



The Use of a Lapbook on the Founding Figures of Pancasila to Improve Students' Understanding at SDN Parsanga IV

Khairun Nisa^{1*}, Lani Susiana², Afriyatunnisa³, Yetti Hidayatillah⁴

¹⁻⁴ Universitas PGRI Sumenep, Indonesia

email: khairunnisa@gmail.com¹

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Abstract

Learning Pancasila Education in elementary schools continues to face challenges due to teacher-centered instructional practices that limit students' engagement and conceptual understanding of civic learning materials. This study aimed to examine the effectiveness of a lapbook on the founding figures of Pancasila in improving third-grade students' conceptual understanding at SDN Parsanga IV, Sumenep Regency. The study employed a Classroom Action Research design consisting of two cycles, each involving the stages of planning, action, observation, and reflection. The participants were ten third-grade students, and data were collected through classroom observations, achievement tests, documentation, and field notes before being analyzed using descriptive qualitative techniques supported by descriptive quantitative learning outcomes. The findings revealed that lapbook-based learning effectively improved students' conceptual understanding, as evidenced by the increase in learning mastery from 40% before the intervention to 90% after the second cycle. Classroom observations also indicated notable improvements in students' participation, collaboration, confidence, and engagement throughout the learning process. These findings suggest that lapbook-based instruction represents an effective learner-centered pedagogical innovation for strengthening conceptual understanding and promoting active participation in elementary Pancasila Education.

Keywords: Classroom Action Research< Conceptual Understanding, Elementary Education, Lapbook, Pancasila Education.



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INTRODUCTION

The rapid transformation of twenty-first-century education has shifted the focus of learning from teacher-centered knowledge transmission toward student-centered experiences that encourage active participation, conceptual understanding, and meaningful engagement through innovative instructional media. Learning media have become an essential component in improving the quality of classroom instruction because they enable teachers to present abstract concepts in more concrete, attractive, and interactive forms that correspond to students' developmental characteristics (Arifin et al., 2024). Contemporary elementary education also emphasizes the cultivation of civic competence and national identity through contextual learning experiences rather than rote memorization, requiring teachers to integrate pedagogical innovation into Pancasila Education (Prakoso et al., 2024). Research has shown that visual and interactive instructional media significantly contribute to students' conceptual understanding by increasing motivation, classroom participation, and learning effectiveness across various elementary school subjects (AR & Nordiana, 2026). The increasing integration of technology and creative instructional media has simultaneously encouraged educators to redesign conventional classroom practices into learning environments where students actively construct knowledge through exploration and meaningful interaction (Firnandi et al., 2026). Such developments indicate that improving instructional quality is no longer limited to curriculum implementation but also depends on teachers' ability to select learning media that correspond with students' cognitive development and instructional objectives.

Pancasila Education occupies a strategic position within the Indonesian education system because it is intended to cultivate students' moral character, civic responsibility, and national identity from an early age. Strengthening the Pancasila Student Profile has become one of the central priorities in implementing the Merdeka Curriculum, requiring learning activities that facilitate students' active

involvement in understanding national values rather than merely remembering historical facts (Arifin et al., 2024). Studies concerning Pancasila learning media consistently demonstrate that innovative instructional resources such as comics effectively promote students' understanding of Pancasila ideology by presenting civic concepts through attractive visual narratives (Rahmawati et al., 2024). Digital comic-based flipbooks have likewise been reported to enhance students' comprehension and engagement because they integrate visual storytelling with interactive learning experiences suitable for elementary classrooms (Nisa & Junaedi, 2025). Other studies reveal that flipbook media significantly improve students' understanding of the implementation of Pancasila values by transforming textual materials into visually meaningful learning resources (Amalia et al., 2023). These findings collectively suggest that meaningful Pancasila learning depends not only on curriculum content but also on instructional strategies capable of translating abstract civic values into concrete learning experiences appropriate for elementary school learners.

Initial classroom observations conducted in April 2026 at SDN Parsanga IV, Sumenep Regency, revealed that Pancasila Education continues to be dominated by conventional lecture-based instruction, where students primarily read textbooks and complete written assignments with limited opportunities for active participation. Such instructional conditions are inconsistent with the developmental characteristics of elementary school children, who naturally learn more effectively through concrete experiences, visual representation, and hands-on interaction with learning materials (Fitri et al., 2026). Previous investigations indicate that lapbook media successfully improve students' participation by encouraging collaborative learning activities while simultaneously facilitating independent exploration of instructional content (Jayanti et al., 2025). Similar evidence demonstrates that lapbooks contribute positively to early literacy development because their interactive structure enables young learners to organize and reconstruct knowledge more effectively than traditional worksheets (Fitriana et al., 2025). Comparative research further confirms that students who learn through lapbook media generally exhibit higher learning interest than those who rely solely on conventional instructional approaches because the media stimulate curiosity and sustained classroom engagement (Tanti et al., 2025). These empirical findings reinforce the assumption that innovative visual media possess considerable potential to overcome passive learning conditions frequently encountered in elementary Pancasila Education classrooms.

Despite the growing body of literature on instructional media for elementary education, critical examination indicates that existing studies predominantly concentrate on measuring learning outcomes, reading skills, learning interest, or general classroom participation rather than investigating students' conceptual understanding of the historical figures who formulated Pancasila. Research concerning lapbook implementation in Pancasila Education has primarily explored regional culture materials instead of emphasizing the founders of Pancasila as the core learning content (Dinti et al., 2025). Other investigations have demonstrated the effectiveness of lapbooks in strengthening students' understanding of Pancasila learning, yet they have not specifically examined how interactive visual organization supports elementary students in constructing knowledge about the characteristics and contributions of the founding figures of Pancasila (Elita & Darozat, 2025). Studies on picture book media have successfully strengthened the Pancasila Student Profile, although the instructional emphasis remains directed toward character education rather than students' historical comprehension of national figures (Rahmawati et al., 2025). Similar limitations are evident in research on educational games that primarily facilitate students' understanding of Pancasila symbols instead of encouraging deeper conceptual understanding of the individuals responsible for formulating the national ideology (Maida et al., 2025). This pattern demonstrates the existence of an empirical and pedagogical gap regarding the use of lapbook media specifically designed to improve elementary students' understanding of the founding figures of Pancasila through concrete, interactive, and developmentally appropriate learning experiences.

The existence of this research gap becomes increasingly significant because meaningful understanding of the founding figures of Pancasila cannot be achieved solely through memorizing names, historical events, or constitutional facts but requires instructional experiences that enable students to connect historical knowledge with civic values through active learning. Previous studies indicate that visual learning media consistently facilitate stronger conceptual understanding because elementary students are more capable of interpreting information presented through concrete representations than through verbal explanations alone (Firnandi et al., 2026). Research on lapbook

implementation in language learning similarly demonstrates that interactive folding media encourage learners to organize knowledge independently while increasing engagement throughout the learning process (Binti, 2025). Additional evidence reveals that lapbooks have emerged as an innovative pedagogical technology capable of developing meaningful conceptual understanding by combining visual exploration, collaborative activities, and learner autonomy within student-centered classrooms (Rudenskyi et al., 2026). Earlier classroom innovations employing lapbook media in mathematics also showed that interactive visual organization contributes positively to students' conceptual comprehension because information is presented systematically through manipulable learning components (Santi & Triyani, 2023). Considering the instructional conditions observed at SDN Parsanga IV, investigating the effectiveness of a lapbook focusing on the founding figures of Pancasila is expected to provide a practical instructional alternative capable of transforming passive learning into an active process that enhances conceptual understanding while fostering students' appreciation of Indonesia's national identity.

Based on the theoretical considerations, empirical evidence, and classroom problems identified above, this study positions itself as an effort to extend the current discourse on innovative learning media by focusing specifically on the use of a lapbook about the founding figures of Pancasila in elementary civic education. Rather than merely evaluating students' achievement scores, this research emphasizes the development of conceptual understanding through interactive and concrete learning experiences that are compatible with the cognitive characteristics of elementary school learners. The study is conducted in an authentic classroom setting at SDN Parsanga IV, where conventional instructional practices continue to limit students' participation and understanding of the learning materials. The findings are expected to provide empirical evidence regarding the effectiveness of lapbook-based instruction in improving students' understanding of the founding figures of Pancasila while enriching pedagogical practices for elementary civic education. From a theoretical perspective, this research contributes to the growing literature on visual and interactive learning media, while methodologically it offers classroom-based evidence supporting the integration of developmentally appropriate instructional media into Pancasila Education.

RESEARCH METHODS

This study employed a classroom action research (CAR) design to improve students' understanding of the founding figures of Pancasila through the implementation of a lapbook learning medium. Classroom action research was selected because it enables teachers to systematically identify classroom problems, implement instructional innovations, observe learning processes, and continuously reflect on the effectiveness of the intervention to enhance teaching practice (Arikunto, 2011). The research was conducted at SDN Parsanga IV, Sumenep Regency, during the second semester of the 2026/2027 academic year, beginning in April 2026. The participants consisted of ten third-grade elementary school students who were enrolled in the Pancasila Education course, and they were selected using total sampling because all students in the class participated in the intervention (Creswell & Creswell, 2018). The study was implemented in two action cycles, each comprising four sequential stages: planning, action, observation, and reflection, following the cyclical model of classroom action research (Kemmis et al., 2014). Learning activities were conducted every Saturday during regular Pancasila Education lessons, while data were collected through classroom observations, achievement tests, documentation, and field notes to capture changes in students' conceptual understanding and learning participation (Mills, 2018).



Figure 1. Classroom Action Research Design

The research instruments consisted of observation sheets to assess students' learning participation, achievement tests to measure conceptual understanding of the founding figures of Pancasila, documentation records, and field notes that documented classroom activities throughout the intervention (Fraenkel et al., 2019). Instrument content validity was established through expert judgment by elementary education specialists to ensure that all indicators adequately represented the learning objectives and research variables (Polit & Beck, 2021). Data reliability was strengthened through methodological triangulation by comparing findings obtained from classroom observations, test results, documentation, and field notes collected during each research cycle (Cohen et al., 2018). The collected qualitative data were analyzed descriptively through the stages of data reduction, data display, and conclusion drawing, whereas students' learning achievement was analyzed descriptively by comparing mastery levels across action cycles to identify improvements in conceptual understanding (Miles et al., 2020). The success of the intervention was determined by the achievement of predetermined learning indicators together with observable improvements in students' classroom participation and conceptual understanding following the implementation of the lapbook learning media (Mertler, 2022). Ethical considerations were addressed by obtaining permission from the school administration, informing classroom teachers about the research procedures, ensuring voluntary participation, and maintaining the confidentiality of all students' identities throughout the research process (BERA, 2024).

RESULTS AND DISCUSSION

Implementation of Lapbook-Based Learning on the Founding Figures of Pancasila

The classroom action research began with a preliminary observation and a pre-test to identify students' initial understanding of the founding figures of Pancasila before the implementation of lapbook-based instruction. The preliminary findings revealed that most third-grade students were only able to recognize the names of several national figures but experienced difficulty explaining their specific contributions, exemplary values, and roles in the formulation of Pancasila. Classroom observations further indicated that learning activities were predominantly teacher-centered, with students relying heavily on textbook reading and oral explanations while demonstrating limited participation during classroom discussions. Such instructional practices are inconsistent with the principles of contemporary civic education, which emphasize meaningful, student-centered learning experiences that actively engage learners in constructing conceptual understanding through interactive instructional strategies (Arifin et al., 2024). Previous studies similarly reported that conventional instructional approaches frequently limit students' conceptual understanding because learners receive information passively without sufficient opportunities to explore, discuss, and interpret learning materials independently (Rahmawati et al., 2024). These initial findings therefore confirmed the necessity of implementing an instructional innovation capable of transforming passive classroom practices into more active and meaningful learning experiences.

Following the preliminary assessment, the teacher introduced the lapbook as the primary instructional medium by explaining its components, learning objectives, and the procedures students

would follow during collaborative classroom activities. The lapbook was specifically designed to present concise information regarding the biographies of the founding figures of Pancasila, their contributions during the formulation process, exemplary character values, historical illustrations, foldable information cards, and interactive learning tasks appropriate for elementary school students. Students were subsequently divided into several small discussion groups to encourage collaboration while exploring each section of the lapbook and exchanging ideas concerning the civic values demonstrated by the national figures presented in the instructional materials. This learner-centered instructional organization reflects the principles of active learning because knowledge is constructed through exploration, communication, and collaboration rather than through one-way information delivery from the teacher (Prakoso et al., 2024). Comparable research has demonstrated that lapbook media increase students' classroom participation because learners directly manipulate instructional materials while simultaneously developing communication skills and collaborative problem-solving abilities through structured group discussion (Jayanti et al., 2025). Similar findings further indicate that visually organized instructional media provide developmentally appropriate learning experiences that enable elementary school students to construct conceptual understanding more effectively than conventional classroom instruction (Santi & Triyani, 2023).

The implementation of the first action cycle emphasized collaborative exploration, during which each discussion group analyzed the information contained in the lapbook before presenting their understanding to the entire class. Students explained the historical contributions of each founding figure, discussed exemplary character values represented by these national leaders, and responded to questions raised by their classmates throughout the presentation sessions. Although several students initially appeared hesitant to communicate their ideas publicly, continuous teacher guidance and peer interaction gradually increased their confidence in expressing opinions using their own understanding rather than memorized textbook statements. Previous investigations have reported that collaborative lapbook-based learning enhances students' conceptual understanding because classroom interaction encourages learners to interpret historical information collectively through meaningful discussion and reflection (Elita & Darozat, 2025). Related studies have likewise demonstrated that instructional media integrating visual representation with collaborative learning activities strengthen students' comprehension by transforming abstract civic concepts into concrete learning experiences suitable for elementary education (Fitri et al., 2026). The implementation of the first cycle therefore established an interactive learning environment that encouraged students to participate more actively while gradually developing a deeper understanding of the founding figures of Pancasila.

The second cycle of classroom action research was implemented by refining the instructional procedures based on the reflection conducted after the first cycle, particularly by providing clearer learning guidance, increasing opportunities for student participation, and encouraging more balanced collaboration within each discussion group. During this cycle, the teacher facilitated learning by posing analytical questions that required students to compare the roles and contributions of the founding figures of Pancasila instead of merely recalling historical facts, thereby promoting higher levels of conceptual reasoning. Students demonstrated noticeable improvements in classroom interaction by participating more actively in discussions, asking relevant questions, and providing explanations supported by information obtained from the lapbook. Similar findings have shown that repeated learning cycles accompanied by reflective instructional improvement contribute significantly to students' conceptual development because teachers continuously adapt instructional strategies to learners' needs (Fitri et al., 2026). Previous research also indicates that differentiated instructional media support elementary students in constructing knowledge independently while maintaining meaningful interaction with peers throughout collaborative learning activities (Binti, 2025). These observations suggest that the reflective modifications introduced during the second cycle successfully enhanced both the quality of classroom interaction and the effectiveness of the instructional process.

An important instructional component incorporated throughout the intervention was the Character Snakes and Ladders educational game, which functioned as a contextual learning activity designed to reinforce students' understanding of the exemplary values demonstrated by the founding figures of Pancasila. Rather than simply identifying historical information, students were encouraged to relate civic values such as cooperation, deliberation, responsibility, patriotism, and respect for diversity to authentic situations encountered in their everyday lives while completing the game-based learning tasks. This activity enabled students to connect historical concepts with practical experiences,

thereby strengthening conceptual understanding through contextual learning rather than memorization alone. Previous studies have demonstrated that educational games integrated into civic education increase students' engagement because they transform abstract concepts into meaningful learning experiences supported by active participation and collaborative decision-making (Maida et al., 2025). Similar research has reported that visual instructional media become increasingly effective when combined with contextual learning activities that require learners to analyze, discuss, and apply conceptual knowledge within realistic situations (Nisa & Junaedi, 2025). The integration of the lapbook with educational game activities therefore created a more dynamic instructional environment that encouraged both conceptual exploration and meaningful classroom participation.

Overall, the implementation of lapbook-based learning demonstrated that instructional success resulted not only from the characteristics of the learning media itself but also from the systematic integration of collaborative discussion, guided questioning, classroom presentation, educational games, and reflective learning activities throughout both action cycles. These complementary instructional strategies enabled students to repeatedly construct, communicate, and refine their understanding while receiving immediate feedback from teachers and peers during classroom interaction. Such learning conditions are consistent with learner-centered instructional approaches that emphasize active participation as the foundation for developing sustainable conceptual understanding and meaningful civic learning experiences (Rudenskyi et al., 2026). Previous investigations have similarly concluded that innovative visual learning media improve instructional effectiveness when embedded within pedagogical designs that encourage inquiry, collaboration, and continuous reflection rather than functioning solely as supplementary teaching resources (Firnandi et al., 2026). Related evidence further indicates that meaningful Pancasila Education requires instructional innovations capable of integrating conceptual understanding with authentic learning experiences that strengthen students' civic identity through active classroom participation (Dinti et al., 2025). Consequently, the implementation of lapbook-based learning in this classroom action research demonstrates a practical pedagogical innovation that effectively supports student-centered learning while creating meaningful opportunities for elementary school students to understand the founding figures of Pancasila through interactive and contextual instructional experiences.

Improvement of Students' Conceptual Understanding

The effectiveness of the lapbook-based learning intervention was evaluated by comparing students' conceptual understanding before and after the implementation of the classroom action research through pre-test and post-test assessments. The assessment focused on students' ability to explain the roles, contributions, and exemplary values of the founding figures of Pancasila rather than simply recalling historical names or events. The comparison between the initial and final assessments demonstrated a consistent increase in students' achievement across all measured indicators, suggesting that the instructional intervention successfully facilitated meaningful conceptual learning. Previous research has similarly reported that visual instructional media improve conceptual understanding because students actively construct knowledge through organized visual representations and contextual learning experiences instead of memorizing isolated information (Amalia et al., 2023). Comparable findings further indicate that interactive digital learning media strengthen students' comprehension by presenting instructional content through attractive visual formats that promote sustained cognitive engagement during classroom learning (AR & Nordiana, 2026). These findings indicate that the instructional innovation implemented in this study contributed positively to the development of students' conceptual understanding of the founding figures of Pancasila.

Table 1. Improvement of Students' Understanding

Aspect	Pre-test	Post-test
Mean score	65	82
Highest score	80	95
Lowest score	50	70
Learning mastery	40%	90%

As presented in Table 1, the mean achievement score increased from 65 during the pre-test to 82 following the completion of the second action cycle, reflecting a considerable improvement in students' conceptual understanding after the implementation of lapbook-based learning. The percentage of students achieving learning mastery also increased substantially from 40% before the intervention to 90% after the instructional activities had been completed, indicating that the majority of learners successfully attained the predetermined learning objectives. Improvements were also evident in both the highest and lowest scores, demonstrating that the instructional intervention benefited students across different levels of prior academic achievement rather than only high-performing learners. Previous investigations have reported that lapbook media significantly improve students' academic achievement because learners organize information independently while interacting with visual instructional materials during collaborative classroom activities (Elita & Darozat, 2025). Similar studies have shown that visually structured learning resources increase conceptual understanding by enabling students to reconstruct knowledge progressively through exploration and discussion instead of relying solely on teacher explanations (Fitriana et al., 2025). These quantitative improvements therefore provide empirical evidence that lapbook-based instruction effectively supported meaningful learning among elementary school students.

The observed improvement in conceptual understanding may be attributed to the repeated opportunities students received to construct knowledge collaboratively throughout the two action cycles rather than learning through memorization alone. During classroom discussions, students continuously interpreted historical information, compared the contributions of different founding figures, and justified their responses using evidence obtained from the lapbook before presenting their conclusions to the class. Such learning experiences enabled students to establish meaningful cognitive connections between historical concepts and civic values while simultaneously strengthening their communication and reasoning skills. Previous research has similarly concluded that lapbook-based instruction promotes conceptual understanding because students actively manipulate learning materials while participating in collaborative meaning-making processes that facilitate deeper cognitive processing (Binti, 2025). Comparable investigations have also demonstrated that differentiated instructional media improve learning outcomes by accommodating diverse learning styles and encouraging students to participate actively throughout the instructional process (Fitri et al., 2026). Consequently, the improvement observed in students' learning achievement reflects not merely higher examination scores but also a substantial enhancement in their conceptual understanding of the founding figures of Pancasila.

The improvement in students' conceptual understanding was also reflected in their increasing ability to explain the relationships between the historical roles of the founding figures of Pancasila and the implementation of Pancasila values in everyday life. During the second action cycle, students demonstrated greater confidence in identifying the specific contributions of each national figure while providing contextual examples that illustrated the relevance of these values to their own social experiences. Such learning outcomes indicate that students had progressed beyond factual memorization toward conceptual interpretation, enabling them to construct meaningful understanding through active classroom interaction. Previous studies have similarly reported that innovative visual learning media improve students' conceptual achievement because learning activities encourage learners to analyze, organize, and communicate knowledge collaboratively throughout the instructional process (Nisa & Junaedi, 2025). Comparable research has also demonstrated that contextual civic learning strengthens students' understanding when instructional activities connect historical concepts with authentic situations encountered in daily life rather than presenting information in an isolated manner (Wicaksono, 2022). These findings suggest that the observed improvement resulted from learning experiences that integrated visual representation, contextual application, and collaborative knowledge construction within a student-centered classroom environment.

Another factor contributing to the improvement in conceptual understanding was the repeated exposure to learning materials through structured collaborative activities implemented across both action cycles. Students were encouraged to revisit the instructional content several times while discussing historical events, completing foldable learning components, presenting group findings, and responding to questions raised by classmates and the teacher. Such repetitive yet meaningful interaction enabled students to reorganize previously acquired knowledge, correct misconceptions, and strengthen their understanding through continuous reflection and peer discussion. Previous investigations have indicated that repeated engagement with visual instructional media supports long-term conceptual

retention because students actively reconstruct knowledge instead of relying on passive information reception (Santi & Triyani, 2023). Similar findings have shown that interactive instructional activities facilitate sustainable learning improvement by encouraging learners to participate continuously in collaborative exploration and reflective classroom dialogue (Jayanti et al., 2025). Therefore, the learning gains achieved in this study may be interpreted as the cumulative outcome of systematic instructional experiences that progressively strengthened students' conceptual understanding throughout the classroom action research.

The quantitative improvement observed through the pre-test and post-test results confirms that lapbook-based learning constitutes an effective instructional innovation for improving elementary students' understanding of the founding figures of Pancasila. The substantial increase in learning mastery demonstrates that the instructional objectives were successfully achieved by most participants following the implementation of two action research cycles, reflecting the effectiveness of the intervention in facilitating meaningful conceptual learning. These findings also indicate that combining visual instructional media with collaborative learning strategies creates learning conditions that enable students to develop conceptual knowledge more effectively than conventional teacher-centered instruction. Previous studies have consistently concluded that meaningful civic learning requires instructional innovations capable of integrating visual learning resources, contextual activities, and active student participation to facilitate deeper conceptual understanding (Rahmawati et al., 2025). Related research further emphasizes that instructional media become increasingly effective when they are incorporated into systematic pedagogical designs that encourage inquiry, collaboration, and reflective learning rather than functioning solely as supplementary classroom materials (Prakoso et al., 2024). Collectively, the findings of this study provide empirical evidence that lapbook-based instruction offers a practical and pedagogically effective approach for strengthening conceptual understanding in elementary Pancasila Education while supporting the broader objectives of learner-centered civic education.

Student Engagement and Pedagogical Implications

The implementation of lapbook-based learning generated substantial improvements in students' classroom engagement alongside the enhancement of their conceptual understanding throughout the classroom action research. Initial classroom observations revealed that students tended to participate passively during instructional activities, with only a small number of learners demonstrating the confidence to answer questions, express opinions, or participate actively in classroom discussions. As the learning intervention progressed through two action cycles, students became increasingly involved in collaborative discussions, classroom presentations, educational games, and reflective learning activities that required active participation from every group member. Previous investigations have demonstrated that learner-centered instructional media encourage higher levels of classroom engagement because students become active participants in constructing knowledge rather than passive recipients of information (Tanti et al., 2025). Comparable studies have similarly reported that lapbook-based learning increases students' motivation and classroom participation by providing attractive visual materials combined with collaborative learning experiences that stimulate curiosity and sustained engagement (Binti, 2025). These findings indicate that the instructional innovation successfully transformed the classroom atmosphere into a more interactive learning environment characterized by greater student participation and collaboration.

Students' learning engagement was systematically monitored through classroom observation sheets completed during every instructional meeting in both action cycles. The observation focused on several behavioral indicators, including participation in group discussions, questioning behavior, responsiveness during teacher-student interaction, confidence in presenting ideas, collaboration with peers, and the ability to relate the values demonstrated by the founding figures of Pancasila to authentic situations encountered in daily life. These observational indicators enabled the researcher to evaluate changes in students' learning behavior that complemented the cognitive improvements measured through achievement tests. Observation-based evaluation has frequently been recommended in classroom action research because meaningful learning improvement is reflected not only in academic achievement but also in students' active participation throughout instructional activities (Arikunto, 2011). Previous research likewise emphasizes that classroom observation provides important evidence regarding students' behavioral development because conceptual understanding is commonly

accompanied by increased interaction, communication, and collaborative learning (Jayanti et al., 2025). The results of the classroom observations are summarized in Table 2.

Table 2. Changes in Students' Learning Engagement During the Implementation of Lapbook-Based Learning

Observation Aspect	Before Intervention	After Cycle II
Participation in group discussions	Low	High
Asking questions	Rare	Frequent
Responding to teacher questions	Limited	Active
Presenting ideas	Hesitant	Confident
Collaboration with peers	Fair	Very Good
Relating Pancasila values to daily life	Limited	Good

As shown in Table 2, improvements were observed across all behavioral indicators following the implementation of lapbook-based learning. Students became more confident in participating during classroom discussions, more willing to ask and answer questions, and increasingly capable of communicating their understanding before both teachers and classmates. Classroom interaction also became more collaborative because students frequently exchanged ideas, corrected misconceptions, and developed shared conclusions while completing the learning activities contained in the lapbook. Previous investigations have demonstrated that visual instructional media promote classroom participation because learners become directly involved in exploring learning materials through collaborative activities rather than relying exclusively on teacher explanations (Fitriana et al., 2025). Similar findings indicate that interactive learning environments supported by attractive visual media increase students' motivation and classroom engagement by creating meaningful opportunities for communication, exploration, and collaborative problem-solving (Firnandi et al., 2026). These behavioral improvements complement the cognitive gains presented in the previous section, indicating that meaningful learning occurred simultaneously in both cognitive and participatory dimensions.

Beyond the observable increase in classroom participation, the implementation of lapbook-based learning also strengthened students' ability to connect historical knowledge with civic values that could be practiced in their daily lives. During the Character Snakes and Ladders activity, students were encouraged to identify appropriate attitudes demonstrated by the founding figures of Pancasila and relate these values to authentic situations encountered within their school and community environments. This learning process required students to analyze contextual problems, justify their responses using historical evidence, and negotiate ideas collaboratively before reaching shared conclusions within their discussion groups. Previous studies have reported that educational games integrated into civic education strengthen conceptual understanding because they encourage learners to apply theoretical knowledge through contextual and meaningful learning experiences rather than relying solely on factual memorization (Maida et al., 2025). Comparable research has also demonstrated that comic-based instructional media effectively improve students' understanding of Pancasila by presenting civic concepts through contextual visual narratives that are closely related to learners' everyday experiences (Rahmawati et al., 2024). The integration of lapbook media with contextual educational games therefore enabled students to internalize civic values while simultaneously strengthening their historical understanding through authentic classroom interaction.

From a pedagogical perspective, the findings indicate that the effectiveness of lapbook-based learning cannot be attributed exclusively to the visual characteristics of the instructional media but rather to the comprehensive instructional design implemented throughout the classroom action research. Collaborative discussion, guided questioning, classroom presentation, peer feedback, and reflective learning activities collectively provided repeated opportunities for students to construct, evaluate, and communicate conceptual understanding within meaningful social interactions. Such instructional practices are consistent with constructivist learning theory, which proposes that knowledge is actively developed through interaction with learning experiences, collaborative dialogue, and continuous reflection rather than through passive reception of information from teachers (Radiusman, 2020). Previous investigations have similarly concluded that innovative instructional media become

pedagogically effective when integrated into systematic learning designs that emphasize inquiry, collaboration, and active student participation throughout classroom instruction (Prakoso et al., 2024). Related studies further emphasize that strengthening the Pancasila Student Profile requires instructional innovations capable of integrating conceptual understanding, character education, and authentic learning experiences within learner-centered classroom environments (Arifin et al., 2024).

These findings therefore reinforce the importance of aligning instructional media with effective pedagogical strategies to maximize students' cognitive and social development simultaneously. The findings of this classroom action research provide important implications for elementary school teachers seeking to improve the quality of Pancasila Education through innovative instructional approaches that actively involve students in the learning process. The consistent improvement observed in both students' conceptual understanding and classroom engagement demonstrates that lapbook-based learning represents more than an attractive instructional medium, functioning instead as a pedagogical framework that integrates visual learning resources, collaborative activities, contextual games, and reflective discussion into meaningful classroom experiences. Such an instructional approach enables students not only to understand the historical contributions of the founding figures of Pancasila but also to internalize the civic values represented by these national leaders through active participation and authentic learning activities. Previous research has shown that visual learning innovations contribute more effectively to educational quality when they are embedded within instructional environments emphasizing collaboration, inquiry, and meaningful knowledge construction rather than functioning merely as supplementary teaching materials (Iriansyah & Barkah, 2021). Comparable international evidence also demonstrates that student-centered instructional innovations supported by interactive visual media create sustainable improvements in conceptual understanding, classroom engagement, and independent learning among elementary school students (Rudenskyi et al., 2026). Collectively, these findings confirm that lapbook-based learning constitutes a practical and pedagogically relevant innovation capable of enriching elementary Pancasila Education by simultaneously strengthening conceptual understanding, active participation, collaborative learning, and the development of civic character.

CONCLUSION

The findings of this classroom action research demonstrate that the implementation of lapbook-based learning effectively improved third-grade students' conceptual understanding of the founding figures of Pancasila at SDN Parsanga IV, Sumenep Regency. The improvement was reflected in the increase in the average learning achievement as well as the percentage of learning mastery, which rose substantially from 40% during the pre-test to 90% after the completion of the second action cycle. The implementation of collaborative learning activities, classroom discussions, presentations, and the Character Snakes and Ladders educational game created meaningful learning experiences that enabled students to connect historical knowledge with the civic values embodied by the founding figures of Pancasila. These instructional activities also enhanced students' classroom engagement, confidence in expressing ideas, collaborative skills, and ability to apply conceptual understanding to authentic situations encountered in their daily lives. The findings indicate that the effectiveness of lapbook-based learning was influenced not only by the visual characteristics of the instructional media but also by the learner-centered pedagogical strategies integrated throughout the classroom action research. Therefore, lapbook-based instruction represents a practical and pedagogically effective innovation for improving conceptual understanding and promoting active participation in elementary Pancasila Education.

Despite the positive outcomes obtained in this study, several limitations should be acknowledged when interpreting the findings. The research involved only ten students from a single third-grade classroom at one elementary school, limiting the generalizability of the results to broader educational contexts. Future studies should therefore include larger participant groups from different schools and educational levels to examine the consistency of the findings across more diverse learning environments. Further research is also recommended to develop digital lapbook applications or integrate lapbook media with other instructional technologies and interactive learning platforms to investigate their comparative effectiveness in improving students' conceptual understanding and learning engagement. In addition, subsequent investigations may incorporate mixed-method or quasi-experimental research designs to provide stronger empirical evidence regarding the effectiveness of lapbook-based instruction in civic education. Such efforts are expected to contribute to the advancement

of innovative pedagogical practices while supporting the continuous improvement of learner-centered Pancasila Education in elementary schools.

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