

Research Article

Implementing Serial Picture Media Within a Problem-Based Learning Framework to Enhance Indonesian Language Learning Outcomes for Third-Grade Students

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Abstract: This study investigates the development of Indonesian language literacy among third-grade elementary school students. The primary problems identified were acute classroom passivity and low reading comprehension, evidenced by an initial learning mastery of only 45.16%, which were largely driven by conventional teacher-centered pedagogy. The objective of this research is to enhance early-grade reading literacy and active participation through an innovative instructional intervention. The proposed method employed a two-cycle Classroom Action Research (CAR) design at SDN Jrebeng Kulon 1, integrating the Problem-Based Learning (PBL) model assisted by serial picture media. This approach utilizes chronological visual scaffolding to facilitate narrative comprehension for students in the concrete operational stage. The results demonstrated a highly significant academic progression: classical learning mastery increased to 70.97% (mean score: 80.80) in Cycle I and culminated in an absolute 100% mastery rate (mean score: 94.51) by the end of Cycle II. The synthesis of these findings reveals that transitioning from static visual aids to serial visual stimuli within a problem-oriented framework effectively mitigates cognitive dissonance and eradicates classroom passivity. In conclusion, the integration of the PBL model with serial picture media serves as a comprehensive pedagogical solution that not only maximizes cognitive reading comprehension but also reconstructs students' verbal articulation and social-collaborative skills, offering a highly scalable strategy for early primary education.

Keywords: Classroom Action Research; Early Primary Education; Problem-Based Learning; Reading Literacy; Serial Picture Media.

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1. Introduction

Education in the early grades of elementary school plays a highly crucial role, particularly in developing reading and writing skills that serve as the foundation for students' literacy advancement (Taupik & Fitriani, 2021). Adequate literacy competence is an essential prerequisite for students to comprehend various texts, articulate reading materials effectively, and formulate basic phrases or paragraphs appropriately (Anggraini et al., 2025). Without these fundamental abilities, students will encounter significant obstacles in following and absorbing information at higher levels of education.

However, the learning process is often hindered by various factors that contribute to low literacy achievement among students. This condition is generally caused by the implementation of teacher-centered pedagogical practices, the use of less engaging instructional media, and the limited active participation of students in educational activities (Anggraini et al., 2025). Furthermore, students' passivity in learning is also influenced by internal factors, such as low intrinsic learning motivation, lack of self-confidence, and limited cognitive readiness and ability, alongside unfavorable external environments and limited teacher-student interactions (L. Lestari & Ramadan, 2024).

The discrepancy between educational expectations and the realities encountered in practice was clearly identified during preliminary observations conducted in Grade III at SDN Jrebeng Kulon 1, where many students continued to experience difficulties in reading. These difficulties were evidenced by students' inability to accurately identify letters, declining reading fluency, and low comprehension due to limited parental guidance and a peer environment that favors play over reading habits (L. Lestari & Ramadan, 2024). Consequently, students encounter considerable obstacles in understanding text content, recognizing new vocabulary, and connecting previously acquired information during the instructional process.

The impact of these reading-related challenges is highly detrimental to both students' academic development and psychological well-being, often causing them to fail the Minimum Mastery Criteria (KKM) and complete tasks at a much slower pace (L. Lestari & Ramadan, 2024). Psychologically, when students were given the opportunity to read aloud in front of the class during the Indonesian language theme "Senyum di Sekitarku" ("Smiles Around Me"), they demonstrated low self-confidence and nervousness. This condition ultimately manifested in reduced learning enthusiasm, disrupted attendance rates, limited communication skills, and social interaction challenges with their peers (L. Lestari & Ramadan, 2024).

To address this series of urgent problems, it is necessary to implement innovative learning strategies through the utilization of serial picture media. Serial picture media constitute a form of visual instructional media that presents a sequence of interrelated images arranged systematically to construct a coherent storyline. This concrete visual aid is highly effective because it significantly enhances concentration, stimulates creativity, and supports students' cognitive processes in understanding cause-and-effect relationships, sequencing of events, and articulating reading materials far more effectively (Wahyundari & Handayani, 2021).

Furthermore, this continuous visual presentation elucidates reading progression, helping students comprehend connections between text components and boosting their overall narrative understanding. The strategic use of serial pictures enriches students' reading, speaking, and writing competencies by encouraging them to analyze, express, and expand information using systematic visual stimuli (Hasan, 2021). In order to maximize its effectiveness, this visual media should be integrated with a learning model capable of fostering critical thinking and active problem-solving skills.

Therefore, the implementation of serial picture media is integrated with Problem-Based Learning (PBL), which is a student-centered model that utilizes contextual problem-solving as the basis of instructional activities (Hendriana et al., 2018). This model is highly compatible with the characteristics of Indonesian language learning, which emphasizes the ability to comprehend information, organize ideas, and retell story content. Through the integration of PBL and serial picture media, students are successfully encouraged to actively analyze problems, engage in peer discussions, identify logical solutions, and confidently communicate the outcomes of their thinking processes (Hendriana et al., 2018; Wahyundari & Handayani, 2021).

2. Literature Review

Indonesian Language Learning

Indonesian language learning at the elementary education level plays a highly fundamental role, as it functions as a means of enhancing students' basic linguistic competencies, which encompass four principal skills: listening, speaking, reading, and writing. These four skill components are interrelated and constitute essential prerequisites for students to comprehend and master various other academic disciplines. According to (Dewi, 2014), the fundamental objective of language education is to develop learners' ability to communicate efficiently, logically, and politely, both orally and in written form, while adhering to applicable linguistic norms. At the elementary school level, this process should be implemented contextually and meaningfully so that students are able to connect academic material with their everyday empirical experiences.

Nevertheless, classroom realities indicate the existence of significant pedagogical challenges. Psychologically, elementary school students are in the concrete operational stage of cognitive development, meaning that they require representations of tangible objects in order to understand abstract concepts. When language learning is delivered conventionally through one-way, teacher-centered methods, students tend to lose enthusiasm for reading, possess limited vocabulary mastery, and encounter difficulties in constructing coherent reading comprehension (Afifah et al., 2022). Environmental conditions, including peer interaction and limited stimulation from family environments, further exacerbate students'

passivity, which is manifested in low intrinsic motivation and fear of making mistakes in public (Anatasya, 2007).

Learning Outcomes in Indonesian Language Education

These less-than-ideal learning conditions directly exert negative impacts on students' learning outcomes. Learning outcomes refer to comprehensive behavioral changes, including cognitive, affective, and psychomotor domains, acquired by learners after undergoing sociopedagogical experiences. In the context of Indonesian language learning, learning outcomes should not be reduced merely to quantitative scores on cognitive assessment sheets. Genuine learning outcomes are reflected in students' adaptive communication abilities, their competence in articulating text content comprehensively, and their ability to organize ideas or narrative concepts coherently according to their developmental stage. Therefore, achieving optimal learning outcomes requires a reconstruction of instructional strategies that reposition students from passive audiences to active participants.

Serial Picture Media as a Visual Literacy Stimulus

To bridge students' cognitive needs during the concrete operational stage, the utilization of structured visual media such as serial picture media becomes a highly strategic instructional instrument. Serial picture media are defined as a series of visual illustrations designed, arranged, and presented chronologically and systematically in order to form a coherent storyline or sequence of events (Wahyundari & Handayani, 2021). The primary characteristic of this medium lies in the continuity of meaning among the pictures, enabling students to engage in logical reasoning in order to understand cause-and-effect relationships, sequence chronological events, and grasp the essence of the conveyed message systematically.

Practically, serial picture media may be classified into three principal typologies based on their instructional objectives:

- a. Narrative-Based Serial Picture Media, which illustrate plot development beginning from character introduction, conflict emergence, and resolution, thereby effectively fostering reading comprehension and logical narrative writing skills.
- b. Procedural Serial Picture Media, which present instructional stages or workflows of particular activities sequentially in order to assist students in connecting instructional texts with concrete visual realities.
- c. Descriptive Serial Picture Media, which display the components of an object or scenario comprehensively in order to enrich students' vocabulary mastery and observational acuity.

From the perspective of educational psychology, the utilization of visual media is capable of reducing classroom boredom and creating a dynamic and accommodative academic atmosphere (Asrudin, 2024). The visual stimuli provided by serial pictures simultaneously activate both the right and left hemispheres of students' brains, thereby enhancing verbal-visual abilities and creativity in expressing ideas. Furthermore, this medium functions as a mechanism of social mediation that encourages collaboration, communicative interaction, and group discussion among students in interpreting implicit meanings embedded within the sequence of images (Safitri et al., 2024). To ensure its effectiveness, the implementation of serial picture media in Classroom Action Research (CAR) should undergo the three methodological stages proposed by (Akhdan, 2023), namely: (1) the Preparation and Preliminary Measurement Stage (Pre-test) to map students' basic competencies, (2) the Action Implementation Stage through the integration of written materials and visual media, and (3) the Evaluation and Final Measurement Stage (Post-test) to empirically assess the significance of literacy improvement.

Problem-Based Learning (PBL) Model

The Problem-Based Learning (PBL) model is a student-centered pedagogical approach that prioritizes knowledge acquisition and conceptual understanding through the process of solving authentic contextual problems (Masrinah et al., 2019). Unlike traditional learning models that place knowledge transfer at the beginning of instructional sessions, PBL introduces problem orientation from the outset of learning activities as the primary catalyst for activating students' analytical, critical, and reflective thinking schemas. According to (Wulandari et al., 2012), PBL situates students within significant real-world scenarios that compel them to conduct investigations, apply empirical reasoning, and develop Higher Order Thinking Skills (HOTS).

The implementation of the PBL model in elementary schools has been proven to enhance students' engagement, curiosity, and cognitive creativity because the problems presented are relevant to children's interests and daily experiences (Saily, 2019). The analytical characteristics of PBL are highly aligned with the nature of Indonesian language learning, which emphasizes the ability to process information and organize ideas. Structurally, the

implementation of the PBL model must follow a standardized syntactical sequence (Masrinah et al., 2019), consisting of six systematic stages:

- a. Problem Orientation: The teacher presents or introduces contextual problems derived from students' experiences.
- b. Small Group Discussion: Students identify what is already known and what still needs to be explored.
- c. Independent Inquiry: Students conduct independent investigations through various literature sources, observations, or databases.
- d. Information Exchange (Peer Learning): Students return to their original groups to collaborate and integrate findings in order to solve the problem.
- e. Solution Presentation: Students actively present the outcomes of their thinking processes before the class.
- f. Evaluation and Reflection: The teacher guides students in evaluating the effectiveness of the problem-solving process as well as each individual's contribution within the group.

Through the implementation of this syntax, internal barriers such as low self-confidence and cognitive passivity may be minimized, as each stage within PBL requires active participation and communicative social interaction.

Analysis of Previous Studies

The determination of the state-of-the-art in this study is based on a critical analysis of previous empirical literature examining the utilization of visual media and the Problem-Based Learning (PBL) model within the context of elementary education. This review is essential for identifying the position of the present study while simultaneously demonstrating the originality of the proposed intervention. The researcher examined two major studies that possess strong thematic relevance to the current investigation.

The first study was conducted by (P. A. Lestari & Kristiantari, 2022), in a scientific article entitled "*Serial Picture Media Oriented toward Problem-Based Learning in Fourth Grade Indonesian Language Learning.*" The findings of this developmental research revealed that serial picture media integrated with a PBL orientation demonstrated excellent levels of validity and theoretical feasibility, with material expert validation scores reaching 93.75% and media expert validation scores reaching 95%. Student responses during small-group trials were also categorized as excellent, exceeding 94%. However, although the study successfully established the feasibility and validity of the developed instructional media, its scope remained limited to the Research and Development (R&D) dimension and did not investigate the practical effectiveness of the intervention in improving students' actual classroom learning outcomes over time.

The second study reviewed was the Classroom Action Research conducted by (Rahayu, 2024), entitled "*Optimizing Indonesian Language Learning Outcomes through the Application of the Problem-Based Learning Model Assisted by Visual Media in Theme 1 for Third Grade Elementary School Students.*" The findings demonstrated that the implementation of the PBL model assisted by visual media significantly improved students' classical learning mastery, increasing from 37.5% in the pre-cycle condition to 90.6% in Cycle II. Furthermore, the average student achievement score improved substantially from 46.25 to 85.9. Despite confirming the operational effectiveness of the PBL model in elementary classrooms, the study employed only single static visual images rather than serial picture media, thereby limiting its effectiveness in fostering students' chronological reasoning and coherent narrative organization skills.

Research Gap

Based on the state-of-the-art analysis of the two previous studies, a significant research gap was identified, both theoretically and practically. Previous studies have independently examined either the development of serial picture media integrated with Problem-Based Learning or the effectiveness of the PBL model assisted by conventional visual media. However, no Classroom Action Research has specifically integrated the chronological visual stimulus of serial picture media with the analytical and problem-solving orientation of the Problem-Based Learning model simultaneously.

In addition, prior studies have not comprehensively addressed the problems of student passivity and low reading comprehension abilities among third-grade elementary school students. Existing research has primarily focused on cognitive achievement outcomes, while the psychological dimensions of learning such as students' self-confidence, active participation, and ability to formulate coherent linguistic ideas have received relatively limited attention. Therefore, further investigation is required to explore the effectiveness of integrating serial picture media with the PBL model as a comprehensive instructional intervention for Indonesian language learning in elementary schools.

Novelty of the Study

The novelty of this study lies in the conceptual integration of serial picture media and the Problem-Based Learning model as a direct instructional intervention implemented through a two-cycle Classroom Action Research (CAR) design. This study specifically focuses on Indonesian language learning with the contextual theme “Senyum di Sekitarku” (“Smiles Around Me”) at SDN Jrebeng Kulon 1.

Unlike previous studies that primarily emphasized either media development or cognitive achievement, this study seeks to provide a more comprehensive educational intervention. The research not only measures improvements in students’ classical cognitive learning outcomes but also emphasizes psychological reconstruction through the enhancement of students’ self-confidence, active classroom participation, and ability to formulate linguistic ideas coherently and systematically. Consequently, this study is expected to contribute both theoretically and practically to the development of innovative Indonesian language learning strategies at the elementary school level.

3. Proposed Method

This study employed a Classroom Action Research (CAR) design adapted from the model proposed by Stephen Kemmis and Robin McTaggart (1988). This approach was selected because it aims to address real classroom problems systematically through continuous cycles of improvement. The research was conducted at SDN Jrebeng Kulon 1, Probolinggo City, involving 31 third-grade students consisting of 13 male and 18 female students. The participants were selected based on preliminary observations indicating high levels of passivity and low ability in comprehending narrative reading texts within the theme “Senyum di Sekitarku” (“Smiles Around Me”).

The proposed method in this study was the integration of the Problem-Based Learning (PBL) model assisted by serial picture media. The intervention was implemented through two major cycles, with each cycle consisting of four recurring stages: Planning, Action, Observation, and Reflection.

The methodological framework of this Classroom Action Research can be illustrated through the following flow structure:

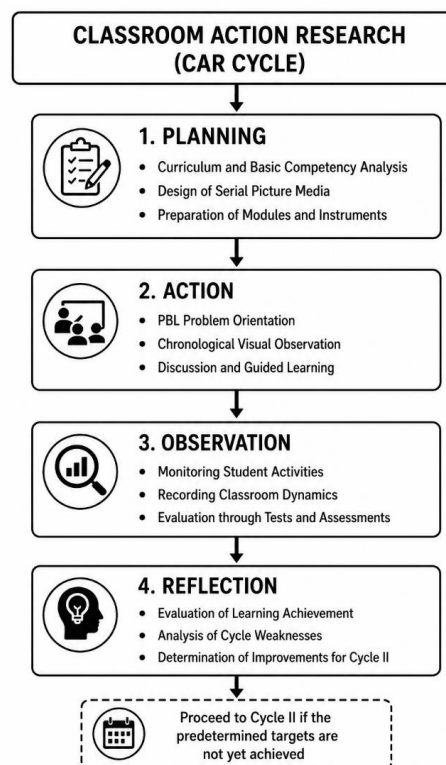


Figure 1. Research Flow Diagram.

More specifically, the implementation of the PBL model assisted by serial picture media during the Action stage was conducted through the following systematic procedures:

a. Introduction and Apperception

The researcher, acting as the primary instructor, introduced contextual problems relevant to the learning theme in order to stimulate students’ curiosity and initial engagement.

- b. Presentation of Visual Stimuli
The researcher displayed serial picture media in front of the classroom. The media functioned as a visual representation of the problems or narratives that students were required to analyze and solve.
- c. Investigation and Problem Solving
Students were guided to observe the sequence of pictures systematically. The teacher provided opportunities for students, in turns, to read, construct words or sentences, and retell the events depicted in the pictures.
- d. Guidance and Collaboration
The teacher facilitated students who continued to experience reading difficulties through direct intervention while simultaneously encouraging peer interaction and collaborative discussion in order to establish agreement regarding the storyline.
- e. Conclusion and Evaluation
Students were guided to formulate conclusions regarding the story content and moral messages contained within the sequence of pictures, followed by a final evaluation activity.

Data collection in this study employed a triangulation method consisting of tests, observations, and documentation.

- a. Process Data
Process data were obtained through observation sheets documenting teacher and student activities in order to measure levels of activeness, participation, and interaction during the learning process.
- b. Learning Outcome Data
Learning outcomes were measured using cognitive test instruments consisting of multiple-choice questions, short-answer items, and essay questions. These instruments covered cognitive levels ranging from C1 (Remembering), C2 (Understanding), to C3 (Applying) according to the Revised Bloom’s Taxonomy. The test instruments utilized serial picture media as the primary stimulus for the assessment items.

Data analysis was conducted using a descriptive qualitative approach. Learning outcome data were analyzed by comparing the percentages of classical learning mastery and average scores across cycles (Pre-Cycle, Cycle I, and Cycle II). Meanwhile, observational data were analyzed through the stages of data reduction, data presentation, and conclusion drawing in order to evaluate the effectiveness of the PBL intervention and serial picture media in influencing changes in students’ learning behavior.

4. Results and Discussion

Research Findings

Dataset Sources and Evaluation Instruments

The dataset in this study was derived from formative learning achievement tests and observation sheets monitoring the active participation of third-grade students at SDN Jrebeng Kulon 1. The population, which also served as the total sample (research subjects), consisted of 31 students, comprising 13 males and 18 females.

To evaluate the effectiveness of the intervention, this study employed two primary mathematical measurement parameters: the Class Mean Score and the Classical Mastery Percentage. The evaluation was calculated using the following standard formulations:

- a. Class Mean Score

$$M = \sum FX / N \dots\dots\dots(I)$$
 Description: M = Mean score

$$\sum FX = \text{Total score obtained by all students} \dots\dots\dots(II)$$

$$N = \text{Total number of subjects (31 students)}$$
- b. Classical Learning Mastery Percentage

$$P = (F/N) \times 100\% \dots\dots\dots(III)$$
 Description:
 P = Classical learning mastery percentage
 F = Number of students achieving the mastery criteria
 N = Total number of students

Initial Data Analysis (Pre-Cycle)

Prior to the implementation of the PBL intervention and serial picture media, an initial data analysis (Pre-Cycle) was conducted to establish a baseline for the students’ reading literacy skills. The preliminary observation results confirmed the initial hypothesis that conventional teaching methods (lecturing) failed to facilitate the cognitive needs of students

in the concrete operational stage. Students exhibited low attention spans, passivity, and difficulties in identifying letters and comprehending simple text structures.

The quantitative analysis of the initial test (Pre-Cycle) corroborated these conditions. Out of 31 students, only 14 successfully reached the minimum mastery threshold, while the remaining 17 students were declared incomplete.

Table 1. Initial Data Analysis (Pre-Cycle).

Evaluation Indicator	Pre-Cycle Result
Class Mean Score	62.10
Number of Students Achieving Mastery	14 Students
Mastery Percentage	45.16%
Incomplete Percentage	54.84%

Based on Table 1, the classical learning mastery percentage only reached 45.16%, with a class mean of 62.10. This figure falls significantly below the expected success threshold, indicating that a tactical pedagogical intervention was imperatively required.

Implementation Results

Cycle I Results

In Cycle I, the PBL model assisted by serial picture media was implemented. Students were provided with sequential visual stimuli and tasked with independently resolving narrative problems in front of the class. The post-intervention test results in Cycle I indicated cognitive improvements. The class mean score increased from 62.10 to 80.80. The number of students achieving mastery rose to 22, resulting in a classical mastery percentage of 70.97%.

Despite the positive trend, the reflection analysis of Cycle I revealed that the intervention was not yet optimal. The researcher identified a disparity in focus; several students were still distracted, passive, and lacked confidence when articulating the visual narratives in front of their peers. Consequently, 9 students (29.03%) still failed to meet the mastery standard. Therefore, refinements to the pedagogical instruments (e.g., integrating ice-breaking activities, a reward system, and more evenly distributed guidance) were designed for Cycle II.

Cycle II Results

The implementation in Cycle II focused on intensifying personalized guidance and bolstering students' confidence when constructing visual events. The provision of stimuli based on more directed trigger questions proved capable of optimizing students' comprehension of the storyline. The post-test results at the end of Cycle II demonstrated a highly significant surge. All participating students (31 students) successfully reached the mastery threshold, with the class mean score penetrating 94.51. The classical mastery percentage achieved an absolute rate of 100%.

4. Summary of Results

To illustrate a comprehensive comparison of each research phase, the recapitulation of the learning achievement improvements is presented in Table 2 below.

Table 2. Recapitulation of Pre-Cycle, Cycle I, and Cycle II Results.

Evaluation Component	Pre-Cycle	Cycle I
Number of Students	31	31
Class Mean Score	62.1	80.8
Students Achieving Mastery	14	22
Students Incomplete	17	9

The data above substantiate a positive linear correlation between the utilization of serial picture media within the PBL framework and the enhancement of students' literacy skills. The surge in the mastery percentage from 45.16% to 100% proves that the issues of passivity and low comprehension identified during the initial analysis phase were successfully and completely reconstructed through chronological-visual stimuli.

Discussion

Analysis of the Implementation Process of PBL Assisted by Serial Picture Media

The findings of this study indicate that the integration of the Problem-Based Learning (PBL) model assisted by serial picture media successfully transformed the classroom learning dynamics from a passive, teacher-centered approach into a participatory, student-centered environment. During Cycle I, the primary obstacle encountered by the students was adaptive resistance to the shift in the pedagogical model. The third-grade students' unfamiliarity with independent problem-solving within the PBL framework triggered cognitive anxiety, which manifested in passive behavior, a lack of self-confidence, and distracting actions, such as engaging in solitary play during instructional time. This phenomenon aligns with the theory of cognitive dissonance, wherein students accustomed to receiving information passively (via

the conventional lecture method) experience cognitive shock when required to think critically from the onset of a learning session.

However, the procedural reconstruction implemented in Cycle II proved highly effective in mitigating these constraints. By refining the PBL syntax particularly through the provision of explicit instructions, directed trigger questions, and more efficient group formations students' attention and emotional engagement were optimized. Students began to initiate discussions, exchange perspectives, and collaborate in constructing their understanding. This success empirically demonstrates that serial picture media acts as a highly effective visual scaffolding tool in facilitating students' cognitive transitions. The sequential and chronological visual organization assists early primary school students in constructing causal reasoning flows much more concretely compared to relying solely on abstract verbal explanations.

Cognitive and Affective Reconstruction of Student Learning Outcomes

The massive improvement in learning outcomes from the Pre-Cycle stage (mean 62.10; mastery 45.16%) to Cycle I (mean 80.80; mastery 70.97%) and peaking in Cycle II (mean 94.51; mastery 100%) provides absolute confirmation of the initial research hypothesis. The surge in individual student academic performance such as students experiencing extreme score escalations from 30 to 85, or from 35 to 80 indicates that barriers to basic literacy comprehension can be simultaneously eliminated when the appropriate external stimuli are applied.

Theoretically, this mechanistic success can be explained through Jean Piaget's theory of cognitive development. Third-grade students operate within the concrete operational stage, a developmental phase where a child's logical abilities can only function optimally when connected to tangible objects or real visual representations. The serial picture media themed "Smiles Around Me" (Senyum di Sekitarku) successfully provided this contextual anchor, thereby facilitating students in identifying characters, determining settings, and sequencing the narrative structure of the story coherently.

Table 3. Comparative Matrix of Qualitative Findings in the Learning Proces.

Observation Aspect	Initial Condition (Pre-Cycle)	Cycle I (Transitional)
Cognitive Style	Passive, abstract memorization	Initiating visual analysis
Verbal Communication	Nervous, reluctant to speak	Beginning to retell stories
Social Interaction	Individualistic / Distracted	Preliminary group discussions
Observation Aspect	Initial Condition (Pre-Cycle)	Cycle I (Transitional)

In addition to the improvements in the cognitive domain, a significant impact discovered in this study was the reconstruction of the students' affective and psychomotor (active participation) domains, as summarized in Table 3. In Cycle II, the reinforcement of students' intrinsic motivation and self-confidence increased linearly with their comfort in interacting with the visual media.

These findings corroborate and expand upon previous research by (Rahayu, 2024), which asserted that the PBL model assisted by picture media is capable of enhancing classical learning outcomes. The novelty discovered in this study proves that when picture media is modified from a static single format into a serial (chronological) format, the instrument not only improves cognitive test scores but also radically remedies the issue of classroom passivity, enhances verbal articulation proficiency, and cultivates social-collaborative skills among early primary school students.

5. Comparison

To provide a measurable illustration of the research contribution, the findings of this study were juxtaposed with recent state-of-the-art literature focusing on pedagogical interventions in primary education. While the effectiveness of visual media and the Problem-Based Learning (PBL) model has been widely acknowledged, the specific integration of both variables to address early-grade literacy and passivity reveals a distinct performance gap in previous studies.

For instance, previous research by (P. A. Lestari & Kristiantari, 2022), established the theoretical feasibility of PBL-oriented picture media through a Research and Development (R&D) approach, achieving a high validity score of 94%. However, their study was limited to instrument validation and lacked empirical longitudinal intervention in a real classroom setting. The present study bridges this gap by directly implementing the instrument in a Classroom Action Research (CAR) framework, transforming theoretical validity into practical pedagogical efficacy.

Furthermore, a direct measurable comparison can be drawn against the findings of (Rahayu, 2024), who applied the PBL model assisted by static (single) picture media for third-grade students. Rahayu's intervention successfully elevated the classical learning mastery from

37.5% to 90.6%. In contrast, by modifying the visual stimulus into a *serial (chronological)* format, the current study surpassed this benchmark, pushing the classical mastery boundary from an initial 45.16% to an absolute 100% by the end of Cycle II.

Table 4. Comparison of the Proposed Method with State-of-the-Art Studies.

Authors / Year	Method / Intervention	Focus Area	Measurable Outcome / Achievement
Lestari & Kristiantari (2022)	R&D of PBL-Oriented Picture Media	Theoretical Validity & Media Design	Achieved >94% validity score (Limited to expert validation).
Rahayu (2024)	PBL + Static/Single Picture Media	Cognitive Learning Outcomes	Classical mastery increased to 90.6%.
Proposed Method (Current Study)	PBL + Serial (Chronological) Picture Media	Cognitive Mastery & Affective Reconstruction (Passivity)	Classical mastery achieved 100%; Successfully eliminated classroom passivity.

The serial nature of the media utilized in this study provides superior cognitive scaffolding compared to static images. It allows students to seamlessly connect cause-and-effect relationships and construct coherent narratives, rather than merely identifying isolated objects. Therefore, the primary contribution of this research lies not only in the quantitative maximization of cognitive learning outcomes but also in its proven capacity to eradicate classroom passivity. The integration of PBL and serial picture media serves as a comprehensive pedagogical solution that simultaneously reconstructs basic literacy skills, verbal articulation proficiency, and social-collaborative dynamics in early-grade students.

6. Conclusions

This study demonstrates that the integration of the Problem-Based Learning (PBL) model assisted by serial picture media effectively resolves classroom passivity and significantly enhances reading comprehension among third-grade students. By systematically adhering to the PBL syntax, the chronological nature of the serial picture media provided an optimal visual scaffolding tool, enabling early-grade students to grasp causal narrative relationships much more effectively than conventional verbal explanations. The empirical evidence strongly supports the initial research hypothesis, illustrating a progressive academic trajectory; the classical learning mastery escalated from a mere 45.16% (with a mean score of 62.10) in the pre-cycle phase to 70.97% (mean score of 80.80) in Cycle I, and ultimately achieved an absolute mastery rate of 100% (mean score of 94.51) following intensive instructional refinements in Cycle II. This measurable progression confirms a positive linear correlation between problem-oriented visual stimuli and the advancement of early-grade literacy skills. Consequently, the practical and theoretical implications of these findings contribute substantially to the domain of primary education pedagogy. Theoretically, this research reinforces Jean Piaget's cognitive development paradigm by evidencing that students in the concrete operational stage thrive when abstract textual structures are anchored to coherent visual representations. Practically, it introduces a scalable pedagogical solution that simultaneously eradicates classroom passivity and reading difficulties, thereby cultivating advanced cognitive processing, verbal articulation proficiency, and social-collaborative dynamics. Despite these absolute successes, this Classroom Action Research was confined to a single thematic unit within a specific third-grade cohort over a limited two-cycle timeframe, which constrains the immediate generalizability of the outcomes to broader subjects or higher educational tiers. Furthermore, the optimal execution of this method remains contingent upon dynamic classroom environments and the availability of physical media resources. Therefore, it is highly recommended that educators systematically integrate serial picture media within the PBL framework to diversify classroom activities, while educational institutions should provide robust logistical support for procuring such high-quality visual materials. Future researchers are encouraged to expand upon this methodology by applying it across wider thematic domains, utilizing larger sample sizes, or incorporating digital instructional technologies such as interactive digital storytelling or multimedia applications to yield a more comprehensive, multi-dimensional understanding of early-grade literacy development.

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