



From Context to Engagement: Developing Contextual-Based Civics Teaching Materials for Elementary School Students

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Abstract: This study aims to develop contextualized Civics teaching materials and evaluate their feasibility, practicality, and effectiveness in increasing the learning interest of second-grade elementary school students. The study employed a Research and Development (R&D) design based on the Borg and Gall model, with the original development procedure modified and limited to nine stages. The participants comprised 27 second-grade students at SD Negeri Ngebung Beran, including 5 students in the small-group trial and 22 students in the large-group trial. Data were collected through observations, interviews, questionnaires, and documentation. The effectiveness of the teaching materials was evaluated using a one-group pretest–posttest design. Quantitative data were analyzed using a paired-samples *t*-test, while qualitative data were analyzed descriptively. The evaluation results indicated that the contextualized Civics teaching materials were categorized as highly valid, with validation scores of 97.92% from subject-matter experts and 83.33% from media experts. The teaching materials also demonstrated a high level of practicality, as indicated by teacher responses (96.88%), student responses in the small-group trial (93%), and student responses in the large-group trial (90%). The paired-samples *t*-test revealed a statistically significant difference between the pretest and posttest scores ($p = .001$), with the mean learning interest score increasing from 37.23 to 42.45, representing a 14.02% increase. These findings suggest that the contextualized Civics teaching materials are highly feasible and practical and have the potential to increase the learning interest of second-grade elementary school students. Practically, the materials provide a concrete and localized instructional resource that can help teachers translate abstract civic concepts into relatable everyday practices.

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Introduction

Education is an effort that is carried out consciously and planned to develop students' potential so that they have useful knowledge, skills, attitudes, and personalities in daily life process (Fronika et al., 2022). In the learning process, teachers not only play the role of delivering material, but also as facilitators, supervisors, and classroom managers who create meaningful learning experiences for students. Therefore, the success of learning is influenced by the integration between teachers, students, and learning resources used during the learning process (Wahyuni et al., 2025). Thus, the success of educational success is highly determined by the learning process supported by learning resources that suit the needs of students.

Civics Education is one of the subjects that plays an important role in shaping the character, morals, and responsibilities of students as citizens. In Indonesia, this subject has been introduced since the 1947 curriculum and continues to develop according to the needs of



national education (Adjie et al., 2025). At the elementary school level, Civics is the foundation in instilling Pancasila values, discipline, responsibility, and respect for others from an early age (Armianti et al., 2024). In order for these goals to be achieved optimally, the learning process needs to be supported by teaching materials that are in accordance with the characteristics of students. Therefore, the availability of quality teaching materials is an important factor in supporting the success of Civics learning in elementary schools.

In order to support teachers in achieving learning goals, teaching materials are designed as a neatly organized material unit (Monikasari et al., 2023). This is because elementary school students in the concrete operational phase need teaching media in light language, equipped with relevant images, and applicative so that they are easy to understand so as to increase interest in learning. Thus, teaching materials tailored to the characteristics of students are expected to be able to create more interesting and meaningful learning.

Based on preliminary observations and interviews conducted in grade II at SD Negeri Ngebung Beran, it was revealed that students' learning interest in Civics education remains low. This condition is indicated by the average score of the task of 72 and the daily assessment score of 67, while the lowest standard of score that must be achieved is 75. In addition, students look easily bored, pay less attention to the teacher's explanations, and are less active during the learning process. Learning is also still dominated by conventional methods by utilizing package books from the Education Office as the only learning resource, so that the material is less associated with the real experience of students and learning becomes less interesting. These problems show the need for teaching materials innovation that can increase students' interest in learning Civics.

An alternative step in solving the obstacles faced is the development of contextual-based teaching materials. The contextual approach connects learning materials with real situations that are close to students' lives so that learning becomes more meaningful, interesting, and easy to understand (Masliana & Fahreza, 2021). Through the presentation of material equipped with illustrations, examples of daily activities, and exercises that are appropriate to the student's environment, contextual teaching materials are expected to be able to increase student involvement during the learning process while fostering interest in learning. Therefore, the development of contextual-based teaching materials has the potential to be a solution to overcome students' low interest in learning.

Several previous studies indicate that the development of contextual-based teaching materials has a good influence on learning in elementary schools. Nupus et al. (2021) conveyed that contextual-based companion books meet valid and effective criteria in increasing students' interest in learning. Wahyuni and Muhibbin (2024) it also states that learning that relates material to real experiences can increase students' understanding in a more meaningful way. In addition, Damayanti et al. (2022) it shows that the presentation of material regarding rules, rights, and obligations associated with daily activities can improve learning outcomes while shaping students' character. Other research conducted by Asyari and Susanti (2025) and Pratiwi et al. (2025) proved that teaching materials combined with contextual approaches and visual illustrations were able to maintain attention and reduce learning boredom in low-grade students. The results of the study show that the contextual approach is effectively applied in learning, but there is still room for development in certain student materials and goals.

However, these previous studies generally focus on thematic teaching materials or general learning modules for upper-grade elementary students, leaving a significant gap in contextualized Civics materials specifically tailored for low-grade students. Standard



thematics textbooks often rely on abstract conceptual explanations and rigid language that fail to capture the developmental needs of second-grade concrete operational learners. To address this, the developed Civics teaching material on “Obeying the Rules Around Me” explicitly emphasizes a specialized pedagogical design, incorporating contextual visualizations of daily scenarios, simplified communicative language, and interactive reinforcement tasks. By integrating students’ immediate real-world experiences directly into the content structure, this materials offers clear instructional advantages over conventional resources, making civic concepts more relatable, accessible, and engaging for low-grade students. Thus, it is hoped that it can fill the research gap while contributing to the development of Civics teaching materials in elementary schools. Based on the problems and gaps in the research, this study aims to develop contextual Civics teaching materials and evaluate their feasibility, practicality, and effectiveness in increasing the learning interest of second-grade elementary school students.

Research Method

This research uses the Research and Development (R&D) method with the aim of developing educational teaching materials and testing the feasibility, practicality, and effectiveness of the products produced (Yuliani & Banjarnahor, 2021). The development model used is the Borg and Gall model which has been modified by Sugiyono (2022) ten stages. In this study, the development procedure went through nine main phases, namely: (1) problem and potential mapping, (2) data compilation, (3) initial design making, (4) expert verification, (5) first revision, (6) limited trial, (7) second revision, (8) operational trial, and (9) final product dissemination. Simplification of stages is carried out to focus on developing and testing the feasibility of products until the final product is ready to be used.



Figure 1. Borg and Gall Development Model (Sugiyono Modification)

The research was carried out at SD Negeri Ngebung Beran, Kulon Progo Regency, Special Region of Yogyakarta in the odd semester of the 2025/2026 school year. The research subjects consisted of grade II students of SD Negeri Ngebung Beran who were selected according to the stages of product trials. A small group trial involved 5 students of class IIA to obtain initial input on the developed teaching materials. After product revision based on the results of the initial trial, a large group trial was carried out on 22 students of class IIB to evaluate the practicality and effectiveness of the teaching materials in actual learning conditions. The selection of subjects at each stage was adjusted to the objectives of product development so that students involved in small group trials were not included in large group trials.

The data collection procedure in this study uses observation, interview, documentation, and questionnaire techniques. Observations and interviews were carried out during the needs analysis to identify the real conditions of Civics learning activities, student characteristics, and problems faced by teachers in the learning process. Documentation is used to obtain supporting data, such as school profiles, student lists, and student learning



outcomes. Meanwhile, the questionnaire was used to collect data on the feasibility, practicality, and effectiveness of teaching materials.

The instruments in this study include assessment sheets for material experts and media experts, student and teacher response questionnaires, as well as student learning interest questionnaires. Material expert and media expert assessment sheets are used to assess the feasibility of teaching materials based on aspects of content, presentation, language, and graphics. The level of practicality of the product was measured through the distribution of response questionnaires aimed at students and teachers, while the student learning interest questionnaire was used to measure the effectiveness of teaching materials in increasing students' interest in learning between before and after the use of teaching materials. All research instruments applied a four-level Likert scale ranging from points 1 to 4, where higher points indicate a more positive assessment of the measured aspect (Arzagon et al., 2023). To determine the feasibility and practicality of the developed Civics teaching materials, the calculated percentages from these instruments were converted based on the recognized product quality criteria (Nieveen, 1999), as outlined in Table 1. Additionally, the research measuring tool must pass the validity test stage using Pearson Correlation as well as be tested for reliability using Cronbach's Alpha to ensure that the instruments possess an adequate level of validity and reliability (Arzagon et al., 2023).

Table 1. Criteria for Product Validity and Practicality

Percentage Interval (%)	Validity Criteria	Practicality Criteria
81.25 – 100.00	Very Valid	Very Practical/Highly Usable
62.50 – 81.24	Valid	Practical/Usable
43.75 – 62.49	Less Valid	Less Practical
25.00 – 43.74	Invalid	Impractical

Data analysis was carried out in accordance with the research objectives. Feasibility and practicality data were analyzed using the percentage formula $P = \frac{f}{N} \times 100\%$, then interpreted based on percentage categories to determine the level of feasibility and practicality of the teaching materials (Azizah et al., 2023). Effectiveness data was obtained through the results of student learning interest questionnaires before and after using the teaching materials. To objectively measure the magnitude of the increase in students' learning interest, the data were analyzed using the Normalized Gain (N-Gain) formula (Hake, 1998) as follows:

$$g = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}}$$

where:

g = Normalized Gain score

S_{post} = Final score (post-test/after treatment)

S_{pre} = Initial score (pre-test/before treatment)

S_{maks} = Maximum possible score

The N-gain calculation results are then interpreted based on the following classifications: High ($g \geq 0.7$), Medium ($0.3 \leq g \leq 0.7$), and Low ($g < 0.3$). The questionnaire is prepared in the form of positive and negative statements (Taqwani & Ni'mah, 2024). Before hypothesis testing, the data was tested for normality and homogeneity as a



prerequisite test. The next stage, the Paired Sample T-Test data is analyzed. Decision-making is made based on the value of Sig. (2-tailed), that is, if the value of Sig. (2-tailed) < 0.05, then, H_0 is rejected and H_a is accepted (Sugiyono, 2022), which shows that the use of contextual-based Civics teaching materials has a significant influence on students' interest in learning.

Results and Discussion

Product Specification of Teaching Materials

The final product of this development research is in the form of contextual-based Civics teaching materials on the material "Obeying the Rules Around Me" for grade II elementary school students. The teaching materials are arranged in 5 main parts, namely pre-introduction, introduction, content, complementary, and closing. The preparation of teaching materials refers to the characteristics of elementary school students' development which is packaged through the delivery of straightforward and communicative language, color illustrations, and equipped with contextual examples so that the content of the material is easier to absorb by students.

The pre-introduction section consists of the front and back covers, the foreword, and the table of contents. On the front and back covers as the identity of the teaching materials. The cover design uses a combination of light blue and white colors that are tailored to the characteristics of elementary school students, resulting in an attractive visual appearance that matches the student's developmental characteristics. The front cover is equipped with the logo of the University of PGRI Yogyakarta, illustrations of students reading, and the Garuda Pancasila emblem which not only functions as an aesthetic element, but also strengthens the identity of the teaching materials as a learning resource for Civics that instills civic values. Meanwhile, the back cover is dominated by light blue with cloud illustrations to maintain the consistency of the visual design of the teaching materials. Furthermore, the preface containing the remarks from the author and the purpose of the book creation as well as the table of contents section that serves as a navigation map of the contents of the book to make it easier for students to find the material page, which is presented in Figure 2.



Figure 2. Front Cover, Back Cover, Foreword, and Table of Contents

The introductory section contains learning outcomes, learning objectives, and learning objectives flow as guidelines for learning implementation, as presented in Figure 3.



Figure 3. Learning Outcomes, Learning Goal Flow, and Learning Objectives

The content section presents material on rules at home, at school, and in the surrounding environment presented through a contextual approach with illustrations that are close to the student's experience, presented in Figure 4.



Figure 4. Presentation of Contextual-Based Civics Teaching Materials

The complementary section contains exercises and assignments to measure student understanding, which are presented in figure 5.



Figure 5. Task 1 and Task 2

The closing section contains the identity of the book and the bibliography, as presented in Figure 6.



Figure 6. About Books and Bibliographies



The development of these teaching materials shows that the contextual approach has been systematically integrated into each component of the teaching materials so that it is expected to be able to encourage a more contextual learning process in line with the development of children at the elementary school level.

Qualification of Teaching Materials

The feasibility of contextual-based Civics teaching materials was obtained through the results of validation by material experts and media experts and was carried out before the product was used in the learning process. The validation aimed to ensure that the teaching materials met the aspects of content, presentation, language, appearance, and function as a learning resource. The validation results are presented in Table 2.

Table 2. Validation Results of Material Experts and Media Experts

Validator	Score	Percentage	Criteria
Material Expert	47 of 48	97,92%	Highly Valid
Media Member	40 of 48	83,33%	Highly Valid

In Table 1, the results of validation of the feasibility of teaching materials were 97.92% from material experts and from media experts by 83.33%, both of which are included in the very valid category. These results show that contextual-based Civics teaching materials have met the feasibility aspects of content, presentation, language, appearance, and function as a learning resource that supports the learning process. The high level of feasibility shows that the teaching materials have been prepared in accordance with learning achievements, student development characteristics, and the principles of systematic preparation of teaching materials. The application of a contextual approach relates material about rules at home and at school with students' real experiences so that the concepts learned become easier to understand. This is in line with the opinion Kosasih (2021), that the quality of teaching materials is determined by the regularity of the composition, attractiveness, and suitability of student characteristics in order to be able to support the achievement of learning goals.

Before being tested on students, the teaching materials first undergo a revision process based on input from the validator. The improvements made are mainly related to the improvement of illustrations to better suit the context of the lives of grade II elementary school students. The revision process shows that expert validation plays an important role in improving product quality before it is applied in learning.

Practicality of Teaching Materials

The practicality of the teaching materials was measured and produced from the questionnaire of teacher responses and student responses at the small group and large group trial stages. Practicality measurement is carried out to determine the ease of use of teaching materials in supporting the learning process. The results of the practicality assessment are presented in Table 3.

Table 3. Results of Teacher and Student Response Questionnaire

Respondents	Percentage	Criteria
Grade II Teacher	96,88%	Very Practical
Students (Small Group Trial, n=5)	93%	Very Practical
Students (Large Group Trial, n=22)	90%	Very Practical

Based on Table 3, the teacher's response was 96.88%, while the students' response in the small group trial was 93% and in the large group trial was 90%. All of these results fall into the category of very practical. The findings prove that the teaching tools produced are applicable, interesting, and effectively implemented in Civics learning in grade II elementary school.



The high level of practicality is influenced by several factors, namely the use of simple language according to the level of student development, regular presentation of the material, attractive illustrations, and contextual learning activities. For teachers, teaching materials make it easier to implement learning because they are equipped with learning objectives, materials, exercises, and evaluations that are arranged in a sequential manner. Meanwhile, for students, the presentation of material through illustrations and concrete examples makes learning more interesting and helps to understand the concept of rules easily.

The results of this study are in line with research Fadhilah et al. (2021) that states that a contextual approach can increase student involvement in learning through the linkage between the material and real experiences. In addition, Hamid et al. (2024), explain that contextual-based learning can be one of the alternatives to improve the quality of learning because it provides opportunities for students to understand concepts through situations that are relevant to their lives. Thus, the results of the practicality test show that the context-based Civics teaching material "Obeying the Rules Around Me" has met the practicality criteria and can be used as a learning resource that helps teachers and students in achieving the learning goals of Civics in elementary school.

Effectiveness of Teaching Materials

The effectiveness of the teaching materials was measured through a student learning interest questionnaire given before and after the use of the teaching materials in a large group trial involving 22 students. Before hypothesis testing, the data is first stated to meet the assumptions of normality and homogeneity so that it is suitable for analysis using the Paired Sample T-Test. The results of the analysis are presented in Table 4.

Table 4. Paired Samples T-Test Test Students' Learning Interest

Measurement	Average	Standard Deviation	Sig. (2-tailed)	N-Gain Score	N-Gain Criteria
Before the Use of Teaching Materials	37,23	7,880	0.001	0.19	Low
After the Use of Teaching Materials	42,45	6,178			

Based on Table 3, it shows a Sig. (2-tailed) value of 0.001, which means less than the significance value of < 0.05 . These findings prove the real impact of the use of contextual-based Civics teaching materials on the increase of students' interest in learning, so the statistical test decision was to reject H_0 and accept H_a . Furthermore, the effectiveness analysis using the Normalized Gain (N-Gain) yielded a score of 0.19, which falls into the Low category. This objectively indicates that although the increase in students' learning interest is statistically significant, the magnitude of the overall improvement remains at a low level. This outcome could be attributed to the limited implementation timeframe and external factors influencing student focus during the trial.

In addition to showing statistically significant differences, the results of this study also showed a increase in the average value of students' learning interest from 37.23 to 42.45 or by 14.02%, which means that there is an improvement in learning interest after the use of teaching materials. The decrease in the standard deviation value from 7,880 to 6,178 also indicates that the increase occurred in most students. The increase is influenced by the characteristics of teaching materials that integrate contextual approaches through example rules that are close to students' lives at home, school, and the surrounding environment. The presentation of materials with color illustrations, easy-to-understand language, and learning



activities that actively involve students makes the learning process more interesting and meaningful. This condition encourages increased attention, curiosity, and active participation of students throughout the teaching and learning process. This condition encourages increased attention, curiosity, and active participation of students throughout the teaching and learning process. Specifically, the integration of vivid color illustrations and simplified communicative language directly reduces cognitive load, thereby sustainedly elevating students' situational attention and curiosity toward civic topics (Sears & Hersh, 2002; Berns & Erickson, 2001).

The findings of this study are in line with research Imanulhaq and Ichsan (2022) that states that elementary school students understand concepts more easily when the material is associated with concrete experiences, which means contextual learning is able to increase student engagement and understanding through real experiences. In addition, this study strengthens Jean Piaget's theory of cognitive development which states that elementary school-age students are at a concrete operational stage, so learning based on real experience can make it easier to understand concepts rather than abstract explanations (Istiqomah & Maemonah, 2021). The results of this study also reinforce that interest in learning is a crucial aspect that affects student participation during the classroom process and contributes to learning success (Zhang, 2022). When students have a high interest in learning, they tend to be more active in learning, pay attention to the material, and be encouraged to complete learning activities better.

Thus, in addition to meeting the criteria of validity, feasibility, and practicality, the contextual Civics teaching material "Obeying the Rules Around Me" has proven to be effective in increasing students' interest in learning and activeness. This finding confirms that the use of real-world contexts is able to realize meaningful, attractive, and Civics learning according to the needs of elementary school students.

Conclusion

Based on the results of the research, it can be concluded that the contextually-based Civics teaching material on the material "Obeying the Rules Around Me" developed for grade II students of SD Negeri Ngebung Beran meets the criteria of being very valid, very practical, and effective in increasing students' interest in learning. These findings show that integrating the context of daily life into the presentation of materials is able to produce visual-based and concrete teaching materials that are relevant to the world of children at the elementary level, are practically applied during learning activities, and encourage increased student participation and interest in learning. Thus, participatory-based Civics teaching materials are used as a choice of learning resources to support useful Civics learning in elementary schools.

Recommendation

For teachers, these contextual-based Civics teaching materials can be used as an effective learning alternative to create meaningful and attractive classroom activities. This can be achieved by integrating the contextual illustrations into daily lesson plans and employing active learning strategies that suit the students' characteristics. Meanwhile, school principals and education authorities are further advised to establish supportive policies for procuring teaching materials based on local wisdom and contextual content, including providing professional design workshops for educators. Lastly, future researchers are suggested to expand the study scope by involving a larger, more diverse sample size and



refining the product into digital or interactive formats to evaluate its effectiveness on other learning dimensions.

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