ABSTRAK

Penelitian ini bertujuan untuk meningkatkan hasil belajar Pendidikan Kewarganegaraan (PKn) siswa kelas V SD Negeri 076090 Lahusa Susua melalui penerapan multimedia gambar. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis Penelitian Tindakan Kelas (PTK) model Kemmis dan McTaggart, yang dilaksanakan dalam beberapa siklus meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah siswa kelas V yang terdiri atas siswa laki-laki dan perempuan. Data dikumpulkan melalui tes hasil belajar, observasi aktivitas guru dan siswa, serta dokumentasi, kemudian dianalisis secara deskriptif kuantitatif dengan menghitung nilai rata-rata dan persentase ketuntasan belajar. Hasil penelitian menunjukkan bahwa penerapan multimedia gambar mampu meningkatkan hasil belajar PKn siswa secara bertahap pada setiap siklus, baik pada aspek kognitif, sikap, maupun unjuk kerja. Persentase ketuntasan belajar meningkat dari kondisi pra-siklus hingga mencapai indikator keberhasilan yang ditetapkan pada Siklus II. Siswa juga menunjukkan peningkatan keaktifan, antusiasme, dan keberanian mengemukakan pendapat selama proses pembelajaran berlangsung. Dengan demikian, dapat disimpulkan bahwa multimedia gambar efektif digunakan sebagai media pembelajaran PKn di sekolah dasar.

Kata Kunci: *multimedia gambar, hasil belajar, Pendidikan Kewarganegaraan, Penelitian Tindakan Kelas, sekolah dasar.*

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ABSTRACT

This study aims to improve the learning outcomes of Civic Education (Pendidikan Kewarganegaraan/PKn) among fifth-grade students at SD Negeri 076090 Lahusa Susua through the application of picture-based multimedia. This research employed a quantitative approach using the Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, conducted through several cycles consisting of planning, action, observation, and reflection stages. The research subjects were fifth-grade students consisting of male and female students. Data were collected through learning achievement tests, observation of teacher and student activities, and documentation, then analyzed using descriptive quantitative analysis by calculating the mean score and the percentage of learning mastery. The results showed that the application of picture-based multimedia gradually improved students' PKn learning outcomes across cycles, in the cognitive, attitude, and performance aspects. The percentage of learning mastery increased from the pre-cycle condition until it reached the predetermined success indicator in Cycle II. Students also showed increased activeness, enthusiasm, and confidence in expressing their opinions during the learning process. It can therefore be concluded that picture-based multimedia is effective for use as a learning medium for Civic Education in elementary schools.

Keywords: *picture-based multimedia, learning outcomes, Civic Education, Classroom Action Research, elementary school.*

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