced by Mrs. Refi Yunita Sari, S.Pd.

However, don't assume that these limited facilities limit educators' creativity. Teachers must be innovative, willing, and sincere in their teaching, emphasizing the

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concept of Contextual Teaching and Learning (CTL). Ms. Melly Gusnita emphasized that teachers need to adapt to their own learning environment, which is readily available in students' daily lives and affordable.

Some concrete innovations teachers have implemented include using recycled materials, such as recycled paper in creating various flashcards and asking students to create Garuda flashcards using dried leaves. Innovation is also manifested in ways of life, such as storytelling (short stories to inspire children's emotional responses to social issues such as bullying) and direct role model reinforcement. Therefore, teachers must be living media that can be examples of tolerance and discipline for elementary school children because children in elementary school tend to imitate teacher behavior (modeling).

Transformation from Memorization System to Project-Based Learning

Until now, the learning system in Citizenship Education (PKn) still relies on memorization so that it is still a theoretical learning system, which is easy to obtain and produces "pseudo-knowledge" (Rahma, 2025). The results of field research in the form of interviews with teacher informants show that the most dominant teaching method is the lecture method where students become passive, quickly bored, and unable to internalize Pancasila values in everyday life. This practice is actually contrary to David Ausubel's theory of meaningful learning which emphasizes that new information must be linked to information already available in students' cognitive structures.

Project Based Learning (PjBL) is the answer and places students in real-world situations where they must find solutions. According to the George Lucas Education Foundation, PjBL is "a way of learning that engages students through direct experience in solving real-world problems (Ristanti, 2026). The result of praxis in education is placing students in the process of implementing Social Projects, so that students' emotions and cognition are greater than simply memorizing the principles of Pancasila."

A series of systematic transformation stages are required to move from a rote learning model to effective PjBL: (Muslim, 2026)

1. Goal Reorientation Stage (Value Internalization)

Teachers shift the emphasis from simply completing textbook material to learning and internalizing character values.

2. Contextual Planning Stage

Teachers brainstorm issues in their school or local community that could be turned into projects. For example, a handwashing issue that arises in class could be turned into a handwashing project for the third-grade Pancasila students, a project that could be done in collaboration with other classes.

3. Implementation and Collaboration Stage

Students solve problems in groups. The teacher acts as a facilitator (as suggested by Jerome Bruner's Scaffolding concept) in providing initial support before they become independent.

4. Critical Reflection Stage

One of the key points where students are asked to connect their actions with the things they learn about good citizenship.

5. Authentic Evaluation Stage

No longer just through written tests, but also by observing student behavior and student project files that represent the profile of Pancasila students (Ananda, 2026).

Albert Bandura, with his Social Learning Theory, emphasized the importance of observation (Ferdinan, 2025). Teachers can be used as models (living media) in the PjBL model to demonstrate communication skills, respect for opinions, and collaboration. The

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teacher's attitude during the project process will provide a much more effective modeling than reading a text about tolerance (Mahtumi, 2022).

In Civics Education (PKn), which relies too heavily on memorizing theory, there is a visible pseudo-knowledge, where students only memorize theory but do not internalize it into concrete actions in everyday life. This is openly acknowledged by informants. According to Ms. Bella Anggi Kusuma, S.Pd., Gr., the orientation of Civics learning needs to be changed from passive learning that relies on memorizing material in textbooks to a Project-Based Learning (PjBL) model and learning through active case studies.

This transformation aligns with David Ausubel's principles of meaningful learning and the George Lucas Educational Foundation's concept of authentic activity. PjBL is a structured process for systematically transforming old paradigms:
The theoretical orientation phase aims to reduce the emphasis on completing textbooks and strengthen and consolidate student character. In the contextual planning phase, real-world issues are addressed as students are treated as projects realized in the classroom, such as conducting clean-up activities together in the classroom. This is supported by Ms. Melly Gusnita, who stated that the flag-raising ceremony itself and direct habituation are very effective in fostering a sense of responsibility.

During the implementation and collaboration phase, student grouping and teacher guidance in identifying problems are carried out in accordance with Jerome Bruner's theory of solving social problems. During Critical Reflection & Authentic Evaluation, the focus is placed on objective, non-exam evaluation of student portfolios and actual behavior.

The vision of this change is to shape children with noble character, as stated by Ms. Refi Yunita S.Pd., who stated that children's character will be protected from the negative influences of their surroundings in the modern era. Through PjBL, the implementation of Albert Bandura's theory occurs naturally; teachers no longer dictate but directly practice inclusive and tolerant communication methods. In this way, students can have effective experiences in modeling while experiencing real-world situations.

CONCLUSION

The use of learning media is very important in the relationship between the level of thinking of elementary school students who are at the concrete operational stage (according to Jean Piaget) with the nature of the material contained in Civic Education (PKn) which is abstract and theoretical. Based on the conceptCone of Experience Edgar DaleLearning civic values using appropriate visual and audiovisual media has proven effective in changing the learning model from verbalization to real visualization to make learning civic values more in-depth and meaningful.

Efforts to improve the quality of civics learning include implementing a variety of learning media, from conventional media like posters and flashcards to interactive media and participatory learning using multimedia. These different media uses consistently re-engage students, eliminate classroom boredom, encourage active learning, and enhance information retention by providing engaging and engaging simulation options.

In education, teachers must navigate operational constraints that dominate curriculum targets, limited school budgets, and a lack of technological facilities. Therefore, teacher creativity is a key factor in achieving successful learning. Teachers need to innovate by using simple objects from the surrounding environment as concrete teaching materials and employing a communicative storytelling approach.

A systematic shift from a theoretical memorization model (rotational learning) to a Project-Based Learning model is a key solution in achieving the internalization of Pancasila

values with authenticity that can be achieved through solving real-world problems. Teachers can serve as role models as living media and effective social role models who can be used to shape students' character and Pancasila student profiles through the stages of goal reorientation, contextual planning, collaboration with scaffolding support, critical reflection, and real-world evaluation.

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