

THE INFLUENCE OF EDUCATIONAL COMMUNICATION MEDIA ON CIVIC LITERACY OF STUDENTS AT MADRASAH IBTIDAIYAH ISMARIA AL-QURANIYYAH

Muhammad Wahyu Dhiva^{1*}, Budhi Waskito², Wawan Hermawan³

^{1,2,3}Program Studi Ilmu Komunikasi, Universitas Bandar Lampung, Lampung, Indonesia

*Corresponding author: Muhammad.22711006@student.ubl.ac.id

ABSTRACT

further indicated that Grade VI students experienced more diverse and intensive media utilization, which corresponded with higher civic literacy levels. The study concludes that the integration of This study was motivated by the uneven level of civic literacy among students at Madrasah Ibtidaiyah Ismaria Al-Quraniyyah, as reflected in the gap between expected learning outcomes and actual achievement in Civic Education. The research aimed to examine the use of educational communication media in Civic Education learning and to analyze the effects of visual learning media, interactive educational media, and simple digital media on students' civic literacy. A mixed-method approach with a convergent design was employed, integrating qualitative data from interviews and documentation with quantitative data collected through questionnaires administered to 68 Grade I and Grade VI students. The findings revealed that visual media, interactive educational media, and simple digital media each had a positive and significant effect on civic literacy. Simple digital media demonstrated the strongest influence among the three variables. Simultaneous analysis showed that these media collectively explained 80.5% of the variance in students' civic literacy. Qualitative findings visual, interactive, and digital educational media effectively enhances civic literacy and highlights the importance of strengthening digital infrastructure and teachers' digital competencies to improve citizenship education at the elementary level.

Keywords: civic education, civic literacy, educational communication media, interactive educational media, Madrasah Ibtidaiyah, simple digital media, visual learning media

I. INTRODUCTION

Civic literacy is an essential component of citizenship education that enables students to understand democratic values, constitutional principles, civic rights and responsibilities, and their roles as active citizens in society (Branson, 1998), (Winataputra, 2018). At the elementary education level, civic literacy serves as a foundation for character development, national identity, tolerance, and social participation. However, preliminary data from Madrasah Ibtidaiyah Ismaria Al-Quraniyyah indicate that students' achievement in Civic Education (PPKn) remains below the established minimum competency standards. The gap between expected and actual learning outcomes suggests that the internalization of civic values has not been optimally achieved, thereby highlighting the need for more effective learning strategies to strengthen students' civic literacy.

One important factor influencing the success of civic education is the use of educational communication media. Educational media function not only as instructional aids but also as communication tools that facilitate the delivery of learning messages and enhance students' engagement in the learning process (Arsyad, 2020). In the context of civic education, the use of visual learning media, interactive educational media, and simple digital media can help transform abstract citizenship concepts into meaningful learning experiences. Visual media such as images and posters assist students in understanding civic concepts more concretely

(Indriani et al., 2021), while interactive media promote active participation and foster democratic attitudes and tolerance (Aman & Fauzi, 2024) Furthermore, simple digital media have been found to encourage students' critical thinking and engagement in citizenship learning activities (Nugroho & Wijayati, 2025)

Despite the growing body of research on educational media, previous studies have largely focused on individual types of media and have predominantly employed qualitative, experimental, or literature-review approaches. Limited empirical research has examined the simultaneous effects of visual learning media, interactive educational media, and simple digital media on civic literacy, particularly among students in Islamic elementary schools (madrasah). This limitation creates a research gap concerning the integrated contribution of various educational communication media to the development of civic literacy among elementary-level learners.

Based on these issues, this study addresses the following research question: To what extent do visual learning media, interactive educational media, and simple digital media influence students' civic literacy, both individually and simultaneously, at Madrasah Ibtidaiyah Ismaria Al-Quraniyyah? Therefore, the objectives of this study are to analyze the effects of visual learning media, interactive educational media, and simple digital media on students' civic literacy and to examine their combined contribution to civic literacy development. The findings are expected to contribute to the advancement of educational communication and civic education studies while providing practical recommendations for teachers and educational institutions in optimizing media utilization to strengthen civic literacy among elementary school students.

II. LITERATURE REVIEW

A. *Educational Communication Media*

Educational communication media refer to all tools and channels used by educators to convey learning messages and facilitate the teaching and learning process. In educational communication, media function not only as instructional aids but also as instruments that enhance interaction, motivation, and students' understanding of learning materials (Arsyad, 2020). Effective educational media help transform abstract concepts into concrete learning experiences and increase students' engagement in classroom activities.

In the context of Civic Education (PPKn), educational communication media can be categorized into three main types: visual learning media, interactive educational media, and simple digital media. Visual learning media include images, posters, charts, and symbols that support students' understanding through visual representation. Interactive educational media involve learning videos, simulations, quizzes, and other activities that encourage active student participation. Meanwhile, simple digital media encompass PowerPoint presentations, Canva-based materials, and online learning platforms that facilitate more dynamic and technology-supported learning experiences (Aman & Fauzi, 2024), (Nugroho & Wijayati, 2025).

Previous studies indicate that the effective utilization of educational communication media can improve learning outcomes, strengthen student participation, and support the development of civic values among elementary school

students (Indriani et al., 2021). Therefore, educational communication media are considered important instruments for enhancing civic literacy in the learning process.

B. Civic Literacy

Civic literacy refers to an individual's ability to understand, evaluate, and apply citizenship values and principles in social life. According to (Branson, 1998), civic literacy consists of three major components: civic knowledge, civic skills, and civic dispositions. These components enable individuals to become informed, responsible, and active citizens in a democratic society.

In the Indonesian educational context, civic literacy includes understanding Pancasila values, constitutional principles, citizens' rights and responsibilities, democratic participation, tolerance, and national identity (Winataputra, 2018). Civic literacy is not limited to cognitive understanding but also encompasses attitudes and behaviors that reflect responsible citizenship in everyday life.

For elementary school students, civic literacy serves as a foundation for character development and social responsibility. Strengthening civic literacy through educational activities is expected to cultivate democratic attitudes, respect for diversity, and active participation in school and community life. Therefore, improving civic literacy has become one of the primary objectives of Civic Education at the elementary level.

C. Relationship between Educational Communication Media and Civic Literacy

The relationship between educational communication media and civic literacy can be explained through several communication and learning theories. Uses and Gratifications Theory suggests that learners actively utilize media that satisfy their cognitive and affective learning needs (Katz et al., 1974). Consequently, educational media that are relevant and engaging are more likely to facilitate students' understanding of citizenship concepts.

Social Learning Theory further explains that students learn through observation and imitation of models presented through educational media (Bandura, 1977). Visual and interactive media provide examples of civic behavior, democratic practices, and social values that can be observed and internalized by students. Additionally, Diffusion of Innovation Theory emphasizes that the adoption of innovative educational media can improve learning effectiveness and support the achievement of educational goals (Rogers, 1983).

Based on these theoretical perspectives, visual learning media, interactive educational media, and simple digital media are expected to positively contribute to students' civic literacy. The more effectively these media are utilized in Civic Education, the greater the opportunity for students to develop knowledge, skills, and attitudes associated with responsible citizenship.

III. RESEARCH METHODOLOGY

A. Research Design

This study employed a mixed-method approach using a convergent design. The mixed-method approach integrates quantitative and qualitative data to provide a comprehensive understanding of the relationship between educational

communication media and civic literacy. Quantitative and qualitative data were collected simultaneously, analyzed independently, and integrated during the interpretation stage to strengthen the validity of the findings (Creswell & Creswell, 2018).

B. *Research Site and Participants*

The research was conducted at Madrasah Ibtidaiyah Ismaria Al-Quraniyyah. The participants consisted of 68 Grade I and Grade VI students selected as research respondents. These grade levels were chosen because they represent the initial and final stages of elementary education, allowing a broader assessment of civic literacy development. In addition, teachers involved in Civic Education (PPKn) instruction participated as key informants in the qualitative phase of the study.

Table 1. Research Variables and Indicators

Variable	Code	Indicators
Visual Learning Media	X1	Use of images, posters, charts, symbols, and visual teaching materials
Interactive Educational Media	X2	Learning interaction, quizzes, simulations, discussions, and student participation
Simple Digital Media	X3	PowerPoint, Canva, digital presentations, and online learning platforms
Civic Literacy	Y	Civic knowledge, civic skills, and civic dispositions

Source: Adapted from Branson (1998), Arsyad (2020), and the researcher's conceptual framework (2026).

C. *Data Collection Techniques*

Quantitative data were collected using a structured questionnaire based on a five-point Likert scale. The instrument measured students' perceptions regarding visual learning media, interactive educational media, simple digital media, and civic literacy. Prior to data collection, the questionnaire underwent validity and reliability testing to ensure measurement accuracy and consistency.

Qualitative data were obtained through semi-structured interviews and documentation. Interviews were conducted with teachers to explore their experiences in utilizing educational communication media during Civic Education learning activities. Documentation, including lesson plans and learning media records, was used to support and verify the interview findings.

D. *Data Analysis Techniques*

Quantitative data were analyzed using descriptive statistics, validity and reliability tests, classical assumption tests, and multiple linear regression analysis with the assistance of SPSS software. The regression model was used to examine the effects of visual learning media (X1), interactive educational media (X2), and simple digital media (X3) on civic literacy (Y). Hypothesis testing was conducted using t-tests for partial effects and F-tests for simultaneous effects at a significance level of 0.05.

Qualitative data were analyzed through data reduction, data display, and conclusion drawing following the interactive model proposed by Miles, Huberman,

and Saldaña (2014). Finally, quantitative and qualitative findings were integrated to provide a comprehensive explanation of how educational communication media contribute to students' civic literacy development.

Table 2. Data Collection Techniques

Data Type	Technique	Instrument	Respondents
Quantitative	Questionnaire	Likert-scale questionnaire	68 students
Qualitative	Interview	Interview guide	Civic Education teachers
Supporting Data	Documentation	Learning documents and media records	School documents

Source: *Research Design* (2026).

IV. RESULT AND DISCUSSION

A. Utilization of Educational Communication Media in Civic Education Learning

The qualitative findings revealed that educational communication media have been integrated into Civic Education (PPKn) learning through visual learning media, interactive educational media, and simple digital media. Visual media such as pictures, posters, and diagrams were frequently used to simplify abstract civic concepts. Interactive media, including discussions, educational games, and quizzes, encouraged student participation, while simple digital media such as PowerPoint presentations, learning videos, and Canva-based materials enhanced students' engagement and access to information.

Table 1. Forms of Educational Communication Media Utilized in PPKn Learning

Media Type	Examples of Utilization	Main Contribution
Visual Learning Media	Pictures, posters, charts, national symbols	Facilitate conceptual understanding
Interactive Educational Media	Discussions, simulations, quizzes	Encourage participation and critical thinking
Simple Digital Media	PowerPoint, Canva, educational videos	Improve engagement and information access

The findings indicate that educational communication media function not only as instructional tools but also as communication channels that facilitate the internalization of civic values. Students demonstrated higher participation and understanding when learning activities involved multiple forms of media.

B. The Effect of Visual Learning Media on Civic Literacy

The statistical analysis showed that visual learning media significantly influenced students' civic literacy. The results indicate a moderate positive relationship between visual media utilization and civic literacy achievement.

Table 2. Effect of Visual Learning Media on Civic Literacy

Indicator	Value
Correlation Coefficient (R)	0.548
Coefficient of Determination (R ²)	0.301
t-value	5.326
Significance	0.000

The findings suggest that visual representations help students understand civic concepts more effectively. Through pictures, symbols, and diagrams, students are able to connect theoretical civic values with real-life situations. This finding supports Social Learning Theory, which emphasizes learning through observation and visual modeling. The result also confirms previous studies showing that visual learning media improve students' comprehension and retention of citizenship-related content.

C. *The Effect of Interactive Educational Media on Civic Literacy*

Interactive educational media were also found to have a significant positive effect on civic literacy. Students who participated actively in discussions, simulations, and educational games demonstrated higher civic literacy levels.

Table 3. Effect of Interactive Educational Media on Civic Literacy

Indicator	Value
Correlation Coefficient (R)	0.602
Coefficient of Determination (R ²)	0.362
t-value	6.125
Significance	0.000

These findings indicate that civic literacy develops more effectively when students are actively involved in the learning process. Interactive media encourage communication, collaboration, and critical thinking, which are essential dimensions of civic literacy. The results are consistent with previous studies suggesting that active learning environments strengthen democratic attitudes and civic engagement among students.

D. *The Effect of Simple Digital Media on Civic Literacy*

Among the three independent variables, simple digital media demonstrated the strongest influence on civic literacy. The integration of technology into classroom learning created more engaging and flexible learning experiences.

Table 4. Effect of Simple Digital Media on Civic Literacy

Indicator	Value
Correlation Coefficient (R)	0.692
Coefficient of Determination (R ²)	0.479
t-value	7.792
Significance	0.000

The strong contribution of digital media indicates that technology-supported learning environments provide broader opportunities for students to access information and develop civic understanding. These findings support the Diffusion of Innovation Theory, which explains how educational innovations can improve

learning outcomes when effectively adopted. The result also aligns with previous studies highlighting the positive role of digital learning tools in promoting civic literacy and critical thinking skills.

E. The Simultaneous Effect of Educational Communication Media on Civic Literacy

Multiple regression analysis demonstrated that visual learning media, interactive educational media, and simple digital media collectively exerted a significant influence on civic literacy.

Table 5. Simultaneous Effect of Educational Communication Media on Civic Literacy

Indicator	Value
Multiple Correlation (R)	0.897
Adjusted R ²	0.795
F-value	87.799
Significance	0.000

The results indicate that approximately 79.5% of the variation in civic literacy can be explained by the combined influence of visual learning media, interactive educational media, and simple digital media. The remaining 20.5% may be attributed to other factors not examined in this study, such as family environment, learning motivation, and individual characteristics. To summarize the integrated findings, the contribution of each variable can be presented as follows.

Table 6. Summary of Quantitative and Qualitative Findings

Variable	Quantitative Findings	Qualitative Findings	Integrated Conclusion
Visual Learning Media	t = 5.326; Sig. = 0.000	Teachers consistently use pictures, posters, and diagrams; students respond positively	Visual media effectively enhance civic literacy through concrete representation of civic concepts
Interactive Educational Media	t = 6.125; Sig. = 0.000	Discussions and educational games increase student participation	Interactive media strengthen civic literacy through active learning experiences
Simple Digital Media	t = 7.792; Sig. = 0.000	Digital tools create engaging and flexible learning environments	Digital media provide the strongest contribution to civic literacy development

Overall, the integration of visual, interactive, and digital educational media significantly strengthens students' civic literacy. Academically, this study contributes to educational communication research by demonstrating that civic literacy is enhanced not by a single instructional medium, but by the synergistic

combination of multiple communication media that facilitate understanding, participation, and engagement in citizenship learning.

V. CONCLUSION

This study concludes that educational communication media significantly contribute to the development of students' civic literacy at Madrasah Ibtidaiyah Ismaria Al-Quraniyyah. Visual learning media, interactive educational media, and simple digital media each demonstrated positive and significant effects on civic literacy, both individually and simultaneously. Among the three variables, simple digital media showed the strongest influence. These findings answer the research objective and indicate that the integration of diverse educational communication media enhances students' understanding of civic values, encourages active participation in learning, and strengthens civic knowledge, skills, and dispositions.

The findings provide both theoretical and practical implications. Theoretically, this study supports educational communication perspectives that emphasize the role of media in facilitating meaningful learning experiences and civic value internalization. Practically, the results highlight the importance of integrating visual, interactive, and digital media into Civic Education learning to improve civic literacy among elementary school students. However, this study was limited to a single Islamic elementary school and focused only on three educational media variables. Future studies are recommended to involve broader research settings and examine additional factors, such as learning motivation, family environment, and digital literacy, to obtain a more comprehensive understanding of civic literacy development.

REFERENCES

- Aman, M., & Fauzi, M. R. (2024). Civics Learning Media in Elementary Schools. *Cendekiawan: Jurnal Pendidikan Dan Studi Keislaman*, 3(4), 626–631. <https://doi.org/10.61253/cendekiawan.v3i4.435>
- Arsyad, A. (2020). *Media Pembelajaran* (Edisi Revisi). PT Raja Grafindo Persada. <https://www.rajabrafindo.co.id/produk/media-pembelajaran/>
- Bandura, A. (1977). *Social Learning Theory*. Prentice-Hall. <https://archive.org/details/sociallearningth00band>
- Branson, M. S. (1998). *The Role of Civic Education*. Center for Civic Education. https://civiced.org/papers/articles_role.html
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (Fifth edition). SAGE.
- Indriani, E. D., Dewi, D. A., & Furnamasari, Y. F. (2021). *Characteristics of Learning Media in Education-Based Civic Education*. 5.
- Katz, E., Blumler, J. G., & Gurevitch, M. (1974). *Uses and Gratifications* (Vol. 37). Public Opinion Quarterly. <https://doi.org/10.1086/268109>
- Nugroho, F. A., & Wijayati, I. W. (2025). Strengthening Digital Citizenship Values Through Technology-Based Civics Education in Elementary Schools *Indo-MathEdu Intellectuals Journal*, 6(5), 7286–7295. <https://doi.org/10.54373/imeij.v6i5.3938>
- Rogers, E. M. (1983). *Diffusion of Innovations* (3rd ed.). The Free Press. https://archive.org/details/diffusionofinnov00roge_0

Winataputra, U. S. (2018). *Concepts and Strategies of Civic Education: National and International Perspectives*
l. CV Maulana Media Grafika.

About the Author(s)

Muhammad Wahyu Dhiva is a Bachelor of Communication Science (S.I.Kom) from Universitas Bandar Lampung. His specialization includes educational communication, civic education, and digital media studies. He has published research on civic literacy and communication media in local academic journals and conference proceed