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Efforts to Increase Student Participation and Understanding through Interactive Learning Media and Classroom Assessment in Civics Learning

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ABSTRACT

Purpose of the study: The low level of student engagement and comprehension in Civics (PPKn) learning among third-grade students at MI Nurur Rahman motivated this study. This research aims to enhance student participation and understanding by integrating interactive learning media and classroom assessment, with a particular focus on evaluating student engagement and improving learning outcomes.

Methodology: This study employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, implementation, observation, and reflection. The research subjects were third-grade students. Data were collected using observation sheets, classroom assessment instruments, and learning outcome tests to evaluate student participation and academic achievement systematically.

Main Findings: The results showed a significant improvement from Cycle I to Cycle II. In Cycle I, the average student score was 86.5, with teacher activity at 89.3 and student participation at 85.7. After improvements in Cycle II, student participation increased to 94.6, teacher activity to 96.4, and the average student score to 90.4. These findings indicate that the integration of interactive learning media and classroom assessment effectively enhances student engagement, supports better understanding, and improves measurable learning outcomes..

Novelty/Originality of this study: This study contributes to the development of learning practices by integrating interactive media with classroom assessment to evaluate and improve student engagement and learning outcomes in primary education. It provides a practical framework for teachers to design interactive and assessment-oriented learning. In practice, the findings suggest that the use of interactive learning media, combined with systematic classroom assessment, can improve instructional quality and support more accurate, data-driven evaluation of student learning.

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1. INTRODUCTION

At the Madrasah Ibtidaiyah level, Pancasila and Civic Education (PPKn) play a crucial role in shaping students' character, fostering devotion to noble ideals, democratic attitudes, and a strong sense of national identity from an early age. However, in practice, PPKn learning is often perceived by students as theoretical, monotonous, and less engaging [1], [2]. This condition leads to low student engagement and limited understanding of civic values, which ideally should be internalized in a contextual and meaningful manner [3], [4]. Similar issues are also found in Madrasah Ibtidaiyah, where lecture methods and textbooks continue to dominate learning as the primary

learning resources [5], [6]. As a result, students tend to be passive, have difficulty understanding abstract concepts, and are less involved in classroom discussions.

If this situation persists, the objectives of Civic Education to develop knowledgeable, responsible, and value-oriented citizens will be difficult to achieve [7], [8]. Therefore, learning innovation is needed, particularly through interactive learning media aligned with the characteristics of elementary students [9], [10]. Interactive media facilitate two-way interaction between students and learning materials through visual, audio, and animation features, encouraging active participation and meaningful learning experiences [11], [12]. Previous studies have shown that interactive media can improve student motivation, engagement, and learning outcomes in PPKn learning [8], [13]-[16].

However, most previous studies focus primarily on the effectiveness of learning media in improving learning outcomes. At the same time, the measurement of student engagement as part of classroom assessment has not been explored in depth. In fact, student engagement is a key indicator of learning success and should be systematically measured through classroom-based assessment and formative assessment practices [17], [18]. Classroom assessment is not only aimed at measuring final learning outcomes but also at monitoring the learning process, including students' participation, interaction, and involvement during instruction [19], [20].

Formative and authentic assessment approaches emphasize continuous evaluation of students' learning processes and real performance in meaningful contexts [21]-[23]. Through well-designed classroom assessment, teachers can obtain valid information about student engagement, identify learning difficulties, and provide feedback to improve instruction [24], [25]. Furthermore, innovative assessment practices such as interactive and authentic assessment can enhance student participation and promote deeper learning [26].

In this context, there is a strong theoretical relationship between interactive learning media, student engagement, classroom assessment, and learning outcomes. Interactive media serve as stimuli that encourage active participation; increased engagement can be captured and measured through classroom assessment, and the results of such assessment provide evidence of improved student understanding and learning outcomes. Therefore, integrating interactive learning media with classroom assessment becomes essential to ensure that learning is not only engaging but also measurable and accountable.

Despite its importance, limited studies have examined how interactive learning media can be systematically implemented and evaluated through classroom action research cycles, particularly in Civic Education at the primary level [27], [28]. In addition, few studies analyze how student engagement evolves across learning cycles and how it is assessed using structured classroom assessment instruments. This gap highlights the need for research that integrates learning innovation with assessment practices in and reflective, cyclical manner.

This study offers novelty by integrating interactive learning media with classroom assessment within a classroom action research framework using a qualitative approach [29], [30]. The research emphasizes the process of continuous improvement through planning, action, observation, and reflection in each cycle [31], [32]. It not only focuses on improving learning outcomes but also on systematically evaluating student engagement and participation as part of the learning assessment process.

The objectives of this study are: (1) to describe the implementation of interactive learning media integrated with classroom assessment in Civic Education learning; (2) to analyze changes in student engagement across learning cycles based on classroom assessment results; and (3) to examine improvements in students' understanding and learning outcomes as a result of the intervention [33], [34]. Through this approach, the study aims to develop a more interactive, student-centered, and assessment-oriented learning model suitable for Madrasah Ibtidaiyah students.

Theoretically, this study contributes to the development of Civic Education research by integrating interactive learning media with classroom-based assessment, particularly in evaluating student engagement and learning outcomes. Practically, it provides teachers with an alternative strategy for designing, implementing, and evaluating learning more effectively through systematic reflection and data-driven classroom assessment, thereby improving the overall quality of Civic Education learning.

Despite the growing body of research on interactive learning media, the existing research gap lies not only in the limited use of such media but also in the lack of systematic evaluation of their effectiveness in improving student engagement and learning assessment outcomes. Many studies tend to emphasize the implementation of media without integrating structured classroom assessment to measure how students participate, interact, and demonstrate understanding during the learning process. Therefore, this study is urgent, as it not only applies interactive learning media but also evaluates its effectiveness through classroom assessments to capture student engagement and learning outcomes across learning cycles. The novelty of this research lies in integrating interactive learning media with classroom-based assessment within a reflective classroom action research framework, thereby enabling a more comprehensive understanding of the relationship among instructional innovation, student engagement, and learning achievement. Accordingly, the primary objective of this study is to evaluate how the use of interactive learning media combined with classroom assessment can effectively enhance student participation, engagement, and understanding in Civics learning at the Madrasah Ibtidaiyah level.

2. RESEARCH METHOD

2.1. Research Design

The goal of this classroom action research (CAR) project is to increase student participation, understanding, and learning assessment outcomes in Civics (PPKn) through the use of interactive learning media and classroom assessment strategies [35], [36]. Third-grade students at MI Nurur Rahman during the odd semester of the 2025–2026 academic year served as the research subjects. The study was based on the CAR stages of planning, implementation, action, observation, and reflection [37], [38], which were carried out systematically and consistently to ensure optimal results. Therefore, this study is expected to significantly improve the quality of classroom instruction, particularly by enhancing student engagement, strengthening understanding, and optimizing classroom-based assessment practices [39], [40]. Additionally, interactive media were chosen because they are believed to increase students' active participation while supporting ongoing assessment of learning processes and outcomes.

This study employed Classroom Action Research (CAR) using a cyclical model comprising planning, action, observation, and reflection stages, conducted iteratively to achieve continuous improvement. This design enables ongoing evaluation and refinement of both instructional practices and classroom assessment processes, ensuring that improvements in student participation are aligned with measurable learning outcomes.

To ensure the quality of the data obtained, the research instruments used in this study underwent validation and reliability procedures. Instrument validation was conducted through expert judgment involving education and Civics learning experts to assess the relevance, clarity, and suitability of the indicators. In addition, limited pilot testing was conducted to assess the consistency and practicality of the instruments before their implementation in the research cycles. These steps were taken to ensure that the instruments used were valid and reliable in measuring student participation, understanding, and assessment outcomes.

Furthermore, the observation instruments for student and teacher activities were developed based on clear theoretical indicators. Student participation indicators include active involvement, attention, interaction, and responsiveness during learning activities, while teacher activity indicators include instructional strategies, use of interactive media, and implementation of classroom assessment. These indicators were adapted from relevant theories of active learning and classroom interaction to ensure construct validity [37], [41].

Data analysis techniques in this study involved both quantitative and qualitative approaches. Quantitative analysis was used to calculate the average student scores, percentage of learning completeness, and the level of student participation using percentage formulas. The criteria for assessment were categorized into levels such as low, sufficient, good, and excellent based on predetermined score intervals. In addition, the percentage increase in student participation and learning outcomes from one cycle to the next was calculated to evaluate the effectiveness of the implemented actions. Qualitative analysis was used to interpret observation and interview data descriptively, providing a deeper understanding of the learning process and the implementation of classroom assessment.

2.2. Research Subjects

The subjects of this study were third-grade students of MI Nurur Rahman Bondowoso in the odd semester of the 2025–2026 academic year. The class consisted of students with varying levels of participation and understanding in Civics, making them suitable for evaluating the effectiveness of interactive media and classroom-based assessment strategies.

2.3. Research Instruments and Data Collection Techniques

1. Research Instruments

The instruments used in this study consisted of observation sheets, achievement tests, interview guidelines, and documentation. Observation sheets were employed to assess students' participation during the learning process, including their activeness, attention, and interaction, as well as to evaluate teacher performance in terms of instructional delivery, the use of learning media, and assessment practices. Achievement tests in the form of descriptive (essay) questions were administered to measure students' understanding and learning outcomes after the implementation of the instructional activities. In addition, interview guidelines were used to collect in-depth information through teacher interviews regarding their perceptions of student engagement and instructional effectiveness, as well as student interviews to evaluate their learning experiences and understanding of the subject matter. Documentation was also utilized as supporting data, including students' achievement scores, attendance records, and records of learning activities throughout the study.

2. Instrument Grid

Table 1. Instrument grid

No	Instrument	Indicator	Data Source	Technique
1	Observation Sheet	Student participation (active involvement, attention, interaction)	Students	Observation
2	Observation Sheet	Teacher activity (instructional strategy, media use, assessment)	Teacher	Observation
3	Test	Concept understanding, learning outcomes	Students	Written test
4	Interview	Learning experience and engagement	Students & Teacher	Interview
5	Documentation	Student scores and participation records	Documents	Documentation

Table 1 presents the research instrument grid used in this study to collect data on student participation, understanding, and classroom assessment outcomes in Civics (PPKn) learning through interactive learning media. The instruments consist of observation sheets, tests, interviews, and documentation. Observation sheets were used to assess student participation and teacher activities during the learning process. Written tests were administered to measure students' conceptual understanding and learning outcomes as part of classroom assessment. Interviews with both students and teachers were conducted to explore learning experiences, engagement, and perceptions of the instructional process. Meanwhile, documentation was used to collect supporting data, such as student scores and participation records. These various instruments were designed to provide comprehensive and reliable data in evaluating the effectiveness of interactive learning media integrated with classroom assessment.

2.4. Data Analysis Techniques

Data analysis in this study used both quantitative and qualitative approaches:

1. Quantitative Analysis:
   a. Student learning outcomes were analyzed using average scores:

$$\bar{x} = \frac{\sum x}{N} \quad \ldots(1)$$

   b. Percentage of student participation:

$$P = \frac{F}{N} \times 100\% \quad \ldots(2)$$

2. Qualitative Analysis:
   Data from observations and interviews were analyzed descriptively to evaluate:
   a. Student engagement
   b. Effectiveness of interactive media
   c. Classroom assessment implementation

3. Assessment Evaluation
   a. Criteria Student participation ≥ 85% = High
   b. Learning completeness ≥ Minimum Mastery Criteria (KKM)
   c. Improvement across cycles indicates effectiveness

2.5. Research Procedures

This study utilized a range of complementary data collection methods to examine student participation, understanding, and classroom assessment outcomes in Civics (PPKn) learning through interactive learning media. The level of student and teacher participation during the learning process was assessed through observations [37], [41]. In addition, descriptive tests were administered to third-grade students to assess their understanding as part of classroom assessment practices.

Teachers were interviewed to obtain information regarding the extent of student participation and the effectiveness of the instructional strategies implemented. Furthermore, student interviews were conducted to explore their understanding of the learning material delivered through interactive media, as well as their responses to the classroom assessment process [42], [43]. Documentation techniques were also used to collect data on student scores as indicators of learning outcomes and to record levels of active participation during the learning process. By integrating these various instruments, the data obtained are expected to be more comprehensive, valid, and reliable in evaluating both engagement and assessment outcomes.

This study was conducted in two cycles, each consisting of the following stages:

1. Planning
   a. Preparing lesson plans using interactive learning media
   b. Designing classroom assessment instruments to measure student participation and understanding

2. Action
   a. Implementing Civics learning using interactive learning media
   b. Applying formative classroom assessment during the learning process

3. Observation
   a. Monitoring student participation and teacher activities
   b. Collecting data on learning engagement and assessment outcomes

4. Reflection:
   a. Evaluating the results of each cycle based on participation, understanding, and assessment data
   b. Identifying strengths and weaknesses in both instructional strategies and assessment practices
   c. Planning improvements for the next cycle

2.6. Research Procedure Flowchart

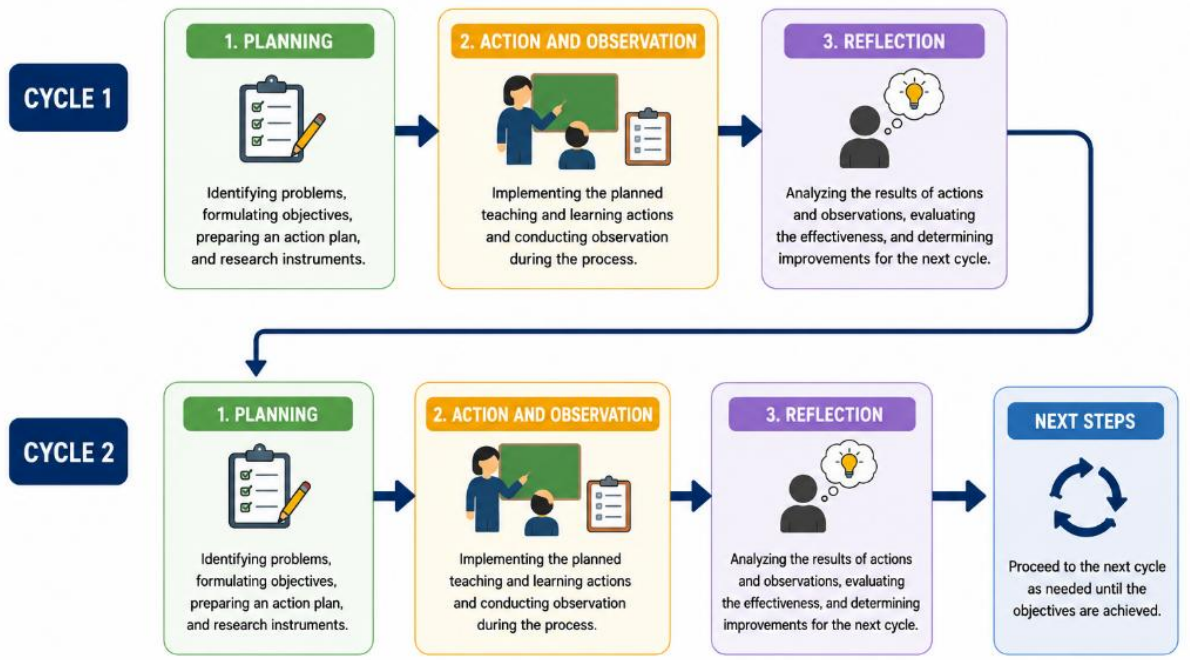

Figure 1. Action Research Cycle in the Classroom

This classroom action research was designed to be conducted in multiple cycles, with at least two cycles implemented. Each cycle consisted of the planning, action, observation, and reflection stages, carried out iteratively. In the first cycle, the researcher implemented Civics (PPKn) learning using interactive learning media integrated with classroom assessment practices. During this stage, both teacher and student activities were carefully monitored, and students' participation, understanding, and learning assessment outcomes were systematically evaluated [38].

The results of the first cycle were then analyzed to identify the strengths and weaknesses of both the instructional process and the implementation of classroom assessment. If the results in the second cycle demonstrated a significant improvement in student participation, understanding, and assessment outcomes, and had met or exceeded the minimum mastery criteria, the research could be concluded. However, if the results were still not optimal, the research would proceed to the next cycle with necessary improvements in the use of interactive learning media and classroom assessment strategies until the expected outcomes were achieved.

2.7. Research Implementation Schedule

The study was conducted over four weeks:

Table 2. Implementation Schedule for Classroom Action Research

No	Research Activities	Week 1	Week 2	Week 3	Week 4
1	Initial observation and problem identification	✓			
2	Implementation and observation of Cycle I		✓		
3	Reflection on Cycle I		✓		
4	Planning for Cycle II			✓	
5	Implementation and Observation of Cycle II			✓	
6	Reflection on Cycle II				✓

Over the course of four weeks, the research implementation schedule was methodically created. Initial observations and problem identification in the classroom were carried out throughout the first week. The second week then saw the implementation of the Cycle I observations and actions, along with thoughts on the outcomes. Based on the findings from the Cycle I reflections, planning for Cycle II was completed in the third week. Implementation and observations for Cycle II came next. To assess the effectiveness of the measures implemented, reflections on Cycle II were carried out during the fourth week. This timetable was created to guarantee that the research was efficient and well-organized. It was hoped that a well-defined schedule would enable each phase of the study to be completed as efficiently as possible and yield reliable data.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Planning

The first step in organizing the classroom action research project, "Efforts to Increase Student Participation and Understanding through Interactive Learning Media in Civics Learning for Grade III Students at MI Nurur Rahman Bondowoso," was identifying issues in the classroom. Low student involvement in the educational process and inadequate student comprehension of civics content were identified as issues. The researchers created an action plan using interactive learning materials tailored to these circumstances, intended to increase active student participation. The instructor created a Lesson Implementation Plan (RPP) specifically for the use of interactive media during this preparation phase. Additionally, the researcher created educational resources for teacher and student activities, including instructional materials, interactive media, and observation sheets. To ensure the action was carried out in accordance with the anticipated goals, this plan was developed methodically.

Two cycles of preparation, execution, observation, and reflection comprised the design of this classroom action research. To boost student participation, the teacher used interactive media to implement the Civics (PPKn) curriculum in each cycle. Additionally, the instructor developed instructional strategies that promoted students' active questioning, answering questions, discussion, and expressing opinions. Additionally, the instructor gave pupils more chances to engage with the teacher and their peers. Throughout the learning process, instructor and student activities were documented using observation tools. As a result, the implementation of the action concentrated on enhancing student involvement and interaction in addition to content delivery.

The following phase involved ongoing observation and reflection during every learning cycle. To determine how much student engagement and comprehension improved after the use of interactive learning materials, observations were conducted. After that, information gathered from the observation sheets was examined to determine the action's strengths and shortcomings. The analysis's findings serve as a foundation for introspection and development in the following cycle. To make sure that the decisions made in Cycle II are better than those made in Cycle I, this reflection is essential. It is anticipated that this classroom action research will significantly increase student engagement and comprehension with careful preparation and methodical execution. Additionally, the study's findings are expected to help educators design more creative and effective lessons.

3.1.2. Actions

a) Action Implementation Outcomes and Teacher Activity Observations in Cycles 1 and 2

In grade III at MI Nurur Rahman, initiatives to improve student engagement and comprehension using interactive learning materials in civics were implemented gradually over two cycles based on the findings of the classroom action research. To grab students' attention and boost their engagement, teachers began incorporating interactive learning materials into the classroom during Cycle I.

Table 3. Results of Teacher Activity Observations in Cycles 1 and 2

Observed Aspect	No	Teacher Activity Indicators	Score (Cycle 1)	Score (Cycle 2)
Introductory Activities	1	Opening the lesson with a greeting and an icebreaker	4	4
	2	Clearly communicate learning objectives	3	4
Mastery of the Material	3	Mastery of the Civic Education material taught	4	4
	4	Relating the material to daily life	3	4
Use of Interactive Media	5	Using interactive learning media appropriately	4	4
	6	Operating media smoothly	3	4
Learning Strategies	7	Encouraging active student participation	4	3
	8	Providing opportunities to ask questions and express opinions	3	4
Interaction	9	Establishing two-way communication with students	4	3
	10	Providing reinforcement (praise/motivation)	3	4
Classroom Management	11	Managing the class effectively and creating a conducive environment	3	4
Assessment	12	Conducting learning assessments (tests/questions)	4	4
Conclusion	13	Summarizing the lesson with students	4	4
	14	Providing follow-up (homework/reflection)	4	4
		Total Score	50	54
		Teacher Activity Score	89.3	96.4

Teacher performance scored 89.3, which falls within the "good" range, according to the observation data shown in the table above. Nonetheless, several indicators remain unoptimized, including the unclear presentation of learning objectives and limited opportunities for students to ask questions. This shows that, while the efforts have been successful, more work is needed to achieve the best outcomes. To develop more effective actions for the upcoming cycle, a reflection was conducted.

Based on the insights from Cycle I, the instructor further optimized the usage of interactive learning materials in Cycle II. The instructor made learning objectives easier to understand, made connections between the subject matter and real-world situations, and gave students more chances to participate actively. With a score of 96.4, which falls within the "very good" range, the observation findings indicated increased instructor activity. Nearly all indicators reflected this development and achieved maximum scores, especially in the use of interactive media and classroom management. Additionally, teachers were more adept at fostering a communicative and engaged learning environment. As a result, Cycle II's efforts were more successful in raising learning standards.

The rise in teacher engagement from Cycle I to Cycle II suggests that student involvement in the learning process has improved. Students became more involved in learning activities, including asking and responding to questions and participating in discussions, as the quality of instruction improved. Students' curiosity was successfully piqued by the interactive learning materials, which increased their enthusiasm for learning. Additionally, there was an improvement in teacher-student contact, which made the classroom environment more vibrant and favorable. This suggests that initiatives to increase student engagement with interactive media have been effective. Therefore, by using suitable learning methodologies, the first research question can be answered.

The usage of interactive learning materials not only boosts engagement but also enhances students' comprehension of Civic Education content. Students' understanding and explanations of the content they have learnt have changed, indicating this. The improvement in student learning outcomes was also influenced by a notable rise in teacher activity from 89.3 to 96.4. Students acquire things more readily and joyfully when the process is more dynamic and engaging. As a result, both student involvement and comprehension have significantly improved. Based on these findings, it can be said that the second research question about increasing student engagement and comprehension is successfully addressed by using interactive learning materials.

b) The outcomes of the interventions put into practice and the observations of the activities of the students in Cycles 1 and 2

Efforts to improve student engagement and comprehension through interactive learning materials in third-grade Civic Education classes at MI Nurur Rahman have begun to yield positive effects, as observed in student activities during Cycle I. In Cycle I, the active student participation score was 85.7, placing it in the "good" range.

Pupils have shown that they are eager to learn, attentive to the teacher's instructions, and adept at using interactive technology. Nonetheless, several factors remain subpar, including students' confidence in posing questions, responding to inquiries, and voicing their thoughts. Additionally, there is a need to enhance student interaction during group discussions. Therefore, to promote student participation, teaching practices must be improved.

Table 4. Results for Cycle 1 and Cycle 2 observations of student engagement and active involvement

Observed Aspect	No	Student Activity Indicators	Score (Cycle 1)	Score (Cycle 2)
Readiness to Learn	1	Students are ready to participate in learning	4	4
Attention	2	Students are paying attention to the teacher's explanation	3	4
Participation	3	Students actively ask questions	3	3
	4	Students actively answer questions	3	4
	5	Students are confident in expressing their opinions	3	3
Interaction	6	Students actively discuss with their peers	3	4
	7	Students work together in groups	3	4
Use of Media	8	Students engage in the use of interactive media	4	4
	9	Students show an interest in media	4	4
Understanding	10	Students are able to answer questions	3	3
	11	Students are able to explain the material	3	4
Discipline	12	Students follow the rules of the classroom	4	4
Enthusiasm	13	Students demonstrate a passion for learning	4	4
Responsibility	14	Students complete the assigned tasks	4	4
		Total Score	48	53
		Student Active Participation Score	85.7	94.6

Based on Cycle I reflections, several modifications were made in Cycle II, especially to increase students' active participation in their education. Teachers used interactive learning resources more effectively and gave students more chances to participate. Consequently, the student's active involvement score rose to 94.6, which is in the "very good" range. Students' abilities to pay attention, respond to inquiries, and actively participate in class discussions and group projects improved. Students also showed a great deal of interest in the educational materials utilized. This suggests that Cycle II's efforts were successful in raising the standard of instruction.

A notable shift is evident in the increase in student engagement from 85.7 in Cycle I to 94.6 in Cycle II. Both individually and in groups, students started to participate more actively in their education. Students' attention can be captured, and their involvement in the learning process can be increased by using interactive learning materials. Additionally, the classroom environment became less boring and more pleasurable, which encouraged pupils to study. Additionally, student-to-student and student-teacher interaction improved. As a result, initiatives to boost student engagement through interactive educational materials can be deemed effective.

The use of interactive learning materials enhanced students' comprehension of Civic Education content and increased engagement. The students' increased capacity to respond to inquiries and reiterate what they had learnt was indicative of this. Compared to Cycle I, students in Cycle II were better able to comprehend the lessons. This improvement suggests that using interactive media in the classroom can improve students' comprehension. Thus, the findings of this study have addressed the research concerns about the enhancement of student participation and comprehension. As a result, it is strongly advised that primary schools use interactive learning materials when teaching civics.

c) Findings from observations and interviews conducted during the research's first and second cycles

Interviews with third-grade instructors at MI Nurur Rahman revealed that the use of interactive learning resources improved student engagement and comprehension. Although students' active engagement was not yet consistently evident, the teachers reported that in Cycle I, pupils began to show interest in learning. Some pupils continued to show signs of passivity and lacked the self-assurance to ask questions or voice their ideas. However, there was a notable rise in student participation following Cycle II's improvements. The instructor also observed that, compared to earlier, the classroom environment became livelier and more participatory. This suggests that the use of interactive media to increase student participation in Civic Education (PPKn) classes was successful.

Students' comprehension, curiosity, and drive to learn increased from Cycle I to Cycle II, according to student interviews. Even while they thought the lessons in Cycle I were more interesting than traditional approaches, some students acknowledged that they still had trouble learning the subject. Although they were not yet fully engaged in learning activities, students also began to express curiosity about using interactive media.

Students reported that the more interesting and participatory presentation in Cycle II made the content easier to understand. Additionally, because the classes were engaging, students felt more driven to study. Additionally, they felt more comfortable posing queries, providing responses, and voicing their thoughts in front of the class.

Along with the findings from the interviews, test scores from documentary data also demonstrated an improvement in students' comprehension. The students' average score in Cycle I was 86.5, considered good but still room for improvement. The pupils' average score rose to 90.4, which is in the "very good" range, following advances in Cycle II. This improvement suggests that students' learning outcomes and engagement are both affected by the use of interactive learning materials. Recording student test results provides verifiable evidence of enhanced comprehension of Civic Education (PPKn) content. As a result, the documentation data supports the conclusions drawn from the observations and interviews.

It can be inferred from the overall findings of the interviews and documentation that initiatives to improve student engagement and comprehension through interactive learning resources in Civic Education classes have been implemented effectively. Students' attitudes and involvement during the learning process have shifted, indicating increased active participation. Additionally, the interview results and the average scores, which increased from Cycle I to Cycle II, indicate that students' comprehension has improved. This addresses the first and second research questions and demonstrates the effectiveness of interactive learning materials in raising learning standards. Interactive learning materials can therefore serve as a creative and captivating alternative to traditional teaching methods. It is intended that teachers use the study's findings as a guide to raise the standard of classroom instruction.

d) Comparative Analysis Between Cycles

To strengthen the analysis, the improvement between cycles was further examined using percentage increase and gain analysis. The teacher activity score increased from 89.3 in Cycle I to 96.4 in Cycle II, showing an improvement of 7.1 points or approximately 7.95%. Similarly, student active participation increased from 85.7 to 94.6, indicating a gain of 8.9 points or about 10.38%. In terms of learning outcomes, the average student score rose from 86.5 to 90.4, an increase of 3.9 points (4.51%). These findings indicate that the most significant improvement occurred in student participation, followed by teacher activity, while learning outcomes also showed a consistent positive trend.

A more detailed comparison of student engagement indicators reveals that the most significant improvements occurred in attention (from 3 to 4), answering questions (from 3 to 4), peer discussion (from 3 to 4), and the ability to explain material (from 3 to 4). These indicators suggest that interactive learning media effectively enhanced students' active involvement and cognitive engagement. However, several indicators still showed relatively lower improvement, such as students' confidence in asking questions and expressing opinions (remaining at score 3). This indicates that although interactive media successfully increased participation, affective aspects such as confidence still require further pedagogical support.

To enhance clarity, the development of teacher activity, student engagement, and learning outcomes across cycles can be visualized using graphs or line charts. Such visual representations would clearly show the upward trend in each variable, making it easier for readers to understand the effectiveness of the implemented actions. The consistent increase across all indicators confirms that integrating interactive learning media and classroom assessment positively improves the quality of learning.

The qualitative data from interviews also support these quantitative findings. One teacher stated, "*Students are now more active and enthusiastic during the lesson. They are not only listening but also asking questions and expressing their opinions more confidently than before.*" Meanwhile, a student expressed, "*Learning with interactive media is more fun, and I understand the material better because I can see and interact directly with it.*" Another student added, "*In Cycle II, I felt more confident to answer questions because the class was more enjoyable*." These direct quotations strengthen the credibility of the findings by illustrating real changes in student engagement and classroom atmosphere.

Overall, integrating interactive learning media with classroom assessment not only improved measurable learning outcomes but also transformed the learning process into a more engaging, interactive, and student-centered experience. The combination of quantitative improvements and qualitative evidence demonstrates that this approach effectively enhances both the cognitive and participatory aspects of learning.

3.1.3. Reflection

Although ideal outcomes had not yet been attained, the use of interactive learning materials had a favorable effect on student involvement and comprehension, according to the findings of the Cycle I reflection. This was demonstrated by the teacher's activity score of 89.3 and the pupils' active engagement score of 85.7, both of which were in the "good" range. There are still several issues, though, including students' unequal participation in group discussions and their lack of confidence when voicing their thoughts and asking questions. Furthermore, some students continue to have difficulty fully comprehending the subject. As a result, teaching methods need to

be improved, especially to increase student participation and interaction. Cycle II action planning was then based on these reflection findings.

The changes implemented in Cycle II produced noteworthy outcomes in student and teacher engagement. Active student participation reached 94.6, and the instructor activity score rose to 96.4, both of which are in the "very good" range. Furthermore, the recorded average student scores rose from 86.5 in Cycle I to 90.4 in Cycle II. Students seemed more engaged in conversation, voicing their viewpoints, and asking and answering questions. Additionally, the use of interactive learning materials was becoming more and more successful in drawing students in and boosting their enthusiasm for learning. As a result, the study's goal of raising student involvement and comprehension was effectively met.

Interviews with teachers and students further support the findings that studying with interactive media has a highly positive influence. According to teachers, the learning environment is now more favorable, engaging, and pleasurable than it was previously. In the meantime, students reported feeling more driven to learn and finding the subject easier to understand. Additionally, students' confidence in their ability to participate significantly increased. From Cycle I to Cycle II, every observed indicator consistently improved. This suggests that the current problems in the classroom have been effectively addressed by the interventions implemented.

This classroom action research has met the predetermined success markers, as indicated by the overall findings from reflections on Cycles I and II. The findings of observations, interviews, and documentation make it very clear that student engagement and comprehension have increased. Therefore, as the research objectives have been optimally attained, there is no need to continue this study into Cycle III. The efficacy of the measures implemented and the outcomes that satisfied the success criteria were taken into account when making this decision. Therefore, the quality of Civic Education instruction in the third grade at MI Nurur Rahman has been improved through the use of interactive learning materials. It is hoped that teachers will be able to use this study as a guide when creating more interesting and significant learning innovations.

3.2. Discussion

The utilization of interactive learning materials increased student involvement and comprehension in Civic Education (PPKn) in the third grade at MI Nurur Rahman, according to the findings of the classroom action research that was done. Both student and teacher activity in Cycle I scored 85.7 and 89.3, respectively, falling into the "good" range. There were still several shortcomings, especially regarding the pupils' self-assurance when posing questions, providing answers, and voicing their thoughts. Additionally, students' comprehension of the subject matter was not yet at its best in terms of consistency. Thus, by maximizing the use of interactive media and learning techniques, Cycle II saw advances. The outcomes demonstrated a notable improvement in every factor observed.

Both instructor and student activity rose to 96.4 and 94.6 in Cycle II, respectively, falling into the "very good" range. This improvement suggests that educators were able to refine their instructional methods. Instructors were better at communicating learning objectives, more adept at utilizing interactive technology, and capable of fostering a more dynamic learning environment. Additionally, students were more excited and involved in the educational process. Both student-to-student and teacher-to-student interactions intensified. As a result, Cycle II's learning implementation showed noticeably higher quality than Cycle I's.

Data demonstrating that students' average scores increased from 86.5 in Cycle I to 90.4 in Cycle II further supports this improvement. This suggests that using interactive learning materials affects students' learning results in addition to increasing involvement. Because the information is presented more engagingly and tangibly, students find it easier to comprehend. Students can also actively learn by interacting directly with the media. Students are more motivated to learn when the process is pleasurable. As a result, students' cognitive and affective abilities have significantly improved.

The evolution of teacher activities, student activities, and average student scores is depicted in the Figure 2, which shows how study results improved from Cycle I to Cycle II:

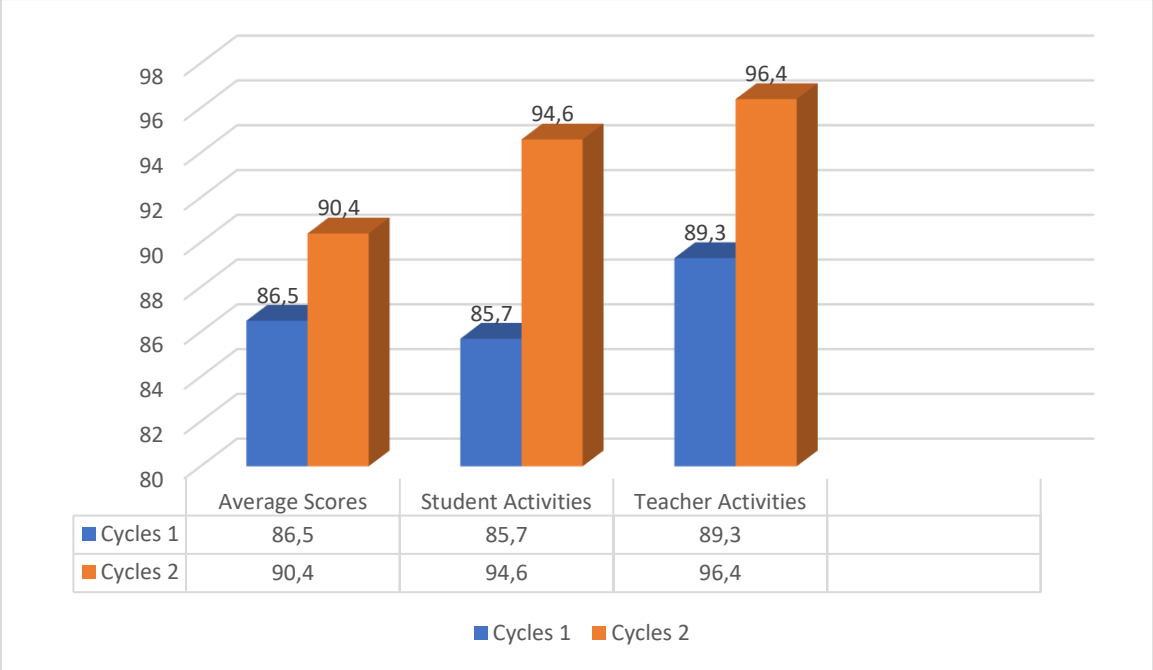

Figure 2. The process of enhancing the application of teaching and learning in Cycles 1 and 2

The findings of this classroom action research indicate that the use of interactive learning media significantly improves student engagement and understanding in Civic Education (PPKn). These results are consistent with the initial assumption presented in the introduction that interactive and student-centered learning approaches are essential to enhance participation and learning outcomes [35], [36]. The observed improvements between Cycle I and Cycle II confirm that learning environments designed with interactive elements can foster more meaningful student involvement.

From a pedagogical perspective, this improvement can be explained through active learning theory and constructivist learning principles. As highlighted in the introduction, learning is more effective when students actively construct their own understanding rather than passively receive information. Interactive learning media provide opportunities for students to engage cognitively, socially, and emotionally through discussion, questioning, and direct interaction with learning materials. This supports the idea that engagement is a key factor in improving both understanding and learning outcomes [39], [40].

Furthermore, the findings reinforce the argument that student engagement is not only an outcome of effective teaching but also a central component of the learning process itself. The increase in participation indicators such as attention, interaction, and responsiveness demonstrates that interactive media successfully created a more student-centered learning environment. This aligns with previous studies suggesting that interactive learning tools can increase motivation, reduce passive behavior, and encourage deeper learning [35].

In addition, several previous studies further support the findings of this research. Prior research has shown that the use of interactive learning media in elementary education can significantly enhance student motivation, participation, and conceptual understanding. For example, studies have found that students exposed to interactive and technology-based learning environments tend to demonstrate higher levels of engagement and improved academic performance compared to those in traditional settings. These findings align with the results of this study, in which students became more active, responsive, and enthusiastic during the learning process. Therefore, this study not only confirms earlier research but also strengthens the evidence that interactive learning media are effective tools for improving both engagement and learning outcomes in primary education.

An important contribution of this study, which extends beyond the discussion in the introduction, is the role of student engagement observation as a form of formative assessment. As stated earlier, classroom assessment is not limited to measuring final learning outcomes but also includes monitoring the learning process. In this study, observation sheets were used to capture students' participation, attention, and interaction during learning activities. This approach reflects the principles of formative assessment, where teachers continuously gather information about student learning to inform instructional decisions [37]. Therefore, interactive learning media serve a dual function: as tools to facilitate learning and as instruments that enable teachers to assess student engagement in real time.

This finding strengthens the theoretical framework presented in the introduction by showing that the integration of interactive media and classroom-based assessment can create a more responsive and adaptive learning environment. Teachers can identify students who are actively engaged, those who need support, and which

parts of the material require further explanation. As a result, the learning process becomes more dynamic and tailored to student needs.

In addition, the improvement in teacher activity indicates a shift toward more effective instructional practices. Teachers not only delivered content but also served as facilitators, guiding interactions, encouraging participation, and using media strategically. This supports the idea that effective teaching in the 21st century requires teachers to be adaptive, creative, and responsive to student engagement patterns [7], [13].

The implications of this study are significant for educational practice. First, teachers should integrate interactive learning media into lesson design to enhance student engagement and understanding. Second, observations of student engagement should be used systematically as part of formative assessment to monitor learning progress. Third, schools need to support teachers by providing adequate training and infrastructure to implement interactive learning effectively [2]. These findings demonstrate that improving learning outcomes depends not only on content delivery but also on how learning is designed and assessed.

Moreover, this study has several important impacts. Practically, it provides evidence that interactive learning media can be effectively applied in elementary school settings to improve both engagement and learning outcomes. It also encourages teachers to adopt more student-centered and technology-integrated instructional strategies. Theoretically, this study contributes to the growing body of literature on interactive learning and formative assessment by demonstrating how both can be integrated in classroom practice. In addition, it offers a practical model for implementing classroom action research to improve teaching quality.

Despite these positive findings, this study also has several limitations that should be considered when interpreting the results. First, the number of participants in this study was relatively small, as it was limited to a single third-grade class. Second, the study was conducted in a single school, which may limit the generalizability of the findings to other educational contexts. Third, this study did not include a comparison or control group, making it difficult to determine the extent to which the observed improvements were solely due to the use of interactive learning media. Therefore, future research is recommended to involve larger and more diverse samples, multiple schools, and experimental designs to provide more robust evidence. This study also reveals that some aspects, such as students' confidence in expressing opinions, still require further improvement. This suggests that future research should explore strategies that combine interactive media with approaches that specifically target affective development, such as collaborative learning or confidence-building activities [15].

Overall, this study supports and extends the arguments presented in the introduction by demonstrating that interactive learning media, when integrated with classroom assessment practices, can significantly enhance student engagement, understanding, and learning outcomes. More importantly, it highlights that observing student engagement is not merely a descriptive activity but a powerful tool for improving teaching and learning processes.

4. CONCLUSION

This study demonstrates that efforts to increase student participation and understanding through interactive learning media, combined with classroom assessment strategies, have been effective in Civics learning. The classroom action research conducted in two cycles shows a consistent improvement in both the learning process and outcomes. Initial findings in Cycle I indicated that student participation and teacher performance were categorized as good, yet several challenges remained, particularly in students' confidence, activeness, and consistency of understanding. Learning outcomes at this stage had not fully reflected optimal engagement.

Refinements implemented in Cycle II, including improved use of interactive media and more structured classroom assessment practices, resulted in significant progress. Student participation, teacher performance, and learning outcomes all increased, accompanied by noticeable improvements in students' confidence, activeness, and conceptual understanding. The learning environment became more interactive and student-centered, indicating that integrating media and assessment plays a crucial role in enhancing engagement and comprehension in Civics education.

The findings contribute theoretically to the development of active learning and constructivist approaches by emphasizing that student participation is not only an outcome but also a central indicator of meaningful learning. The study also strengthens the role of classroom assessment as a formative process, where continuous observation of student engagement can be used to monitor, evaluate, and improve instructional effectiveness in elementary education. The integration of interactive media and assessment provides a more holistic framework for evaluating both cognitive and affective learning domains.

Practical contributions of this study highlight the importance of designing learning environments that actively involve students through interactive media while simultaneously applying classroom-based assessment strategies. Teachers are encouraged to use participation as a key indicator when evaluating learning success and to create opportunities for students to express ideas, ask questions, and collaborate. Schools are expected to support these practices by providing adequate learning resources and training programs that enhance teachers' competencies in implementing interactive and assessment-based instruction.

Several limitations are acknowledged in this study, including the small sample size and the focus on a single classroom context, which may limit the generalizability of the findings. The absence of a comparison group also limits the ability to isolate the specific impact of the intervention. Future research is recommended to involve larger and more diverse samples, apply experimental or quasi-experimental designs, and further explore the integration of interactive learning media with more comprehensive classroom assessment models. Additional studies may also examine how different forms of assessment can more effectively capture student engagement and support the development of both cognitive and affective competencies in elementary Civics learning.

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