



# Combining learning motivation and problem based learning using articulate storyline media for students with disabilities

Author Name(s): Mawardi Nurullah, Cucu Atikah, Aceng Hasani

Publication details, including author guidelines

URL: <https://jurnal.iicet.org/index.php/jppi/about/submissions#authorGuidelines>

Editor: Fiky Zarya

## Article History

Received: 25 Oct 2025

Revised: 11 Nov 2025

Accepted: 30 Dec 2025

## How to cite this article (APA)

Nurullah, M., Atikah, C. & Hasani, A. (2025). Combining learning motivation and problem based learning using articulate storyline media for students with disabilities. *Jurnal Penelitian Pendidikan Indonesia*, 11(3), 585-593  
<https://doi.org/10.29210/0202566565>

The readers can link to article via <https://doi.org/10.29210/0202566565>

## SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

JPPI (Jurnal Penelitian Pendidikan Indonesia) is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. JPPI (Jurnal Penelitian Pendidikan Indonesia) also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Nurullah, M., Atikah, C. & Hasani, A. (2025).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

## JPPI (Jurnal Penelitian Pendidikan Indonesia)

ISSN: 2502-8103 (Print) | ISSN: 2477-8524 (Electronic)



# Combining learning motivation and problem based learning using articulate storyline media for students with disabilities

Mawardi Nurullah<sup>1)</sup>, Cucu Atikah<sup>2)</sup>, Aceng Hasani<sup>2)</sup>

<sup>1)</sup> Universitas Pamulang, Tangerang, Indonesia

<sup>2)</sup> Universitas Sultan Ageng Tirtayasa, Serang, Indonesia

## Article Info

### Article history:

Received Oct 25<sup>th</sup>, 2025

Revised Nov 11<sup>th</sup>, 2025

Accepted Dec 30<sup>th</sup>, 2025

### Keyword:

Learning motivation,  
Learning outcomes,  
Problem-based learning,  
articulate storyline media

## ABSTRACT

This study aims to improve the learning motivation and learning outcomes of students with disabilities in the Civic Education course through the implementation of the Problem-Based Learning (PBL) model supported by Articulate Storyline media. This study used the Classroom Action Research method which was carried out in two cycles involving 12 students with disabilities at Pamulang University. Data were collected through a learning motivation questionnaire and cognitive achievement tests given in the pre-cycle stage, cycle I, and cycle II. The results showed an increase in student learning motivation from 33% in cycle I to 78% in cycle II. In addition, classical learning completion also experienced a significant increase from 33% to 83%, indicating improved cognitive achievement after the intervention. The findings of this study indicate that the integration of PBL with the interactive digital media Articulate Storyline can facilitate active participation, increase learning motivation, and support the creation of inclusive learning. Therefore, the use of Articulate Storyline within a PBL framework can be used as an effective learning strategy to improve the motivation and learning outcomes of students with disabilities in higher education.



© 2025 The Authors. Published by IICET.

This is an open access article under the CC BY-NC-SA license  
(<https://creativecommons.org/licenses/by-nc-sa/4.0/>)

## Corresponding Author:

Mawardi Nurullah  
Universitas Pamulang  
Email: dosen01618@unpam.ac.id

## Introduction

The rapid development of digital technology has brought significant changes to various aspects of life, including education, particularly in the learning process in higher education. In the context of Civic Education courses, the integration of digital technology has become an unavoidable necessity, along with the changing characteristics of students who are increasingly familiar with technology (Saputra, 2022). The use of technology in learning is not only intended to modernize the delivery of material but also to improve the quality of learning by increasing student engagement, learning motivation, and conceptual understanding of the material being studied (Mustari et al., 2024). Learning that utilizes technology enables more dynamic two-way interactions, both between lecturers and students and

---

between students, thus making the learning process more active and participatory (Afriadi, 2024; Khairun et al., 2023). As stated by Anita et al. (2022), the use of educational technology is expected to encourage students to actively participate in learning activities that align with the demands and characteristics of contemporary learning environments. Interactive digital media, such as instructional videos, online learning platforms, and multimedia-based applications, when designed systematically and in accordance with learning objectives, can transform the learning process from being conventional to becoming more engaging, contextual, and meaningful (Ali et al., 2025; Yuniarti et al., 2023). Thus, the integration of digital technology in Civic Education learning not only serves as a supporting tool but also as an effective pedagogical strategy in building a critical and reflective understanding of civic values.

However, the reality of Civics Education (Civics) learning at the university level shows that the learning process is still largely dominated by a teacher-centered approach, utilizing conventional teaching methods such as one-way lectures, text-based assignments, and assessments that emphasize memorization (Bahrudin, 2019; Ummah et al., 2020). This approach tends to position students as passive recipients of information, thus limiting opportunities for discussion, critical thinking, and linking concepts to the realities of national and state life. In the long term, this learning pattern has the potential to hinder the achievement of Civics Education's goals, which emphasize not only knowledge acquisition but also the development of civic attitudes, values, and skills (Rizal, 2024). This situation becomes even more problematic when faced with the diverse characteristics of students, particularly students with disabilities. This group of students requires adaptive, flexible, and inclusive learning strategies, supported by accessible learning media, such as visual materials with alternative text, clear audio, and easy-to-use digital platforms (Paling et al., 2024; Setiyawan, 2025). However, in practice, these needs are often not fully accommodated. As a result, students with disabilities face greater barriers to optimal learning, both in terms of understanding the material and actively participating in class activities.

Initial observations indicate that Civics learning activities still tend to be oriented towards memorization of concepts and low-level cognitive assessments, thus providing little space for the development of in-depth conceptual understanding, critical thinking skills, and reflection on civic values (Fernanda et al., 2025; Safrina, 2025). Consequently, interaction between lecturers and students, as well as between students, is minimal, student engagement is low, and motivation to learn declines. This situation makes it difficult for students to understand abstract concepts such as democracy, social justice, human rights, and constitutionalism, which ultimately require a contextual and participatory approach. Ultimately, this situation negatively impacts the quality of student learning processes and outcomes, thus underscoring the urgency of implementing more interactive, technology-based learning innovations oriented toward inclusive education principles.

Learning motivation is a key factor that significantly determines the success of the learning process, both in terms of student engagement during learning and the learning outcomes achieved. Students with low learning motivation tend to be passive, lack enthusiasm for learning activities, become bored easily, and lack the drive to explore learning materials independently outside of class (Susanti et al., 2024). This condition results in minimal cognitive effort by students in understanding concepts, resulting in a less meaningful and shallow learning process. In line with this, Wulandari et al. (2023) emphasized that the use of monotonous, less varied, and non-interactive learning media contributes significantly to decreased student motivation and engagement in learning. Media that only serves as a one-way means of conveying information fails to stimulate curiosity, creativity, and active participation. As a result, students become less interested in engaging in discussions, asking questions, or expressing opinions, thus preventing optimal learning objectives from being achieved.

In the context of inclusive classes, the problem of low learning motivation becomes increasingly complex when the learning strategies and media used are unable to accommodate the diverse characteristics, abilities, and learning needs of students with disabilities (Lamere, 2025; Lintang Sari, et al., 2023). Mismatching learning approaches with students' special needs can lead to learning barriers, a lack of confidence, and feelings of marginalization in the learning process. Field observations indicate that low learning motivation in students with disabilities correlates with less than satisfactory learning outcomes, as reflected in relatively low midterm exam scores, limited in-depth understanding of concepts, and underdeveloped problem-solving skills. This condition indicates the need for innovation

---

in learning strategies and media that are more adaptive, engaging, and inclusive to increase learning motivation and optimize learning outcomes for students with disabilities.

One of the main factors contributing to this situation is the limited implementation of innovative learning models supported by interactive and adaptive learning media. In practice, the learning process still tends to rely on conventional, teacher-centered methods, thus suboptimal opportunities for students to actively engage in higher-order thinking processes. However, various studies have shown that Problem-Based Learning (PBL) is an effective learning model for fostering critical thinking skills, collaboration skills, independent learning, and active student participation in learning (Khadijah et al., 2025; Kusnandar et al., 2025; Putra, 2024; Siswanto et al., 2025). Nevertheless, the implementation of PBL in Civics, particularly for students with disabilities, remains relatively limited and has not been systematically integrated.

This is due to various obstacles, including educators' lack of understanding of the inclusive characteristics of PBL, limited disability-friendly learning media, and a limited availability of learning resources accessible to all students. PBL emphasizes student-centered learning by directly involving students in problem-solving processes that are contextual and relevant to real life. This fosters deeper conceptual understanding and increases student engagement in learning (Hidayatullah, et al., 2024). The success of PBL implementation is determined not only by the problem design but also by the availability and quality of learning media that facilitate students' independent and collaborative exploration of the problem. Interactive, accessible, and adaptive learning media that meet the needs of students with disabilities play a crucial role in helping students understand the context of the problem, organize information, and systematically develop solutions (Inayah, 2025). Therefore, integrating the PBL model with inclusive, interactive learning media is urgently needed to create a more effective, meaningful, and equitable Civics learning process for all students.

Articulate Storyline is an interactive multimedia application that enables the integration of visual, audio, animation, and game-based elements in learning materials. According to Alperi and Handayani (2021), Articulate Storyline supports the development of interactive learning media that can present abstract concepts in a more concrete and engaging manner. Previous studies have shown that interactive media can enhance student motivation and learning outcomes; however, research that specifically examines the integration of PBL and Articulate Storyline for students with disabilities in Citizenship Education courses is still limited.

This gap indicates the need for research that explores innovative learning approaches tailored to inclusive higher education settings. Therefore, this study focuses on implementing a Problem-Based Learning model supported by Articulate Storyline media to address issues of low learning motivation and suboptimal learning outcomes among students with disabilities in Citizenship Education courses.

## Method

This study uses the method of classroom action research (PTK) aims to improve the quality of learning with planned and structured improvements. According to (Pahleviannur, 2022) PTK is a learning evaluation process that is found during the learning process with self-reflection. Class action research involves several parties for cooperation between lecturers, researchers and is carried out with stages from Plan, Implementation, observation and reflection (Machali, 2022; Sugiyono, 2019).

Data collection techniques using questionnairesheetswith likert scale 1-4 containing 10 aspects of questions related to motivational innovation and PBL learning model given to students with disabilities after teaching and learning activities that aim to measure motivational innovation while learning outcomes using a test with 10 Questions description of each cycle at the end of learning to assess the level of cognitive as well as photo documentation during the process of classroom action research activities. Methods of analysis of motivation innovation and student learning outcomes in quantitative and qualitative descriptive analysis.

**Table 1.** Criteria for evaluating motivation by study mahasiswa

Interval	Category Interval
81 % - 100%	Very High
61 % - 80%	High
41 % - 60 %	Quite High
21 % - 40%	Less High
0 % - 21%	Very Less

To find out the assessment of learning outcomes is considered complete if the midterm exam score reaches the minimum completeness criteria, which is  $\geq 75$ . The following test instruments about the description and calculation formula;

$$\text{Completeness} = \frac{\text{Total Students completed}}{\text{Number of Students}} \times 100\%$$

**Table 2.** Student Learning Outcomes Criteria

Percentage	Category
90 % - 100%	Very Good
80 % - 89%	Good
65 % - 79 %	Quite Good
55 % - 64%	Bad
<54 %	Very Bad

This study uses siklus a continuous cycle of praxyclus by identifying the problem, the first and the second cycle research locations held at the University of Pamulang. Participants of the inclusive class of students with disabilities amounted to 12 students.

## Results and Discussions

The results of the praxyclus identification that became the basis for the planning of the first and second cycles showed that students in the classroom tend to lack motivated spirit in following the learning of civic Education because of several things, namely learning is done monotonously without the right method and does not use the help of interactive media in the learning process so motivasibelajar that by using models and more innovative learning media. From the results of the first cycle of research by applying PBL data show Table 1 value of learning motivation innovation in the first cycle of the average score of only 13% with an average value of 33%. The highest score is 17, while the lowest score is 10. The total score of all students in this cycle is 159. Then after the improvement in the second cycle with the application of PBL model using Articulate Storyline media, the average student score increased by 31.4% with an average percentage of 78.5%. The highest score increased by 35, and the lowest score also increased to 28. The total overall score of students in this cycle is 377. The value of learning motivation innovation is using an open questionnaire observation with 10 aspects of the question using a likert scale of 1-4.

**Table 3.** The value of student learning

Description	Cycle 1	Cycle 2
Average Score	13%	31.40%
Average Percentage	33%	78.50%
Highest Score	17	35
Lowest Score	10	28
<b>Total Score</b>	159	377

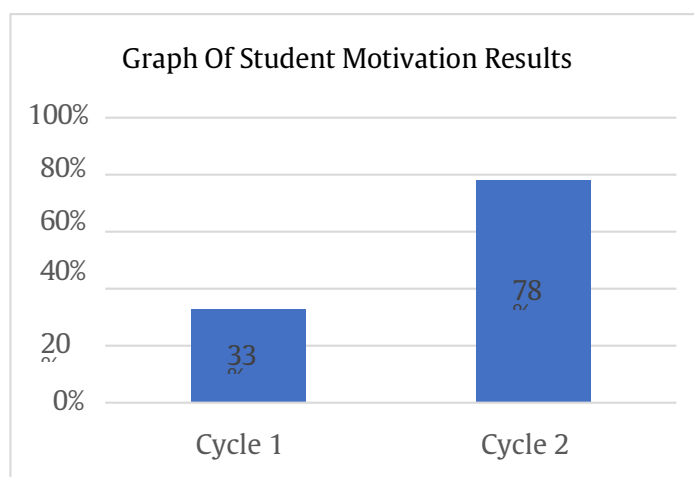
Based on tabel 2 learning outcomes of students with disabilities with test questions description showed a real progress in the achievement of learning outcomes from Cycle 1 and Cycle 2 with average learning outcomes increased from 59% to 81% in Cycle 2.

**Table 4.** Student Learning Outcomes

Indicators	Cycle 1	Cycle 2
Average	59%	81%
Minimum completion criteria	>70	>70
Number of students completed	4	10
Percentage of completion	33%	83%
Categories	very poor category	Good

The application of PBL using articulate storyline media can increase motivation for learning outcomes for students with disabilities. on the material of plant parts. Observations were made by collecting observational data open questionnaire sheet with 10 aspects, assessment was done with likert scale 1-4, 1 strongly disagree, 2 disagree, 3 agree, and 4 strongly agree and test questions to test the completeness of learning outcomes. From the results of prasiklus identification, the lack of student learning motivation caused by several things, namely lecture-based learning methods, lack of understanding of the concept of in-depth material and the lack of variety of learning media that make the learning process monotonous, uninteresting and does not actively involve students, thus affecting the learning outcomes of mahasiswa with disabilities. With the application of PBL using Articulate Storyline can increase motivation for learning achievement.

This study uses a continuous cycle of pre-cycle, first cycle and second cycle in order to improve the quality of learning each cycle. The results of innovation on learning motivation of students with disabilities showed that the results of the observation questionnaire Cycle 1 showed that the average score obtained by students was 13.2 with an average percentage of 33% this revealed that innovation in learning motivation was still low and reinforced with the highest score only reaching 17 and the lowest score of 10 from the total overall score of 159. With the low innovation of learning motivation, there are indications that during the learning process learners tend to be passive and less enthusiastic. In accordance with the background of the problem where learning tends to be monotonous and less interesting. After the observation and reflection of the Cycle 1 made improvements in Cycle 2 there was an increase shown from the results of the innovation of learning motivation with the acquisition of scores rose to 31.4 with an average percentage of 78.5% and the highest score motivasi of learning motivation increased dramatically to 35, and the lowest score also increased to 28, of 377. The application of the PBL model using articulate storyline media that presents interesting material in the form of audio-visual to game-based questions can increase student learning motivation innovation in accordance with [Anitari, \(2022\)](#) that articulate storyline material can be described concisely and interestingly because of the interactive and fun learning features.

**Figure 1.** Self-otivasi Belajarmotivated student learning

From Figure 1 innovation of learning motivation also shows and reinforces that the percentage of learning motivation of students with disabilities in the first cycle only reached 33% then there was a significant increase of 78% in the second cycle. this supports that the application of PBL and articulate

storyline media is effective in increasing student learning motivation innovation. PBL encourages learners to think actively, collaboratively, so that student curiosity and engagement are more effective.

The Problem-Based Learning (PBL) model has been empirically proven effective in improving the quality of learning, particularly in fostering critical thinking skills, active learning, and student engagement in solving contextual problems. Saramuddin, et al., (2021) stated that PBL can foster open and critical thinking through discussion activities, group work, and reflection, so that students not only understand concepts theoretically but also are able to apply them in real-life situations. This finding aligns with the research results of Hidayatullah et al. (2024) which showed that the application of PBL in Civics significantly increased student participation, analytical skills, and conceptual understanding of abstract material, such as National Insight. Furthermore, the effectiveness of PBL increases when supported by interactive learning media with clear storylines, engaging visualizations, and game elements (gamification). Research by Wulandari, et al., (2023) demonstrated that the use of story-based and interactivity-based learning media significantly increased student learning motivation and engagement compared to conventional learning. Media with direct feedback features also enable students to learn independently, develop self-confidence, and continuously improve their understanding (Anita, et al., 2022). Thus, the integration of PBL and interactive, storyline-based learning media not only increases student motivation but also encourages innovation in Civics learning, particularly in National Insight material, to make it more concrete, contextual, and inclusive for diverse student characteristics (Mawardi, 2018).

Student learning outcomes using 10t-test questions description distributed to students with disabilities at the end of learning with a minimum completeness criteria  $>75$ . This t test aims to determine the understanding of the material insight into nationality and cognitive abilities of learners. Table 2 student learning outcomes show that the first cycle is an average of 59%, with only 4 students (33%) achieving the minimum completeness criteria ( $>70$ ) with the completeness category in Cycle 1 classified as "very less. After observation and reflection in the first cycle as an evaluation material for the second cycle of improvement showed an increase of 81%, and the number of completed students reached 10 students, or 83%. The category of completeness in Cycle 2 becomes increased to "good."

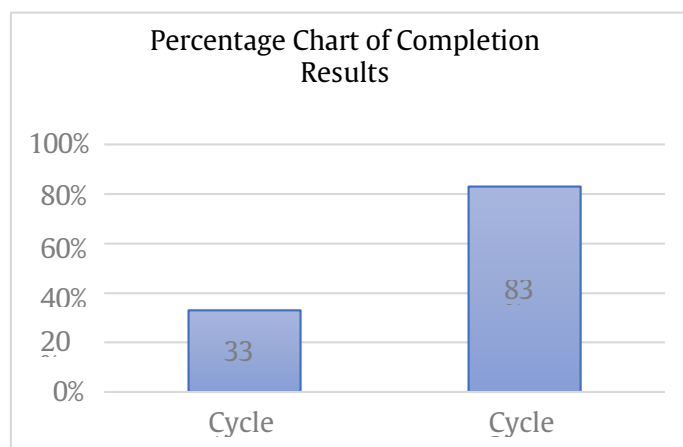


Figure 2. Percentage Of Completion Of Learning Outcomes

The significant improvement in student learning outcomes is evident, as shown in Figure 2, which presents the percentage of student learning outcomes achieved. This graph reinforces the research finding that the classical learning completion rate experienced a substantial increase, from 33% in the first cycle to 83% in the second cycle. This 50% increase demonstrates a significant change in student learning outcomes after the implementation of the Problem-Based Learning (PBL) model supported by the interactive learning media Articulate Storyline. This increase in learning completion indicates that the majority of students achieved the Minimum Completion Criteria (KKM), enabling optimal achievement of learning objectives for plant parts in the second cycle. This success is due to the characteristics of PBL, which places students at the center of learning through active involvement in solving contextual problems. The support of Articulate Storyline further enhances learning effectiveness by presenting material in a visual, interactive, and systematic manner, helping students

understand concepts previously considered difficult or abstract. For students with disabilities, this media plays a crucial role in reducing learning barriers by providing a more flexible, engaging, and accessible learning experience tailored to their needs.

Furthermore, this improvement in learning outcomes is inseparable from the increased active involvement of students in the learning process. Through the PBL approach, students are directly involved in contextual and collaborative problem-solving activities, encouraging them to discuss, ask questions, and express their opinions. The support of Articulate Storyline media, which presents material visually, interactively, and systematically, also provides a more engaging and easily understood learning experience for students with disabilities (Saodah, 2025). This media helps students focus their attention, understand concepts gradually, and obtain direct feedback, which ultimately increases motivation and self-confidence in learning. This finding is in line with the opinion of Nurhasanah (2016) who stated that the achievement of optimal learning outcomes is greatly influenced by the level of student attention and involvement in the material being studied. Thus, it can be concluded that the integration of PBL and Articulate Storyline media in the second cycle proved effective in significantly increasing student learning motivation and learning outcomes, and was able to improve classical mastery of the material on plant parts.

The application of PBL using articulate storyline media Citizenship Education subjects nationality materi insight materialahasiswadisability students of Pamulang University shows that there is an increase in learning motivation innovation so that it affects student learning outcomes. PBL implementation process by means of Group Discussion and problem solving methods where students are oriented to problems in the material of the National Insight section then divide into several groups and present the results of group work so that students are actively involved, collaborative and think critically in the learning process in accordance with Hidayatullah, et al., (2024) problem based learning helpsipasi aktif pada mata kuliah citizenship education lectures as well as focus on the correlation between educators and learning environment learning resources. During the exploration phase of the National Insight material, the use of articulated storyline media plays a crucial role in facilitating students' understanding of abstract and complex national character concepts. This media presents a variety of integrated learning resources through audio-visual displays, contextual video animations, and game-based questions designed in line with the problems that students must solve in the Problem-Based Learning scheme. The systematic and interactive presentation of the material allows students, especially students with disabilities, to access information according to their learning styles and individual needs, thus making the learning process more inclusive and meaningful. This condition is in line with the findings of Pradana (2025) who stated that interactive learning media has a significant influence on increasing student motivation and learning outcomes, due to its ability to visualize abstract concepts into more concrete and easier to understand. Thus, the implementation of the combination of the PBL model and articulated storyline media significantly supports learning innovation, increases student learning motivation, and has a positive impact on improving the learning outcomes of students with disabilities in National Insight learning.

## Conclusions

This classroom action research demonstrates that the implementation of the Problem-Based Learning (PBL) model supported by Articulate Storyline media has proven effective in increasing learning motivation and improving learning outcomes for students with disabilities at Pamulang University. The use of interactive, visual, and accessible digital media encourages active participation, increases enthusiasm, and strengthens sustained student engagement throughout the learning process. This positively impacts student cognitive achievement, particularly in conceptual understanding and problem-solving skills. The research findings also confirm a synergistic relationship between learning motivation and learning outcomes, with Articulate Storyline acting as a catalyst for inclusive learning by minimizing learning barriers and accommodating the diverse needs of students with disabilities. Therefore, the integration of the PBL model with Articulate Storyline media can be seen as an effective and relevant learning approach to improving the quality of inclusive learning in Civics courses. Based on these research findings, it is recommended that lecturers in Civics and similar courses implement the PBL model combined with interactive digital learning media as the primary learning strategy,

particularly in inclusive classrooms. Lecturers are also advised to design adaptive, communicative, and contextual problem-solving-oriented learning media to optimize the engagement and learning independence of students with disabilities. Furthermore, higher education institutions are expected to provide support in the form of digital media development training and the provision of adequate technological resources to support sustainable inclusive learning. For future research, it is recommended that similar studies be conducted in other courses, involving a wider range of subjects and types of disabilities, and using a broader research design to obtain a more comprehensive picture of the effectiveness of integrating PBL and interactive digital media. Thus, the results of this study will not only contribute to improving classroom learning practices but can also serve as a reference for developing inclusive learning policies and innovations in higher education.

## References

- Afriadi, F. (2024). Pembelajaran kolaboratif dalam pendidikan perguruan tinggi. *IHSAN: Jurnal Pendidikan Islam*, 2(3), 143-157.
- Ali, A., Venica, S. D., Aini, W., & Hidayat, A. F. (2025). Efektivitas media pembelajaran interaktif dalam meningkatkan minat dan motivasi belajar siswa sekolah dasar. *Journal of Information System and Education Development*, 3(1), 1-6.
- Alperi, M., & Handayani, D. (2021). Consulting services for making interactive Multimedia with Articulate Storyline to improve the competence of Bengkulu Junior High School lecturers. 388-395.
- Anita, R., Pratama, Y., & Lestari, D. (2022). *Pemanfaatan media digital interaktif dalam meningkatkan keterlibatan mahasiswa pada pembelajaran pendidikan kewarganegaraan*. *Jurnal Teknologi Pendidikan*, 24(2), 145-156.
- Anitari, R. W., & Primary, R. D. (2022). Implementation Of Articulate Storyline Media In Learning To Support The Implementation Of The 2013 Curriculum In Elementary Schools. *Basicedu Journal*, 6(4), 5926-5935.
- Arikunto, S. (2021). *Fundamentals Of Educational Evaluation (3rd Edition)*. Jakarta: Bumi Aksara.
- Bahrudin, F. A. (2019). Implementasi pendekatan pembelajaran berbasis student centered learning. *Pro Patria: Jurnal Pendidikan, Kewarganegaraan, Hukum, Sosial, Dan Politik*, 2(1), 59-71.
- Fernanda, S. A., Fernica, V. O., & Pratama, M. B. (2025). Penerapan Evaluasi Autentik Dalam Pembelajaran Pendidikan Pancasila Di Tingkat Sekolah Dasar. *Menulis: Jurnal Penelitian Nusantara*, 1(5), 334-340.
- Hidayatullah, M., Suryani, N., & Kurniawan, A. (2024). *Implementasi Problem-Based Learning untuk meningkatkan kemampuan berpikir kritis siswa pada mata pelajaran Pkn*. *Jurnal Pendidikan Kewarganegaraan*, 14(1), 33-45.
- Inayah, Y., & Prasetyo, T. (2025). Meningkatkan Kualitas Belajar melalui Teknologi sebagai Media Pembelajaran untuk Anak yang Berkebutuhan Khusus. *Mudir: Jurnal Manajemen Pendidikan*, 7(1), 67-75.
- Khadijah, I., Nurhadi, M. W. J., Wijaya, A., Baiturrahman, R., Azahra, K. Z. F., & Hambali, M. S. (2025). Pengaruh problem based learning terhadap kemampuan memecahkan masalah peserta didik. *Jurnal Pendidikan Indonesia: Teori, Penelitian, dan Inovasi*, 5(4).
- Khairun, N., Syafitri, E., Wulandari, S., Sugesti, P., & Indria, S. (2023). Pemanfaatan media pembelajaran berbasis IT mahasiswa FKIP Universitas Asahan. *Geram (Gerakan Aktif Menulis)*, 11(2), 43-54.
- Kusnandar, A., Mirza, I., & Azpar, A. (2025). Eksplorasi Implementasi Problem-Based Learning (Pbl) Dalam Meningkatkan Keterampilan Berpikir Kritis Siswa. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 8(02).
- Lamere, F. (2025). PT Indonesia Delapan Kreasi Nusa.
- Lintangsari, A. P., Kusumawardani, I. N., Emaliana, I., Koeswoyo, R. A., Sujannah, W. D., & Ekatina, M. (2023). *Inclusive instructions: Teori dan praktik di pendidikan tinggi*. Universitas Brawijaya Press.
- Machali, I. (2022). How To Conduct Class Action Research For Lecturers. *Ijar*, 1 (2), 2022-12.
- Mustari, M., Zainuri, H., Krisnaesanti, A., Amir, J. F., Eprillison, V., Aritonang, M. A. S., ... & Puspitasari, R. (2024). *Pengantar Teknologi Pendidikan*. Yayasan Tri Edukasi Ilmiah.
- Nurhasanah, S., & Sobandi, A. (2016). Minat belajar sebagai determinan hasil belajar siswa. *Jurnal pendidikan manajemen perkantoran*, 1(1), 128.

- Nurullah, M. (2018). The Influence Of Students ' Interest In Learning And Intellectual Intelligence On The Learning Achievement Of Pancasila And Citizenship Education, *Journal Of Citizenship Education*, Vol 5, No1
- Pahleviannur, R. S. M. (2022). Class Action Research. In The Prague Library.
- Paling, S., Makmur, A., Albar, M., Susetyo, A. M., Putra, Y. W. S., Rajiman, W., ... & Irvani, A. I. (2024). *Media pembelajaran digital*. Tohar Media.
- Pradana, S. (2025). Efektivitas Penggunaan Video Animasi sebagai Media Pembelajaran Interaktif di Sekolah Dasar. *Jurnal Transformasi Pendidikan Dasar*, 1(1), 33-39.
- Putra, Y. P., & Mulyati, Y. (2024). Kajian Model Induktif Dalam Pembelajaran Apresiasi Puisi (STUDI LITERATUR). In *Seminar Internasional Riksa Bahasa* (pp. 383-393).
- Rizal, A. (2024). Peran guru dalam menumbuhkan sikap demokratis siswa melalui pembelajaran Pendidikan Kewarganegaraan. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(10), 11579-11584.
- Safrina, D., Aprelianti, M., & Anisah, N. (2025). Analisis Kesulitan Guru Dalam Melaksanakan Evaluasi Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar. *Jurnal Intelek Insan Cendikia*, 2(5), 9313-9318.
- Safrina, D., Aprelianti, M., & Anisah, N. (2025). Analisis Kesulitan Guru Dalam Melaksanakan Evaluasi Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar. *Jurnal Intelek Insan Cendikia*, 2(5), 9313-9318.
- Saodah, S. (2025). *Pengembangan Media Pembelajaran Interaktif Berbasis Model Problem Based Learning Dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik (Studi Pengembangan Peserta Didik kelas X Mata Pelajaran Ekonomi di Madrasah Aliyah Se-Kabupaten Garut Utara)* (Doctoral dissertation, Universitas Kuningan).
- Saputra, M. (2022). Integrasi kewarganegaraan digital dalam mata kuliah pendidikan kewarganegaraan untuk menumbuhkan etika berinternet (netiket) di kalangan mahasiswa. *Jurnal Pendidikan Kewarganegaraan*, 12(01), 6-15.
- Saramuddin, A., Rahman, F., & Nurlaila, S. (2021). *Problem-Based Learning sebagai strategi pembelajaran untuk mengembangkan berpikir kritis dan kolaboratif*. *Jurnal Inovasi Pendidikan*, 18(3), 201-210.
- Setiyawan, A. (2025). Analisis Learning Style Mahasiswa Disabilitas Dalam Proses Pemahaman Materi Perkuliahan Di UIN Sunan Kalijaga Yogyakarta. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(04), 254-275.
- Siswanto, E., Rahayu, W., & Meiliasari, M. (2025). Optimalisasi Kemampuan Pemecahan Masalah Matematika melalui Implementasi Pembelajaran Problem Based Learning (PBL): Systematic Literature Review. *SJME (Supremum Journal of Mathematics Education)*, 9(1), 181-195.
- Sugiyono (2019). *Educational Research Methods (Quantitative, Qualitative, and R&D approaches)*. Bandung: Alfabeta.
- Susanti, S., Aminah, F., Assa'idah, I. M., Aulia, M. W., & Angelika, T. (2024). Dampak negatif metode pengajaran monoton terhadap motivasi belajar Siswa. *Pedagogik: Jurnal Pendidikan dan Riset*, 2(2), 86-93.
- Ummah, K., Pratiwi, D. K., Syafi'ie, M., & Zubaidy, A. (2020). Pengembangan Model Pembelajaran Student Centered Learning (SCL) Berbasis Aktivitas Pada Mata Kuliah Pendidikan Kewarganegaraan Di Fakultas Hukum UII. *Refleksi Pembelajaran Inovatif*, 2(1).
- Wulandari, S., Putri, A. R., & Hapsari, E. (2023). *Pengaruh media pembelajaran interaktif terhadap motivasi dan hasil belajar siswa*. *Jurnal Media dan Pembelajaran*, 11(2), 87-98.
- Yuniarti, A., Titin, T., Safarini, F., Rahmadia, I., & Putri, S. (2023). Media konvensional dan media digital dalam pembelajaran. *JUTECH: Journal Education and Technology*, 4(2), 84-95.