The Effect of Using Interactive Project-Based Poster Learning Media on Student Learning Outcomes in Social Studies at MI Al-Qolam

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ABSTRACT

This study aims to determine the effect of using interactive learning media based on Project Based Poster on student learning outcomes in Social Studies (IPS) at MI Al-Qolam. The study used a quantitative approach with a One Group Pretest-Posttest Design, involving 25 students as research subjects. Data collection was conducted through pretest and posttest to measure learning outcomes before and after treatment. The results of the analysis showed that the average post-test score was higher than the pretest score, with an average difference of 22.00 points. The paired sample t-test showed a significance value (Sig. 2-tailed) of 0.000 (< 0.05), indicating that there was a significant effect between the use of project-based learning media and the improvement in student learning outcomes. These findings show that Project Based Poster media is effective in improving students' understanding of social studies material, while encouraging active participation, creativity, and critical thinking skills in the learning process.

Keywords:
Interactive Learning Media, Project-Based Poster, Learning Outcomes, Social Studies.

Introduction

Social Studies (IPS) is a subject that aims to shape and develop students' abilities in terms of knowledge, attitudes, and social skills in order to understand the dynamics of society from social, cultural, economic, and historical aspects. IPS not only conveys facts, but also encourages students to think critically about complex social phenomena (L. R. Aulia & Pebriani, 2023). However, in practice, SSE learning is often considered monotonous and uninteresting by students because it is dominated by lectures and memorization.

The teacher-centered approach to learning is often the main cause of decreased student motivation and participation in social studies. When the learning process is one-sided, students tend to become passive and have difficulty understanding abstract material. This condition has a negative impact on student learning outcomes, both in cognitive, affective, and psychomotor aspects.

Sanjaya in Bima et al. (2023) states that ideal learning is one that encourages students to be active, creative, and independent in learning. Therefore, it is important to apply innovative learning strategies and media to improve the quality of learning. One approach that is considered effective in this context is Project-Based Learning (PjBL), which allows students to acquire knowledge through direct involvement in meaningful learning experiences.

Project-Based Learning (PjBL) is a learning approach that encourages students to actively engage in exploring and completing project-based tasks within a certain period of time (Nurhamidah &

Nurachadijat, 2023). This approach is very suitable for Social Studies (IPS) learning because it encourages students to examine and find solutions to various social issues through real activities.

One innovative form of PjBL implementation is the creation of posters as the final product of a project. Posters, as a visual medium, have the advantage of conveying information in a concise and interesting way, thus helping students understand and remember the material more easily. The use of posters has also been proven to develop students' critical thinking, collaboration, and communication skills (F. R. Aulia et al., 2024).

In the context of social studies, this medium is effective for illustrating topics such as historical events, social systems, and economic concepts in an interesting and interactive way. The collaboration between the PjBL approach and poster media allows teachers to create an active and meaningful learning atmosphere. This activity provides a contextual learning experience because students are directly involved in the process of designing and presenting posters related to social issues around them. Thus, students not only gain a deeper understanding of the subject matter, but also develop important 21st-century skills such as creative and critical thinking.

A number of previous studies have shown that the application of project-based interactive learning media has a positive impact on improving student learning outcomes. One of them is a study by Ahmad and his colleagues, which found that students who participated in learning using the Project Based Learning (PjBL) model had a better understanding of social studies concepts compared to students who learned through traditional methods (Ahmad et al., 2025). This finding indicates that the project-based approach is an effective method for improving learning outcomes in social studies.

However, studies that specifically explore the use of project-based poster media in junior high school social studies learning are still limited. In fact, junior high school is a crucial phase in the development of students' critical and creative thinking skills. Therefore, further research is needed to evaluate the effectiveness of this media on student learning outcomes, especially in social studies.

Based on this description, this study aims to analyze the effect of using interactive learning media based on Project Based Posters on student learning outcomes in social studies learning. The results of this study are expected to contribute significantly to the development of innovative and applicable learning strategies, especially in the context of social studies education at the junior high school level.

Literature Review

Research conducted by Nur Aini, Riyadi, Hendri Prastiyono, and Ali Imron (2022) entitled "The Effect of Canva Application-Based Digital Poster Media on Increasing Student Creativity in Social Studies Learning in Grade VIII at SMPN 09 Gresik". The results of the study indicate that the use of digital poster media designed through the Canva application has a significant impact on increasing student creativity. This study adopted a quantitative approach with a one-shot case study design and obtained a coefficient of determination (R^2) of 0.159. This figure indicates that digital poster media contributed 15.9% to the increase in student creativity. In addition, students responded positively to the use of this media in the learning process (Aini, 2024). The similarity between this study and the author's study lies in the use of posters as a means of social studies learning and an innovative approach through visual projects. However, the difference lies in the focus of the study; while Nur Aini et al. emphasized increasing creativity using digital media (Canva), this study focused on the effect of interactive learning

media based on Project Based Posters on students' overall learning outcomes, including cognitive aspects.

Research conducted by Suci Nirmalasari and Ahmad Fajri Lutf (2023) entitled "The Application of Canva-Based Interactive Learning Media to Improve Student Learning Outcomes in Economics for Grade XI Social Studies at SMAN 1 Cigugur" The research conducted by Nirmalasari and Lutfi (2023) proves that the use of Canva-based interactive learning media has a significant impact on improving student learning outcomes. The method used in this study was a quantitative approach, with data collection techniques in the form of questionnaires and tests. The hypothesis test results showed that the t-value of 2.059 was higher than the t-table of 1.675, with a significance level of 0.045, which was below 0.05. This indicated that H_1 was accepted, so it could be concluded that Canva-based learning media was effective in supporting student understanding, especially in economics. The similarity with this study is seen in the attention to the use of interactive media and its effect on student learning achievement. However, the difference lies in the form of the media: Suci and Ahmad's study used Canva in general, while this study applied Project Based Poster as part of a project-based learning strategy in social studies.

The study conducted by Ning Wahyuni and Sulastri Rini Rindrayani (2025) entitled "Implementation of Project-Based Learning Model Assisted by Simplebooklet and Canva in Social Studies Learning in Grade IVI SDN 1 Bangoan" discusses the application of the Project-Based Learning (PjBL) model supported by Simplebooklet and Canva digital media in social studies learning. This study stems from the need for contextual and student-centered learning, as a response to social studies learning that still tends to be theoretical and passive. The results of the study show that the integration of PjBL with digital media can increase student engagement, develop critical and collaborative thinking skills, and strengthen understanding of the subject matter (Wahyuni & Rindrayani, 2025). The similarity between this study and the author's study lies in the application of the project-based learning (PjBL) model and the use of digital visual media in the social studies learning process to improve learning quality. The difference lies in the media used. This study combines two digital media, namely Simplebooklet and Canva, and uses a descriptive-conceptual approach, while this study focuses on the use of project-based poster media and is conducted experimentally to measure the effect on student learning outcomes quantitatively.

Learning Media

Learning media plays a very important role in supporting the educational process, particularly in creating a learning atmosphere that is more interesting, interactive, and easy for students to understand. Media can be tools, materials, or technologies that are used to convey information and stimulate various cognitive, affective, and psychomotor aspects of students. The use of appropriate media not only helps in delivering lesson material, but can also influence students' interest and motivation to learn. As stated by Syamsiani (2022), learning media is anything that can be used to convey messages while stimulating students' thoughts, feelings, attention, and willingness to learn. In practice, learning media can bridge the gap between abstract concepts that are difficult to understand and something more tangible and concrete. Moreover, in a learning process that prioritizes deep understanding, media serves as a bridge of communication between teachers and students, as well as broadening their horizons through visual and audio displays that can strengthen their understanding of the material.

In the context of Social Studies (IPS) learning, learning media has a strategic position because it is able to convey complex information such as historical events, social structures, geography, and even social phenomena in a clearer and more interesting way. Media such as images, documentary videos, digital maps, infographics, and digital simulations can be used to help students connect the subject matter with the realities of everyday life. This is important for forming a comprehensive and critical understanding of the social dynamics around them. In addition, learning media also enables an active and constructive learning process, where students can build their own knowledge through interaction with the material presented. Therefore, teachers need to have the ability to select and manage learning media that is appropriate to the characteristics of the material and the learning needs of students. The success of a learning process is largely determined by the suitability of the media used, the teaching methods applied, and the readiness of students to receive the material.

Interactive Learning

Interactive learning is a learning approach that emphasizes two-way communication, both between educators and students and among students themselves. This approach is designed to create a dynamic, collaborative learning atmosphere that encourages active participation from all parties involved. In this model, students are not only positioned as mere recipients of information but also as active subjects who contribute to the knowledge-building process. According to Azizah and Jemain (2023), interactive learning emphasizes the importance of students' direct involvement in the learning process so that they can develop understanding independently through experience and reflection. Thus, learning is no longer one-way, but rather a process that involves the exchange of ideas, critical thinking, and effective communication.

This learning model often integrates various methods and media, ranging from group discussions, presentations, collaborative projects, to the use of educational technology such as digital platforms and interactive applications. Through these various strategies, students not only gain knowledge but are also trained to hone their critical thinking, problem-solving, creativity, and teamwork skills. The interactions that are built during the learning process can increase students' emotional engagement with the material being studied, which ultimately has a positive impact on their learning outcomes. In addition, this model provides more space for students to express their opinions, ask questions, and give each other feedback, making the classroom atmosphere more lively and conducive to meaningful learning. Therefore, the application of interactive learning can be an effective strategy in improving the quality of education at various school levels.

Project-Based Learning (PjBL)

The Project-Based Learning (PjBL) approach is a learning model that focuses on the active involvement of students in working on real or simulated projects that are directly related to everyday life. This approach focuses the learning process on the active participation of students in exploring, designing, and completing a project that is integrated with the subject matter. Putra et al. (2025) state that PjBL enables students to acquire knowledge and skills through in-depth investigation of relevant topics or issues. Thus, the learning process does not only take place in the classroom in a theoretical manner but also involves the application of concepts in the real world, which ultimately forms a more comprehensive and meaningful understanding.

One of the main strengths of PjBL is its ability to develop various important 21st-century competencies, such as critical thinking, creativity, effective communication, and teamwork. Projects carried out in this

model usually take a long time because they require planning, collaboration, implementation, and evaluation. The end result of project-based learning is generally a tangible product that can be used, presented, or even published, such as posters, educational videos, written works, or digital presentations. In the context of Social Studies (IPS) learning, PjBL is highly relevant because it connects the subject matter with social phenomena occurring in the students' surroundings. Thus, students not only understand the material theoretically but also see its application and impact on society, which in turn increases their social awareness and involvement as active citizens.

Posters in Learning

Posters are a form of visual media used to convey information concisely but attractively, combining text and images in a compact and communicative display. In the context of learning, posters are used as a tool to explain material concisely, facilitate student understanding, and attract attention through the use of visual elements such as color, shape, and illustration. According to Nurfadhillah et al. (2021), the use of visual media such as posters can increase the effectiveness of message delivery because information presented visually is easier for students to grasp and remember. In addition, posters can also be used as a reflective medium that allows students to review the core of the subject matter in a simpler and more accessible form.

The development of posters through a project-based learning approach not only serves as a means of conveying information but also as a vehicle for developing various student skills. In the process of making posters, students are trained to think critically in determining relevant information, compiling visual concepts, and developing attractive and communicative designs. In addition, this activity also fosters the ability to work together in teams, especially when the project is carried out in groups, where each member has a specific role in the production process. This activity indirectly encourages students to engage in higher-order thinking, from the planning stage, content selection, design editing, to presentation to the audience. Thus, poster making not only strengthens understanding of the subject matter but also trains 21st-century skills such as collaboration, creativity, and visual communication.

Learning Outcomes

Learning outcomes can be defined as changes that occur in students as a result of the learning experiences they gain during the learning process. These changes cover three main domains, namely cognitive, which is related to knowledge and understanding; affective, which is related to attitudes and values; and psychomotor, which covers skills or concrete actions. Bloom's taxonomy theory, proposed by Bloom and further developed by various experts, explains that learning outcomes cover these three domains and are influenced by learning strategies, including the approaches, methods, and media used in the teaching process (Parwati et al., 2023). Therefore, achieving optimal learning outcomes is inseparable from how the learning process is designed and implemented, both by teachers and through the active participation of students.

Further efforts are needed to improve student learning achievement in order to achieve a more satisfactory level of achievement in the future. Although there has been an improvement in student performance, further efforts are still needed to improve learning outcomes. Certain factors need to be considered in improvement efforts, such as teaching methods, learning materials, or perhaps adjustments in evaluation strategies. Furthermore, a more in-depth analysis is needed to identify the factors that may be causing students' low KKM achievement.

Improvements in student learning outcomes can be observed from various indicators, such as increased academic grades, active involvement in the learning process, and the ability to complete tasks that require critical and creative thinking. In this study, the evaluation of learning outcomes was carried out through pre-tests and post-tests to measure changes in students' cognitive abilities after receiving specific treatment in learning. In addition, learning outcomes were also analyzed through the actual products produced by students, namely posters, which were assessed based on the quality of content, design, and relevance to the subject matter. This approach provides a more comprehensive picture of the extent to which students understand the material, apply their knowledge, and develop skills relevant to the learning that has been carried out.

High-quality learning outcomes can be achieved through a quality learning process (A. Andriani, Mushafanah, and Wardana 2019). To produce a quality learning process, an educator needs the ability to apply learning methods that are appropriate to the needs of the class. The inappropriate application of learning methods can reduce the quality of the learning process itself. Thus, the improvement and enhancement of student learning outcomes in schools can be carried out through the use of appropriate learning methods by teachers (P. Ginting, Hasanah, and Hasibuan 2019).
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Methods

This study used a quantitative approach with a One Group Pretest-Posttest Design. This design is part of a quasi-experiment that only involves one group without a control group. The aim was to determine the effect of using Project Based Poster-based interactive learning media on student learning outcomes by comparing scores before and after treatment.

The subjects in this study were 25 fifth-grade students at MI Al-Qolam. The subjects were selected using purposive sampling, based on certain considerations, one of which was that the class had already learned social studies material relevant to the poster project. All students in the class were fully involved in the research process.

The instrument used in this study was a multiple-choice learning outcome test consisting of 20 questions that had undergone validity and reliability testing beforehand. This test was administered twice, namely before the treatment (pretest) to measure the students' initial abilities and after the treatment (posttest) to determine the improvement in learning outcomes after using interactive learning media based on projects.

The data obtained from the pretest and posttest were then analyzed using descriptive and inferential statistics. Inferential analysis was performed using a paired sample t-test with the help of the latest version of SPSS software. This test was used to determine whether there was a significant difference between the students' pretest and posttest scores after being given the Project Based Poster learning media treatment.

Results

This study was conducted with the main objective of empirically examining the effect of using interactive learning media based on Project Based Poster on student learning outcomes in Social Studies (IPS) at MI Al-Qolam. As is well known, IPS is a subject that not only requires an understanding of social, cultural, and environmental concepts, but also emphasizes critical and creative thinking skills. In this context, conventional learning approaches that are lecture-based or rote learning tend to be less

effective in fostering active student engagement. Therefore, it is important to explore the use of innovative learning media that are participatory and encourage visual exploration. One such medium is the Project-Based Poster, which combines project elements and visual art as a tool to strengthen material comprehension. Through this research, it is hoped that strong evidence will be obtained regarding the effectiveness of this medium in improving student learning outcomes.

Data collection was conducted through tests consisting of 10 multiple-choice questions and 5 essay questions, both before (pretest) and after (posttest) the treatment. The questions had undergone content validation by experts, so they were believed to be able to accurately measure students' competence in basic social studies knowledge. The pretest aimed to measure students' initial abilities before receiving project-based learning media, while the posttest aimed to assess the extent to which their understanding had improved after participating in the learning process using Project Based Poster media. This process was carried out systematically by controlling external variables that could affect learning outcomes, such as learning time, teaching materials, and teachers. Thus, the results of the pretest and posttest became the main indicators in assessing the effectiveness of the treatment given.

Table 1. Descriptive Statistics
Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Pretest	25	59,2000	6,40312	1,28062
	Posttest	25	81,2000	5,82380	1,16476

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Table 2. T-test Results

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
									Lower	Upper
NILAI	Equal variances assumed	,236	,629	-12,709	48	,000	-22,00000	1,73109	-25,48059	-18,51941
	Equal variances not assumed			-12,709	47,575	,000	-22,00000	1,73109	-25,48139	-18,51861

To ensure that the improvement in learning outcomes was not merely coincidental, an inferential statistical test was conducted using an Independent Samples t-test. Based on the analysis results, a Sig. (2-tailed) value of 0.000 was obtained, which is smaller than α = 0.05. This indicates that there is a significant difference between the pretest and posttest scores. The t-value = -12.709 at a degree of freedom (df) of 48 is much greater in absolute terms than the t-table value at a significance level of 5% (±2.01). Thus, it can be concluded that Project Based Poster-based interactive learning media contributes significantly to improving student learning outcomes.

The mean difference of -22.000 indicates an increase in learning outcomes of 22 points after the treatment was given. The 95% confidence interval for the mean difference is in the range of -25.481 to -18.519, which does not cross zero. This indicates that the difference that occurred was not the result of random variation, but rather the real effect of the treatment given. In other words, the application of Project Based Poster media proved to be effective in improving students' understanding and academic achievement in social studies at MI Al-Qolam.

The success of using project-based learning media such as posters cannot be separated from an approach that emphasizes active student participation. When students are involved in the process of creating visual media, they not only act as recipients of information, but also as presenters, compilers, and even reviewers of the material. In the process of compiling posters, students must read the material, filter relevant information, and package it into an informative and attractive visual presentation. This process requires high cognitive involvement and encourages students to think critically and creatively. Therefore, this media indirectly integrates various domains of student abilities: cognitive, affective, and psychomotor.

The results obtained in this study indicate that the Project-Based Poster approach is also effective in increasing student motivation to learn. During the poster-making process, students appeared more enthusiastic and showed a high level of curiosity about the material being studied. They felt responsible for the results of their work because the posters they made would be presented to their classmates. This situation created a more dynamic and enjoyable learning environment. Learning, which was previously only one-way, became two-way, even multi-way, because it involved discussion, collaboration, and presentation. This activity certainly had an impact on the final learning outcomes of students, which increased significantly.

In addition to improving cognitive understanding, the use of posters in social studies learning has also been proven to foster students' creativity and communication skills. They not only convey information in written form, but also have to think about how to design a poster that is communicative, with attractive colors and a layout that makes it easy for readers to understand the content. These aesthetic and visual aspects trigger students' creative side, which has not been explored much in conventional learning. Furthermore, when presenting their work in front of the class, students are trained to speak systematically, confidently, and respect their peers' opinions. Therefore, this medium not only functions as a teaching aid but also as a means of character building and soft skills development for students.

The findings in this study also show that in addition to improving learning outcomes, the use of Project Based Poster media also has a positive impact on students' critical thinking and creativity skills. When students are asked to process information into visual form, they do not only rely on memorization, but also reason through the material, organize ideas, and select the most relevant information to be included in the poster. This process requires them to think logically, systematically, and creatively. For example, in compiling a poster about social and cultural diversity in Indonesia, students must understand the content of the material, analyze real examples from everyday life, and compile them concisely but meaningfully. This proves that the project-based approach not only adds to cognitive knowledge but also encourages the development of 21st-century competencies that are urgently needed in today's world of education.

The use of posters arranged in groups also had a significant effect on improving students' collaborative skills. In the project work process, students were required to work together, share tasks, listen to their friends' opinions, and give each other feedback. This dynamic directly taught them the importance of teamwork, tolerance, and joint decision-making. This is highly relevant to the social values in social studies subjects that emphasize the aspects of togetherness and interaction between individuals in social life. Students learn not only from books or teachers, but also from direct experiences of interacting and discussing with their groupmates. This process creates more lively and contextual learning, which ultimately has an impact on improving their understanding of the subject matter.

In the process of implementing this media, student activity became a very prominent indicator. During the activity, students appeared more enthusiastic, actively asked questions, discussed, and showed interest in the topics discussed. They also showed a sense of responsibility for the group tasks assigned. For example, in the poster presentation session, most students appeared confident and were able to explain the contents of their posters well, even though they had previously been passive. This increase in active participation shows that interactive and interesting learning media can revive students' enthusiasm for learning. This is an important lesson that learning motivation does not always come from pressure or assessment, but can also grow from a sense of joy and pride in one's own work.

From the teacher's point of view, Project Based Poster media provides its own advantages in the learning evaluation process. Teachers not only assess the final results in the form of tests, but can also evaluate students' thinking processes through their poster work. By looking at the structure of the poster content, the completeness of the information, and the creativity in the visual arrangement, teachers can assess the extent to which students truly understand the material being taught. In addition, the presentation process is also an important moment to assess students' communication skills. This authentic evaluation provides a more complete picture of students' abilities, both cognitively and in terms of social skills. This is an advantage that conventional evaluation methods alone do not have.

The poster-making project also contributes greatly to strengthening students' character. At each stage of the process, students are trained to be responsible, independent, cooperative, and to appreciate the work of others. They learn how to make plans, manage time, solve problems, and organize ideas into products that others can enjoy. Values such as discipline, hard work, and perseverance grow naturally in the process of working on this project. In addition, when they present their work in front of their friends, their confidence and public speaking skills also grow. All of this proves that learning is not only oriented towards academic aspects, but also shapes students' characters to be more mature and responsible.

Conclusion

Based on the results of the research conducted, it can be concluded that the use of interactive learning media based on Project Based Posters has a significant effect on student learning outcomes in social studies at MI Al-Qolam. This is evident from the increase in the average student score of 22 points from before (pre-test) to after (post-test) the treatment, as shown by statistical data. The higher posttest average score, accompanied by t-test results showing significance (Sig. 2-tailed) of 0.000 (< 0.05), confirms that the difference in learning outcomes was not caused by chance but rather by the treatment given.

This improvement in learning outcomes shows that a project-based learning approach combined with visual media such as posters can encourage students to be more active, creative, and responsible in the learning process. Through poster-making activities, students not only develop their understanding of social studies material but also hone their critical thinking, collaboration, communication, and visual aesthetics skills. This activity also makes learning more enjoyable and meaningful, thereby increasing student motivation and participation overall.

Thus, interactive learning media based on Project Based Posters is suitable to be applied as an alternative learning strategy for social studies at the elementary school level. Teachers are advised to integrate this media into teaching and learning activities, especially for material that requires a comprehensive and contextual understanding of concepts. Furthermore, this research is expected to serve as a reference for the development of similar learning models in other subjects to improve the quality of education that is more creative, collaborative, and student-centered.

Acknowledgment

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