



Development of Picture Storybook Media to Improve Students Reading Skills in Learning Pancasila Education in Class V State Elementary SD Negeri 02 Ngaliyan Semarang

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ABSTRACT

This study was motivated by the low interest and reading ability of fifth grade students of Sd Negeri 02 Ngaliyan Semarang, as well as the lack of use of interesting learning media in learning Pancasila Education. The purpose of this study was to develop, test the feasibility, and assess the effectiveness of picture storybook media in improving student learning outcomes. The research method used is Research and development (R&D) with the ADDIE development model which includes stages (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The research subjects included teachers and fifth grade students of Sd Negeri 02 Ngaliyan Semarang. Data were collected through observation, interview, questionnaire, and pretest and posttest. The results showed that the picture storybook media was feasible to use based on the validation results of material, media, and language experts with very good categories. In addition, the results of the effectiveness test showed a significant increase in student learning outcomes after using the media. Thus, it can be concluded that the development of picture storybooks is effective in increasing students' interest and ability to read as well as learning outcomes in Pancasila Education subjects.

1. Introduction

Reading ability plays a crucial role in students' academic development, as it serves as the foundation for acquiring knowledge and understanding across all disciplines. In the context of primary education, reading is not only an essential literacy skill but also a key factor influencing students' comprehension, communication, and critical thinking abilities. According to Gusnarib (2021), learning is a process of interaction between teachers and students that involves various learning resources to bring about changes in students' attitudes, behaviors, and skills. Therefore, developing reading competence through engaging and effective instructional media is a vital component of improving the quality of education in elementary schools.

However, in many Indonesian elementary schools, students still demonstrate low levels of reading interest and proficiency. This condition is often caused by monotonous learning activities, lack of stimulating reading materials, and limited exposure to creative learning media. As a result, students become less motivated to read, have difficulty understanding written texts, and tend to lose concentration during lessons. Teachers, on the other hand, often rely heavily on conventional teaching methods such as verbal explanations and textbook-based instruction, which may not adequately address students' diverse learning styles. Consequently, learning outcomes, especially in literacy-related subjects, remain unsatisfactory.

Pancasila Education (PPKn) is one of the key subjects in the Indonesian curriculum that aims to instill moral values, civic awareness, and appreciation of cultural diversity. Despite its importance, the teaching of Pancasila Education often faces challenges due to the abstract nature of its content. Students may find it difficult to relate the values and concepts to real-life situations, particularly when the learning materials lack visual support and contextual examples. In this regard, instructional media that are visual, engaging, and culturally relevant can play a significant role in helping students grasp complex moral and civic concepts in a more concrete and enjoyable way.

One of the promising approaches to enhance students' reading engagement and comprehension is through the use of picture storybooks. Picture storybooks are educational tools that combine text and illustrations in a complementary way, providing both linguistic and visual input to the reader. Hasanuddin (2015) defines picture storybooks as narrative texts accompanied by illustrations that clarify the message and facilitate understanding. Such media are particularly suitable for elementary school students, as they stimulate imagination, develop vocabulary, and enhance comprehension through visual storytelling. Moreover, picture storybooks can be tailored to specific subject matters, making them versatile learning tools across disciplines, including civic education.

Empirical evidence supports the effectiveness of picture storybooks in fostering reading motivation and improving learning outcomes. For instance, research by Apriliani (2020) and Tarigan (2018) demonstrated that the development of picture storybooks significantly increased students' reading interest and comprehension skills. These studies also highlighted that students respond positively to visually appealing materials that are contextually relevant to their everyday experiences. Despite these findings, there is still limited research focusing on the integration of picture storybooks into Pancasila Education, particularly in addressing the topic of Cultural Diversity and Traditional Houses in Indonesia. This gap underscores the need for further exploration and innovation in this area.

Based on preliminary observations and interviews conducted at SD Negeri 02 Ngaliyan Semarang, several issues were identified in the learning process. Many students showed low reading motivation, lacked focus during lessons, and experienced difficulties in reading and writing. Some students were unfamiliar with certain letters or words, and others tended to lose interest easily when the teacher explained the material. Additionally, the limited availability of engaging learning

media and contextual reading materials posed challenges for teachers in delivering the subject effectively. These problems indicate that the existing teaching approach does not yet fully support students' literacy development and engagement.

To overcome these challenges, it is necessary to design a learning medium that can simultaneously enhance students' reading skills and stimulate their interest in learning. A picture storybook designed around Pancasila Education topics offers a promising solution. Through a combination of narrative text and attractive illustrations, students can better visualize the concepts being taught and relate them to their cultural environment. The integration of regional cultural elements, such as traditional houses from various provinces in Indonesia, is also expected to promote cultural awareness and appreciation among students while improving their reading comprehension.

In developing such learning media, a systematic approach is essential to ensure that the product is pedagogically sound and effective. The ADDIE model—consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation—is widely recognized as an appropriate framework for instructional design. It allows researchers to conduct a thorough needs assessment, create a well-structured prototype, test its feasibility, and evaluate its impact on learning outcomes. This structured process ensures that the developed picture storybook is not only visually appealing but also educationally meaningful and aligned with curriculum objectives.

Therefore, this study aims to develop, validate, and evaluate a picture storybook as a learning medium for Pancasila Education in fifth-grade elementary school students at SD Negeri 02 Ngaliyan Semarang. Specifically, the objectives of this research are: (1) to design and develop a picture storybook suitable for the topic of cultural diversity in Pancasila Education; (2) to assess the feasibility and validity of the developed media through expert evaluations; and (3) to analyze the effectiveness of the picture storybook in improving students' reading interest and learning outcomes. The findings of this research are expected to contribute to the innovation of instructional media in elementary education and to provide practical insights for teachers in enhancing literacy-based learning through culturally contextualized materials.

2. Methodology

This is a research and development (R&D) study using the ADDIE development model. The ADDIE model, developed by Dick and Carey in 1996, is designed to systematically structure learning systems. This research aims to develop Picture Storybook media products for fifth grade students of SD Negeri 02 Ngaliyan Semarang. The ADDIE model includes five stages, namely Analysis, Design, Development, Implementation, and Evaluation. According to Mulyatiningsih (2016), this model can be applied in various forms of learning product development, such as models, strategies, methods, media, and teaching materials. Branch's ADDIE model is the most suitable research model for this learning media

development, based on various existing research models. This research is considered appropriate to achieve the goal of developing Picture Storybook media because the research was only conducted at the feasibility test stage.

Data collection conducted in this study used quantitative and qualitative data collection. Quantitative data is obtained based on the results of measuring and calculating in the form of numbers, such as student grades, media expert evaluation results, material, teacher and student response questionnaire data. In addition, qualitative data is obtained through interviews, observations, and documentation (Chandra & Priyono, 2022; 31-32). The validation assessment of Picture Storybooks on Pancasila Education learning material on Cultural Diversity in Indonesia Ku was carried out by two validators, namely material experts and media experts. The data collection instrument used is a validity test questionnaire using a rating scale of 1,2,3,4 and 5 (Purwanto, 2013; 104). The final score obtained will be calculated using the following formula:

$$NP = \frac{R}{SM} \times 100$$

Description:

- NP : Percentage Value
- R : Acquisition Value
- SM : Maximum Score

The final scores obtained from the experts will be converted into percentage categories and validity levels which will be shown in table 1 below:

Table 1. Criteria for the Validity of Picture Storybooks

No	Presentase	Kriteria
1	86% - 100%	Very Feasible
2	76% - 85%	Worth
3	60% - 75%	Decent Enough
4	55% - 59%	Less Feasible
5	<54%	Not Feasible

(Purwanto, 2013; 104)

The learning media validation instrument developed refers to the quality that has been designed by the author in terms of material and media aspects. For data collection, the instrument used is a validation questionnaire. This instrument is used to assess the suitability of content, alignment with learning outcomes, accuracy of information, relevance of material, and elements that can stimulate student curiosity, as detailed in Table 2.

Table 2. Material Validation Instrument

Aspects	Question Item	Question Number
Accuracy with learning objectives	Suitability of material with learning outcomes and objectives Suitability of material with learning objectives	1, 2, 3

		understanding	
		Use of colors is attractive and not excessive	
		Accuracy of color and image selection on the cover	
		Attractiveness of cover selection colors and images	
		The color and font of the cover match	
		The size of the images used is appropriate	
Visual Accuracy	Design	The images presented in picture storybooks are clear	
		The image display on the picture storybook media is interesting	6, 7, 8, 9, 10, 11,
		Appropriate image placement	12, 13, 14, 15, 16,
		Appropriateness of the use of fonts with layout composition	17, 18, 19
		Appropriate font type and size	
		Font size consistency	
		Suitability of images on picture storybook media with material	
		Accuracy of media text placement	
		The language used is simple and easy to understand	
		Text and images are easy to understand	
Readability Accuracy		Font size is clear and easy to read	
		Sentences used can be understood by students and do not contain double meanings	20, 21, 22, 23
		Picture storybook learning media is flexible in use	
		Picture storybook media can be used repeatedly	
		Storybook media is easy to carry	
Construction Accuracy		The size of the picture storybook media is appropriate when used in the classroom	
		The size and shape of the media is easy for students to use	24, 25, 26, 27, 28, 29, 30
		Materials used in picture storybook media are safe for students	
		Picture storybook media lasts for a long period of time	

Source: Arsyad, Azhar. (2016)

Based on the validation results, the researchers revised and improved the media to ensure that the media was suitable for use in learning. After the media was declared valid, the researcher continued with the trial of use, namely by carrying out a trial of use on fifth grade students of SD Negeri 02 Ngaliyan Semarang to determine the level of ease of use of the media by teachers and students in the context of real learning. For teachers and students, a response questionnaire was prepared to obtain feedback on the level of practicality of the learning media developed by researchers for classroom learning. This instrument was filled in by teachers after they conducted the learning process using the media. The following is presented a lattice of instruments for teachers that evaluate aspects such as reading interest and motivation, learning effectiveness, communication and understanding, suitability for learner development, media attractiveness, critical and tolerance, learning objectives and achievements, ease of use and guidance, and visual appearance, as shown in table 4.

Table 4. Teacher Responses

No	Aspects	Question Number
1.	Reading interest and motivation	1, 2, 10
2.	Learning effectiveness	3, 4, 5,
3.	Communication and understanding	6, 16,
4.	Alignment with learner development	7,
5.	Media appeal	8,
6.	Critical thinking skills and tolerance	11, 12
7.	Learning objectives and outcomes	13, 14,
8.	Ease of use and guidance	15, 17, 16, 18, 20
9.	Visual display	9, 19

Source: Arsyad, Azhar. (2016)

Student responses were used to obtain feedback on the effectiveness of the designed Picture Storybook teaching media. This instrument is filled in by students after following the learning process by utilising the media. The design of the student response questionnaire instrument that evaluates several essential aspects is shown in Table 5.

Table 5. Learner Response Questionnaire

No	Aspects	Question Number
1.	Learning interest and motivation	1, 2, 3
2.	Language and clarity of information	4, 5, 6
3.	Visualization and understanding of the material	7, 8, 9
4.	Memory of the material	10, 11
5.	Learning objectives and strategies	12, 13, 14, 15

Source: Smaldino, Lowther, dan Russell (2019)

3. Results and Discussion

Picture Story Book Development Results

The development of picture storybooks on the material of cultural diversity in Indonesia was carried out using the ADDIE model.

a. Analysis Stage

In this initial stage, researchers distributed needs questionnaires to teachers and students. The data obtained from the questionnaire results were used as the basis for the preparation of teaching tools and the development of learning media in the form of illustrated storybooks. The teacher needs questionnaire was distributed to class teachers, while the student needs questionnaire was given to fifth grade students of SD Negeri 02 Ngaliyan Semarang. The information collected was then utilized to design teaching tools and learning media in accordance with the needs in the field.

To increase students' interest in reading and improve material comprehension, the design of learning media considers visual aesthetics and content readability. The

media created is adapted to the cognitive level of students by using informative illustrations and text, proportional layout, and attractive visuals. In addition, the contents of Picture Storybooks are designed to meet learning objectives and outcomes. In addition, there are practice questions that are used as an evaluation tool to evaluate the level of understanding of students of the material presented.

b. Design Stage

In the design stage, the researcher designs the development of Picture Storybooks that will be used as simply as possible to make it easier for teachers to create and implement in the learning process. Picture Storybooks are also designed with clear and interesting images, colors, backgrounds, and types of writing to provide a good response to students in the learning process. This Illustrated Storybook in the form of a book with A5 size is designed by designing the background first, then designing the story characters or characters in the storybook, after that designing traditional houses in Indonesia using the Leonardo AI Application and Canva assistance. The illustrated storybook is printed using a type of Art Paper paper, which is on a thick and matte cover page and on the contents page using Ac 190 paper which is quite thick and glossy. There are several types of designs at this design stage, among others:

1. Picture Story Book Content Design

The content design of the picture storybook contains a cover page, introduction to the storybook title, preface, book instructions, learning outcomes, learning objectives, character introduction, and stories about cultural diversity in Indonesia about traditional houses, dances, and traditional clothing, developer identity, bibliography, and moral messages.

2. Picture Storybook Display Design

The font used is the title using Block Style Bubble and League Spartan fonts with a size of 3.2 and for writing on the story to moral messages using League Spartan fonts with a size of 2.5. Then for the images in this illustrated storybook, they are obtained from the Leonardo Ai application and Canva for editors who are adjusted by researchers and also include image references and bibliography materials. The following is a picture of the design in making illustrated storybooks in Figure 1.

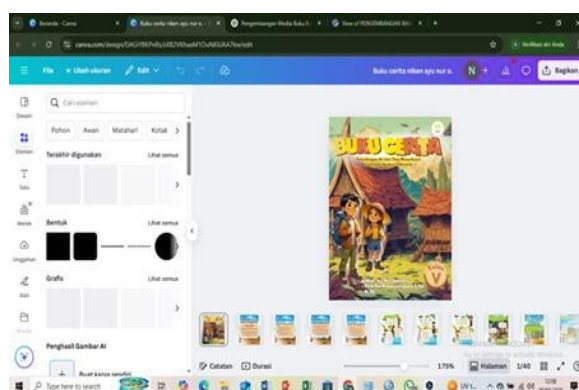


Figure 1. Story Book Design

b. Development Stage

At this stage of development there is the manufacture of picture storybook products that require examination of picture storybook validation to media expert validators and material experts. After the validation is complete and revisions have been made to the illustrated storybook that will be developed according to the suggestions of the media expert validators and material experts, so that it can make storybooks that are ready to be tested and tested in schools.

Initial Product Development

In making the results of picture storybooks, it is done by printing picture storybooks that have been previously designed with specifications, namely picture storybook size: A5, doff cover paper type, paper size: A5, thick, type of Art Paper paper, number of pages 40 pages, number of sheets: 20 sheets. The picture below is an example of a picture storybook cover shown in Figure 2.

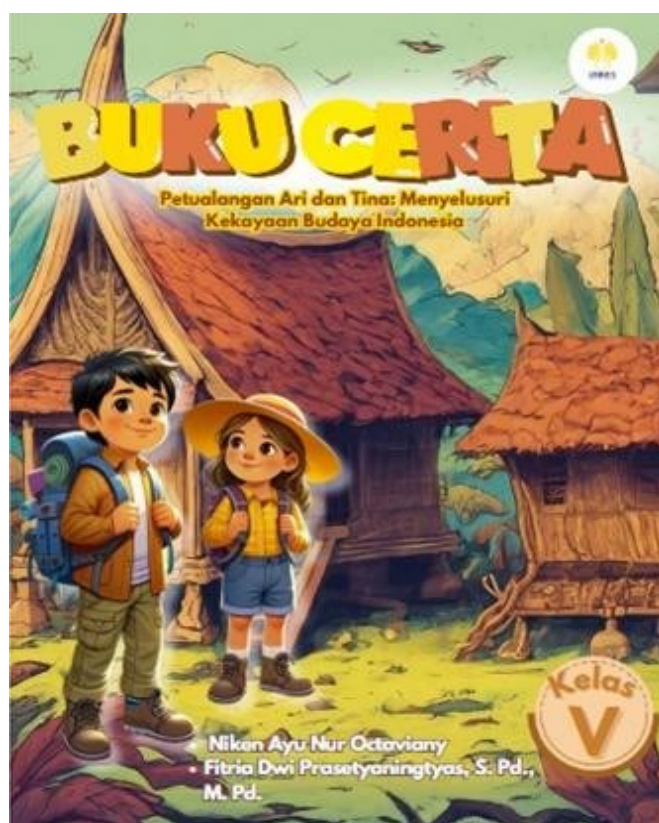


Figure 2. Front cover view

After designing the initial part of the cover, then design the part of the page such as the preface, instructions for using the book, this is only an example if you want to see more books in the link section under the preface and instructions for using the book. Here's how picture 3 looks like.



Figure 3. Display of preface and instructions
https://drive.google.com/drive/folders/1Bz1vA4ki7TdOe1TbWTzXf0-T_RHKLgLs

After the design and design is complete, the next step is to conduct media expert validation and material expert validation with the category "feasible" or "not feasible" to prove this illustrated storybook is "feasible" to be tested or "not feasible" can be seen from the material expert validation table first as table 6 below.

Table 6. Material Expert Validation

No	Aspects	Presentation	Criteria
1.	Accuracy with learning objectives	100%	Very Feasible
2.	In accordance with the level of thinking	81%	Very Feasible
3.	Support for multimedia content	81%	Very Feasible
4.	Stimulus can help understand the material	100%	Very Feasible
	Amount	91%	Very Feasible

Based on table 6. The material expert validation carried out by the researcher obtained 91% of all aspects, including the criteria "very feasible". After seeing the material expert validation table above stated "very feasible" it is not enough to prove whether this book is really "feasible" to be tested or "not". It can be seen with the media expert validation table where this media expert validation is very important for media that will be tested in elementary schools. The following is a media expert validation table.

Table 7. Media expert validation

No	Aspects	Presentation	Criteria
1.	Material Suitability	100%	Very Feasible
2.	Visual Design Accuracy	81%	Very Feasible
3.	Readability Accuracy	81%	Very Feasible
4.	Construction Accuracy	81%	Very Feasible
	Amount	86%	Very Feasible

Based on table 7. The results of validation by media experts obtained an assessment with all aspects worth 86%, including the criteria "very feasible", provided that they have made revisions from media experts. The revised results are presented in Figure 4.


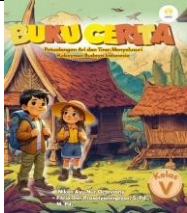




Before revision	After revision
	
<p>The size of the book is enlarged again so that it is easy for students to use in groups</p>	
	
<p>Improve the background and font of the book text</p>	
	
<p>Improve the background, font and improve the writing on Bali Ubud Temple and add a balloon bubble to the writing.</p>	

Figure 4. Media expert revision results

c. Implementation

In this implementation stage, researchers conducted small-scale product trials and large-scale trials to assess the practicality, attractiveness, and effectiveness of picture storybook learning media in learning Pancasila Education grade V at SD Negeri 02 Ngaliyan Semarang. The small-scale trial was conducted in two meetings (2 × 35 minutes). Before the treatment was given, students took an initial test (pretest) to determine their initial ability on the material of Cultural Diversity and Traditional Houses in Indonesia. After that, the teacher used illustrated storybooks in the learning process which involved shared reading activities, observation of illustrations, group discussions, and reflection on Pancasila values contained in the story.

In the second meeting, students participated in follow-up learning activities and were then given a final test (posttest) to measure their learning progress. After the

learning activities were completed, students were asked to fill out a questionnaire regarding their responses to the learning media, covering aspects such as appearance, content, ease of understanding, and visual appeal. Next, a large-scale trial was conducted involving all 27 students in Grade V. The trial was conducted in two meetings with the same pattern but in actual classroom conditions. Data were obtained from the results of the pretest, posttest, and feedback from students and teachers after using the learning media. The trial results showed that the picture book media received very positive feedback from teachers and students. Based on the questionnaire results, 94% of students stated that the media was interesting and easy to understand, while 92% of teachers stated that the media helped convey the material effectively. In addition, the analysis of learning outcomes showed an increase in the average student scores after using the media. The following is a table of the large-scale trial results shown in Table 8 below.

Table 8. Large-Scale Trial Results

No.	Aspects Assessed	Presentation	Criteria
1.	Feasibility of Materials and Media	99%	Very Feasible
2.	Teacher Response	92%	Very Feasible
3.	Student Responses	94%	Very Feasible

Source: Teacher and Student Questionnaire Data, Research 2025 (from Arsyad, 2016).

The results of the large-scale trial show that picture storybooks are "feasible" to be used as learning media for Pancasila Education. This media is considered effective to increase students' interest in reading and understanding through the combination of text and attractive illustrations. In students' responses to the pre-use trial of the product conducted in class V of SD Negeri 02 Ngaliyan Semarang, where there were twenty-two students who used Picture Storybook media. In the subject of Pancasila Education: Cultural Diversity in Indonesia, I got a Very Suitable rating with 99% of a total of 15 indicators. The following is a picture during the product trial which is shown in Figure 5.



Figure 5. Product Testing

The development stage of picture storybook learning media follows the ADDIE model which consists of five stages, namely analysis, design, development, implementation, and evaluation. This process is described systematically in the figure above which shows the flow of media development from the needs analysis stage to the final evaluation of the product. This research aims to develop picture storybooks to increase reading interest and increase student motivation in learning Pancasila Education, especially about Cultural Diversity in Indonesia. In this way, students can find out various types of traditional houses, dances, and traditional clothing.

d. Evaluation Stage

The evaluation stage is the final step in the ADDIE development model which aims to assess the effectiveness and feasibility of the learning product as a whole after it has been implemented in schools. Evaluation is conducted in two forms, namely formative evaluation and summative evaluation. Formative evaluation is carried out during the development stage through validation by material experts, media experts, teachers, and students. The validation results showed that the media scored 91% from the material experts and 86% from the media experts, both of which were in the "very feasible" category. Summative evaluation was carried out after the large-scale trial using N-Gain analysis to determine the increase in student learning outcomes before and after using picture storybook media. The formula used refers to Hake (1998):

$$N - Gain = \frac{(Posttest - Pretest)}{(100 - Pretest)}$$

Based on the above formula, the results of the value of N - Gain can be seen through the table of average N-Gain calculation results as follows. The following is table 9 N - Gain.

Table 9. Average N - Gain calculation results

	N	Minimum	Maxium	Mean	Std. Deviation
Product Trial	6	.38	.50	.4269	.04218
Usage Test	22	.35	.48	.4312	.03780

Source; Results of data analysis of pretest - posttest research 2025 (referring to Hake, 1998)

Based on table 9. the average increase test (N-Gain) shows that fifth grade students of SD Negeri 02 Ngaliyan Semarang experienced an average increase in reading interest ability of 0.4269 with a moderate category. As well as in the usage trial, there was an average increase of 0.4312 with a moderate category. The average increase in students' reading interest in Pancasila education can be seen in the bar chart image 6 below.

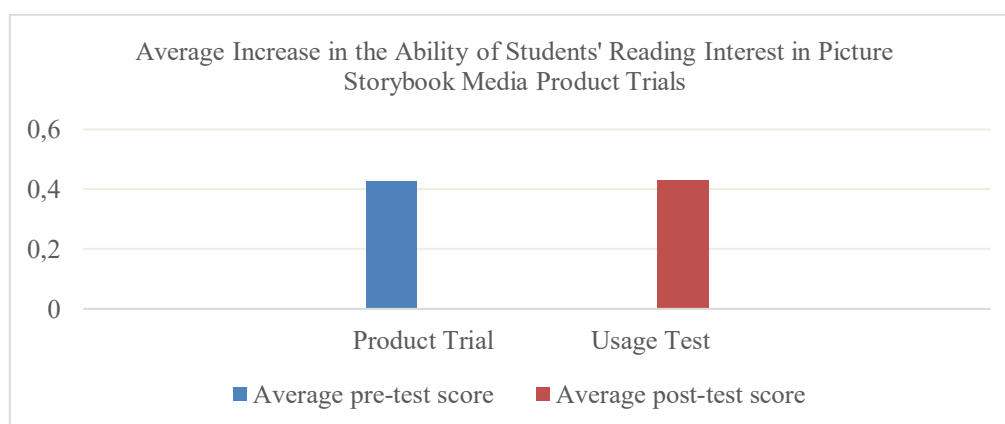


Figure 6. Diagram of the Average Increase in Students' Reading Interest Ability in the Trial Use of Picture Storybooks

Source: Data from the pretest-posttest analysis of the study (2025), calculated based on the N-Gain formula by Hake (1998).

Based on the table and diagram, the average value of N-Gain in the product test is 0.4269 and in the usage test is 0.4312, both of which are included in the medium category. In addition to the quantitative results, qualitative data from the questionnaire showed that students became more motivated to read, understand the contents of the story, and actively participate in learning. Teachers also stated that this media is practical to use and helps explain abstract concepts concretely. Thus, the results of the evaluation stage prove that the picture storybook learning media is feasible and effective to use in learning Pancasila Education grade V. This media not only improves learning outcomes and reading skills, but also strengthens character values and diversity through a visual-narrative approach that is in accordance with the development of elementary school students.

4. Conclusion

This research aimed to develop, validate, and evaluate a picture storybook as a learning medium for Pancasila Education in fifth-grade elementary students. The findings revealed that the development process, which followed the ADDIE model, successfully produced a learning medium that is pedagogically appropriate, visually engaging, and contextually relevant to students' learning needs. The picture storybook was well received by both teachers and students, who expressed that the medium made learning activities more interesting and easier to understand. The use of narrative and illustrations helped students relate abstract values of Pancasila to real-life situations, thereby fostering motivation and deeper comprehension.

The overall results demonstrated that the picture storybook effectively enhanced students' reading skills and understanding of civic and cultural content in Pancasila Education. Furthermore, the media contributed to improving classroom engagement and encouraged positive learning attitudes. The successful development and implementation of this media indicate that the ADDIE model

provides an effective framework for producing meaningful and enjoyable instructional materials in elementary education. In conclusion, the research achieved its objectives by producing a feasible and effective learning medium that integrates visual storytelling with moral education. Future studies are recommended to expand the application of picture storybooks to other subjects and grade levels, as well as to explore their long-term impact on students' literacy and character development.

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