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Improving Learning Outcomes on Rights and Obligations Material Through Flash Card Media for Grade III Elementary School Students

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ABSTRACT
The low student learning outcomes in the topic of rights and obligations indicate that the learning process is still less engaging and does not utilize media optimally. Previous research has shown that the use of learning media can improve learning outcomes, but the application of simple media such as flashcards to elementary school students has not been explored in depth, particularly in the topic of rights and obligations.
The purpose of this study was to improve the learning outcomes of third-grade elementary school students using flashcards. This classroom action research was conducted in two cycles, each consisting of planning, implementation, observation, and reflection. Data were collected through learning achievement tests. The data were analyzed using descriptive quantitative techniques by calculating mean scores and percentages of learning mastery. The results showed an improvement in student learning outcomes. Average student scores increased from Cycle I to Cycle II, accompanied by a significant increase in the percentage of students meeting learning standards. This indicates that the use of flashcards is effective in helping students understand the concept of rights and obligations in a more concrete and engaging manner. This study did not involve many participants and was conducted in only one class, so the results cannot be generalized. However, this study provides practical benefits for teachers regarding how to use simple learning media to improve the quality of teaching. Further research is needed to determine how effective these media are across different subjects and grade levels.

Keywords: Learning Outcomes; Rights and Obligations; Flash Cards; Elementary School.

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INTRODUCTION

Education plays an important role in shaping students' attitudes, cognitive abilities, and social awareness (Nurhaliza, 2024). Elementary school students are taught not only what they need to know, but also how to build character and understand their roles as members of society. Rights and obligations are important topics taught in schools, serving as a

foundation for instilling civic values from an early age. Therefore, the success of teaching this topic depends heavily on the learning approach used by teachers and the media they utilize (Hidayat & Hilalludin, 2024).

However, many elementary schools still rely on conventional approaches, such as lectures and textbooks (Asniar, 2020). This reduces student engagement in the learning process and negatively impacts learning outcomes. According to Arsyad (2019), The use of appropriate learning media can increase students' attention, interest, and understanding. In addition, Sudjana (2017) states that students must be actively involved in the learning process for learning to be effective. Elementary school students will struggle to grasp abstract concepts like rights and obligations if they lack engaging learning materials.

As education evolves in the digital age, teachers must be able to create innovative, creative, and student-centered learning experiences (Husna et al., 2023). Learning in elementary school does not only focus on memorization skills, but also on students' understanding of concepts and how to apply them in everyday life (Arodani et al., 2025). Students are expected to understand their rights and responsibilities as part of developing good citizenship from an early age through Pancasila education. Therefore, the learning process must be designed in an engaging manner to facilitate students' understanding of abstract material and concepts related to social life (Hutabri & Putri, 2019).

Elementary school students are at the concrete operational stage, so the learning process becomes easier if supported by visual aids and learning activities that involve direct experience (Kasmawati et al., 2024). Rahmadini et al. (2025) found that the use of digital flashcards in Pancasila education can increase student engagement and understanding of the material on rights and obligations. The results of this study indicate that visual aids can help students connect abstract concepts to real-world situations they experience both at school and at home.

Furthermore, the lack of variety in teaching materials used by teachers also contributes to low student learning outcomes in the subject of rights and obligations. In conventional teaching methods, teachers generally rely on lectures and assignments without utilizing learning materials that can engage students. As a result, students become passive, bored, and unmotivated to learn. This results in students not being able to fully understand the material, resulting in their learning outcomes not achieving their learning objectives (Yanuar & Pius, 2023).

A preliminary classroom observation conducted before this study revealed several problems in the learning process. Many third-grade students had difficulty distinguishing between rights and obligations because the material was mainly delivered through lectures and textbooks. During the lesson, students tended to be passive, were reluctant to answer questions, and had difficulty relating the concepts to their daily lives. These classroom conditions indicated the need for more concrete and engaging learning media. Therefore, flashcards were selected as the instructional intervention in this classroom action research.

Effective learning requires active interaction between educators and students. Using engaging learning materials can increase students' interest in learning, making them more enthusiastic about participating in learning activities. (Depita, 2024). Flash cards are a

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simple tool that can help students understand material more easily and have a visually appealing design, allowing them to remember information more quickly (Adikasari, 2025). Flash cards are very effective for elementary school students, because they suit the learning characteristics of children, who prefer pictures and colors rather than long verbal explanations (Rodiyana et al., 2022).

Pancasila education is education that shapes students' character and behavior. Pancasila serves as the foundation of the state, serves as an ideological foundation, and serves as a guideline for actions and interactions in daily life. Consequently, it is crucial for students, especially at the elementary level, to understand and apply the values contained in Pancasila. Pancasila education plays a crucial role in shaping a new generation to understand and prepare them to uphold the noble values of the Indonesian nation. Education in elementary schools not only discusses the basic ideas of Pancasila but also aims to build students' character and behavior (Sartika & Ndona, 2024).

Using flashcards in class can also improve students' concentration during the learning process because they see interesting images and text on the cards, which helps them focus more on understanding the material. Furthermore, using this media can create a fun learning atmosphere, so students don't feel stressed during the learning process. Teachers can use flashcards in various activities, such as group games, to help students feel comfortable during the lesson (Abrar & Listrianti, 2025).

When teaching material about rights and obligations, flash cards are very useful because students need concrete examples of behavior that reflects rights and obligations in everyday life (Manga & Rusliana, 2024). A picture of students cleaning a classroom, for example, can help students understand their responsibility to keep the school environment clean.

Previous research also shows that flashcards can help elementary school students learn more effectively (Jari et al., 2026). According to Krisdiana & Jamaludin (2023), The use of flashcards can improve student learning outcomes because these visual aids make it easier for students to understand the material being taught, compared to conventional lecture methods. Furthermore, flashcards also help students remember and think critically about what they've learned.

Flashcards were selected because they were appropriate for the characteristics of third-grade elementary school students, who are generally at the concrete operational stage of cognitive development. At this stage, students learn more effectively through visual representations and concrete examples than through abstract verbal explanations. The classroom consisted of 17 students with diverse learning abilities, and previous classroom observations indicated that many students experienced difficulty understanding the concepts of rights and obligations when instruction relied mainly on lectures and textbooks. Therefore, flashcards were used to provide visual support, increase student engagement, and facilitate active participation during classroom learning.

In addition, previous research has mostly focused on the use of learning media in general subjects such as language and mathematics, but research on citizenship education is still far from adequate (Safitri & Jupriyanto, 2025). This demonstrates the lack of research

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on the effectiveness of simple media like flashcards in helping students learn about rights and responsibilities. Furthermore, few studies have used a Classroom Action Research (CAR) approach to assess whether the systematic and sustained use of flashcards can improve student learning outcomes.

Unlike digital media such as videos or interactive presentations, flashcards provide a simple, flexible, and low-cost instructional medium that can be easily implemented in elementary school classrooms with limited technological facilities. In citizenship education, particularly in learning about rights and obligations, students need to connect abstract concepts with concrete examples from their daily lives. Flashcards facilitate this process by presenting visual illustrations accompanied by brief explanations, enabling students to discuss, classify, and relate each example to real-life situations. Furthermore, flashcards encourage direct interaction between teachers and students, making them more suitable for classroom discussion and active participation than media that primarily require students to observe passively. Therefore, flashcards were selected because they are pedagogically appropriate for the characteristics of elementary school students and practically feasible for regular classroom implementation.

This research was based on teachers' need for affordable, easy-to-use, and effective learning materials that can be implemented in elementary schools. Flashcards can be made from readily available materials, allowing teachers to tailor learning materials to students' needs. Furthermore, this medium can be used for both individual and group learning.

Therefore, this research is expected to help teachers understand how the use of innovative learning media can improve the quality of learning in elementary schools. Furthermore, this research will serve as a reference for other researchers who wish to develop similar learning media for different subjects and educational levels.

LITERATURE REVIEW

This literature review presents the theoretical foundation related to the variables investigated in this study. It discusses learning outcomes as the dependent variable, flashcard media as the instructional intervention, and the teaching of rights and obligations in elementary citizenship education. These concepts are reviewed to explain the theoretical relationship between the use of flashcards and the improvement of students' learning outcomes.

One of the main indicators of the success of the learning process is learning outcomes, which reflect changes in student behavior in the cognitive, affective, and psychomotor areas. According to Sudjana (2017), Learning outcomes are the abilities that students acquire after undergoing the learning process. However, Bloom (1956) emphasizes that learning outcomes range from remembering to creating, encompassing various levels of ability.

Learning outcomes in elementary school are measured not only in terms of cognitive abilities, but also in terms of understanding of values and attitudes. This is especially true in Pancasila education, such as lessons on rights and obligations. Therefore, a balanced teaching strategy is necessary to encompass both aspects.

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Learning Media and Its Role

Learning media are tools used to convey messages or learning materials so that students can understand them more easily. A study conducted by Arsyad (2019) found that learning media can improve the efficiency and effectiveness of the teaching and learning process. The right media can capture students' attention, increase their motivation to learn, and make information easier to understand.

The use of media is crucial for elementary school learning because students are still in the concrete thinking stage. Therefore, using learning media helps students understand material more easily if accompanied by images, colors, sounds, or real objects that support the learning process. Learning media also helps students connect abstract concepts with everyday experiences, which enhances their understanding of the material (Haptanti et al., 2024).

Learning media not only increases students' desire to learn but also helps teachers explain topics better. Using appropriate learning media can help achieve learning objectives because students tend to remember information presented through visual or audiovisual media more easily than through explanations (Pratiwi et al., 2023). Besides that, Trianto (2014) states that a learning model is a plan used as a guideline in designing learning activities in the classroom, so that the use of appropriate media can support the success of the learning process.

Flash Card Media in Learning

Flash cards are visual learning aids that present information in the form of cards that display images or text related to a particular concept (Sari et al., 2025). This tool is perfect for elementary school students because of their tendency to learn more visually and concretely.

Research shows that using flashcards can improve student retention, conceptual understanding, and engagement in learning. Flashcards allow for easy and engaging presentation of material, allowing students to better grasp abstract concepts (Manga & Rusliana, 2024). However, the use of flash cards in language or mathematics education is still the main focus of research, and there is not much research that examines the use of flash cards in Pancasila education.

Flashcards can improve student learning outcomes and increase their motivation to participate in learning. Teachers can engage students more by using engaging visual media rather than simply explaining the material verbally. The use of flashcards also encourages students to engage in discussions, answer questions, and express their opinions during the learning process (Abrar & Listrianti, 2025).

Flashcards not only improve students' learning outcomes but also help them apply the values they learn in their daily lives. Students can grasp abstract concepts more easily by showing examples of rights and obligations in everyday life through simple, relevant images (Dony et al., 2026).

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Learning Rights and Obligations in Elementary School

Pancasila education addresses the theme of rights and obligations with the aim of shaping students' character and social awareness. Due to its abstract and non-contextual nature, teaching this topic often presents challenges unless supported by appropriate teaching materials (Rahma et al., 2025).

Learning about rights and obligations in elementary schools often faces many challenges. One of the main challenges is students' lack of understanding of the concept of rights and obligations because the material is abstract and unrelated to students' real lives (Rahma et al., 2025). In addition, the use of boring learning approaches, such as lectures, makes students quickly bored and less active (Nanda et al., 2025). Therefore, teachers must use innovative learning methods and media so that students can more easily understand what is being taught.

Research shows that learning through lectures alone tends to make students passive and makes them less able to understand the meaning of rights and responsibilities in everyday life (Alfarizi et al., 2025). Therefore, innovative teaching methods are needed to connect the material to students' real lives. One way to do this is by using visual aids such as flash cards (Musyadad et al., 2021).

Synthesis and Research Gaps

Based on previous research, it can be concluded that the use of visual and interactive learning media improves the learning outcomes of elementary school students (Pratiwi et al., 2023). Media such as flash cards, educational games, interactive PowerPoints, and other interactive media have been proven to increase student motivation and participation and improve their understanding of the subject matter (Sudharsono et al., 2024). Additionally, the use of visual media helps students better understand abstract concepts.

Flashcards are a viable medium, but they are only suitable for certain subject (Pradana & Santosa, 2020). Although various studies have examined whether flash cards are effective for teaching Pancasila Education, especially the subject of rights and obligations in elementary schools, there is still a lack of research that focuses on the use of this media to improve student learning outcomes. (Fauziah & Ninawati, 2022). Therefore, this study examines how the use of flash cards can improve students' learning outcomes related to the subject of rights and obligations.

METHOD

This research used a quantitative approach and is classified as classroom action research (CAR). The objective of this study was to improve student learning outcomes through the use of flashcards. Planning, implementation, observation, and reflection were part of the research design, which was based on the Kemmis and McTaggart model. This research was conducted in two cycles. The findings from the reflections from the previous cycle informed the design of the next cycle.

This research was conducted in the second semester of the third-grade elementary school year. All 17 third-grade students were recruited, and the sample was selected using

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a total sampling method. Students participating in this study were required to actively participate in lessons, be officially registered in the third grade, and complete all activities in each cycle.

This research used three tools: a learning outcome test, an observation sheet, and documentation. The learning outcome test measured students' understanding of rights and obligations, which were structured based on learning indicators. The observation sheet tracked students' participation in learning activities, and documentation supplemented the data with a list of grades and notes on learning activities. This research used flashcards tailored to the learning material.

Planning, implementation, observation, evaluation, and reflection were the steps in the data collection process. In the planning stage, researchers developed learning materials, media, and research tools. In the implementation stage, researchers used flashcards for the learning process. Observations were conducted throughout the learning process to monitor student activity. At the end of each cycle, evaluations were conducted using tests to assess student learning outcomes. Furthermore, reflection was conducted to evaluate the results of the actions and plan improvements for the next cycle.

The data obtained were analyzed using quantitative descriptive techniques, namely by calculating the average score and percentage of student learning completion. The learning completion criteria refer to the Minimum Completion Criteria (KKM) set by the school. To ensure data validity, this study employed content validity by developing instruments based on learning indicators and consulting with class teachers.

FINDINGS

Observation Results

Student Learning Outcomes in Cycle I

Table 1. Student Learning Outcomes in Cycle I

Observed Aspect	Percentage (%)	Category
Students paid attention to the teacher's explanation	58.8	Fair
Students actively participated in learning activities	52.9	Fair
Students answered the teacher's questions	47.1	Fair
Students cooperated during group discussions	52.9	Fair
Students used flashcards correctly	52.9	Fair
Average Observation Score	**52.9**	**Fair**

The observation results in Cycle I indicated that students' learning activities had not yet reached the expected level. The average observation score was 52.9%, which was categorized as fair. Several students were still passive during classroom activities, hesitated to answer the teacher's questions, and required guidance when using flashcards. These findings suggested that improvements were needed in the implementation of learning activities, which were then carried out in Cycle II.

Student Learning Outcomes in Cycle II

Table 2. Student Learning Outcomes in Cycle II

Observed Aspect	Percentage (%)	Category
Students paid attention to the teacher's explanation	88.2	Very Good
Students actively participated in learning activities	82.4	Good
Students answered the teacher's questions	82.4	Good
Students cooperated during group discussions	88.2	Very Good
Students used flashcards correctly	88.2	Very Good
Average Observation Score	**85.9**	**Very Good**

As presented in Table 2, students' participation improved significantly in Cycle II. The average observation score increased from 52.9% in Cycle I to 85.9% in Cycle II. Most students actively participated in discussions, confidently answered questions, and effectively used flashcards during learning activities. These findings indicate that the implementation of flashcards created a more interactive learning environment and supported the improvement of students' learning outcomes.

Comparison of Learning Outcomes Between Cycles

A comparison of student learning outcomes between Cycles I and II is presented to demonstrate the improvements that occurred after the implementation of flashcards.

Table 3. Improvement in Student Learning Outcomes

Indicator	Cycle I	Cycle II	Improvement
Average Score	67.1	81.8	+14.7
Classical Completion	5.,9%	82.4%	+29.5%

Based on Table 3, there was a 14.7-point increase in the average score and a 29.5% increase in classical completion.

No	Nama	Nilai Pretest	Nilai PostTest	Kenaikan Nilai	Skor Ideal	N Gain Score	N Gain Score (%)
1	Ikhdam Naharuddin	80	100	20	20	1,00	100,00
2	Maulana Riski Fauzi	80	100	20	20	1,00	100,00
3	dori prasetyon	60	80	20	40	0,50	50,00
4	eka avrianti	70	100	30	30	1,00	100,00
5	nadia safitri	70	90	20	30	0,67	66,67
6	belinda marlina	70	100	30	30	1,00	100,00
7	astri afifah	80	100	20	20	1,00	100,00
8	ismu khanifah	70	100	30	30	1,00	100,00
9	latifah arrodiyah	60	90	30	40	0,75	75,00
10	komala sari	80	100	20	20	1,00	100,00
11	nisa azkrotul jannah	80	100	20	20	1,00	100,00
12	siti hotimah	60	90	30	40	0,75	75,00
13	femi nada utami	70	100	30	30	1,00	100,00
14	muskholifah	60	90	30	40	0,75	75,00
15	erlita oktavia	70	100	30	30	1,00	100,00
16	yogi krisma yuliana	60	100	40	40	1,00	100,00
17	Puja sugesti	60	100	40	40	1,00	100,00
	MEAN	69,41	96,47	27,06	30,59	0,91	90,69

Figure 1. Improvement in Student Learning Outcomes After Using Flash Cards

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DISCUSSION

These findings demonstrate results showed a significant improvement in students' participation during the implementation of flashcard-based learning. In Cycle I, the average observation score was 52.9%, indicating that many students were still hesitant to participate actively in classroom activities. However, after improvements were made in the teaching strategy during Cycle II, the observation score increased to 85.9%. Students became more confident in answering questions, actively participated in discussions, and were able to use flashcards more effectively. These findings suggest that flashcards not only supported students' cognitive achievement but also increased their classroom engagement.

The present study suggests indicate that the use of flashcards can help third-grade elementary school students deepen their understanding of rights and obligations. This improvement is evident in the increase in average scores and the percentage of students meeting learning standards from Cycle I to Cycle II. These findings answer the research question of whether flashcards are effective in improving student learning outcomes.

This improvement in learning outcomes can be attributed to the role of learning media in facilitating a more engaging and meaningful learning process. The visual stimuli presented through flashcards help students grasp concepts more specifically. This aligns with the view Arsyad (2019), which states that the use of learning media can increase student attention, motivation, and understanding. Students find it easier to remember and relate rights and obligations to everyday life through simple and engaging visualizations.

Increased student engagement in the learning process also contributes to improved student learning outcomes. Students appeared to use flashcards more actively in the second cycle. This aligns with the active learning theory proposed by Sudjana (2017), which states that students must be directly involved in learning activities. Therefore, flashcards function as visual aids and increase student participation. This suggests that with the right teaching materials, the learning environment can be more engaging and enjoyable.

Furthermore, the findings of this study align with previous research, which shows that visual aids can improve student learning outcomes, especially at the elementary school level. Flashcards, as a simple tool, have been shown to help students understand basic concepts through repetition and visual association. However, this study also found that students were able to use flashcards effectively.

Conversely, the results of this study differ from several previous studies, which showed that the use of learning media does not always produce significant results unless supported by appropriate teaching strategies. In this study, the improvement in learning outcomes was not solely due to the use of flashcards, but also to improvements in teaching strategies in Cycle II, such as increasing student interaction and providing motivation. One of the main factors influencing academic success is student motivation. Highly motivated students tend to be more active, focused, and committed to understanding the material in depth. Therefore, it is crucial to use engaging learning materials to increase elementary school students' motivation.

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Practically, the findings of this study demonstrate that teachers can use flashcards as an easy, inexpensive, and effective alternative to improve student learning outcomes. This medium can be used in teaching rights and obligations, as well as other topics requiring conceptual understanding. This research reinforces the idea that the use of visual aids can improve the quality of learning. Furthermore, this research contributes to the development of more creative teaching methods and their testing in various contexts and educational levels.

Therefore, the findings of this study not only address the problems identified at the beginning of the research but also contribute to the development of more effective and meaningful teaching practices in elementary schools. The implementation of flashcards encouraged students to participate more actively in classroom activities, improved their understanding of the concepts of rights and obligations, and resulted in higher learning outcomes. These findings indicate that flashcards can serve as an effective visual learning medium for helping elementary school students understand abstract citizenship concepts through concrete examples. Furthermore, this study provides practical implications for teachers by demonstrating that simple, low-cost instructional media can create a more interactive learning environment and improve students' engagement and academic achievement in citizenship education.

These findings imply that the use of flashcards is not merely effective for improving learning outcomes, but also serves as an instructional strategy that encourages active participation and meaningful learning in elementary classrooms.

CONCLUSION

In third-grade elementary school, the use of flashcards has been shown to improve student learning outcomes on the topic of rights and obligations. Research shows that the use of simple, interactive visual aids can help students understand concepts more deeply and encourage them to actively participate in the learning process. Furthermore, flashcards help teachers convey the material on rights and obligations more easily and understandably. Students can connect the learning concepts to their daily activities at home and at school through the images on the flashcards. Therefore, students not only gain a theoretical understanding of the topic but also understand how rights and obligations are applied in everyday life. The increase in average grades and student completion percentages from cycle I to cycle II indicates improved student learning outcomes. During the learning process, students also demonstrated increased activeness and motivation. This demonstrates that the use of visual learning media is well suited to the characteristics of elementary school students, who are still at the concrete thinking stage. Thus, the research objective of improving learning outcomes has been achieved through the use of flashcards. The results of this study provide practical benefits for teachers in selecting and developing learning media that are appropriate to the characteristics of elementary school students. This research also reinforces the importance of integrating learning media to improve learning processes and outcomes. To broaden the scope of the research, it is recommended to develop and test similar learning media across various subjects and educational levels.

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While this research demonstrated positive results, its results are limited because it was conducted in only one class with a limited number of students. Therefore, for broader generalizability, further research is needed with more subjects and at various educational levels. Further research is also expected to develop digital flashcards or combine them with other learning technologies to make the learning process more engaging and relevant. Furthermore, flashcards can be applied to various other subjects to determine their effectiveness in improving student learning outcomes.

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