

Civics Teachers' Inquiry Strategy in Visual Literacy Skills of Culture and Citizenship with Video Learning Media: An Ethnographic Study at Mts Nu Bina Insani

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ABSTRACT

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The low level of visual literacy of culture and citizenship among students of MTs NU Bina Insani, Probolinggo City, is the background of this research. Although PPKn teachers have integrated video media into learning, students tend to only see it as a means of entertainment, so that the civic values in it fail to be conveyed optimally. Visual literacy of culture and citizenship is defined as students' ability to interpret, understand, and write moral messages contained in visual content. To explore the problem, this research applies a qualitative approach with a classroom ethnography method. The data collection process was carried out from March to April 2026 through participatory observation techniques, in-depth interviews with related sources, and documentation studies in the madrasah environment. The research findings indicate that the optimization of video media at MTs NU Bina Insani is implemented through three structured phases: (1) Reading Visuals through the pause and analysis strategy to help students recognize symbols and normative behavior in videos; (2) Understanding Visuals in the process of linking narratives in videos to social realities and students' personal lives; and (3) Writing Visuals in evaluating understanding of Pancasila values through the preparation of critical summaries or worksheets based on students' independent analysis. This study concluded that integrating Contextual Teaching and Learning (CTL) strategies through an inquiry model with animated video media significantly improved students' visual cultural and civic literacy. This approach proved effective in transforming students from passive audiences into critical observers capable of reviewing social norms in their daily lives.

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INTRODUCTION

Rapid advancements in digital technology during the 21st century have sparked a significant transformation in the ways humans acquire, digest, and

process data. Visual, cultural, and civic literacy skills are now recognized as fundamental capabilities in the digital era, given that contemporary society frequently receives communication through diverse visual formats, including images, infographics, symbols, and video recordings. Visual media has proven effective in stimulating student interest in learning by connecting the material being studied to real-world contexts. Education in Southeast Asia is also seeing increased integration of digital media into the teaching and learning process. However, a significant challenge lies in the learners' limited ability to critically analyze and evaluate visual information. While many students are capable of watching videos, they often lack the necessary skills to interpret the meanings, contexts, and values embedded within these visual representations. The implementation of the *Kurikulum Merdeka* (Independent Curriculum) in Indonesia requires educators to design competency-based and differentiated instruction that utilizes digital media tailored to students' specific characteristics. Teachers of Pancasila and Civic Education (PPKn) are expected to present learning materials that link visual perception with an understanding of Pancasila, democratic principles, human rights, and national issues. Yet, empirical conditions at MTs NU Bina Insani in Probolinggo City reveal a gap in learning culture. Preliminary observations conducted in November 2025 indicated that the majority of students still lacked proficiency in interpreting the significant values presented in video-based lessons. Students tended to be caught up in a culture of viewing characterized by passive consumption and recreation, leading them to perceive educational videos merely as entertainment rather than as sources for critical learning. The research question addressed in this study is: (1) How is video media utilized for visual reading, visual comprehension, and visual writing within PPKn lessons at MTs NU Bina Insani, Probolinggo City? (2) What is the teacher's inquiry strategy regarding students' cultural and civic visual literacy skills in Civics (PPKn) lessons using video media at the school?

METHOD

This study employs a qualitative approach utilizing classroom ethnography to conduct an in-depth analysis of the "learning culture" and behavioral patterns within the Civics (PPKn) classroom at MTs NU Bina Insani, Probolinggo City. A qualitative ethnographic approach was selected because the researcher acts as the key instrument, immersing themselves directly in the field to capture reality in its natural state. The research was conducted from March 31

to April 10, 2026. Data sources were determined using purposive sampling; the primary informant was the Civics teacher (Ms. Uswatun Hasanah, S.Pd.), while supporting informants included the School Principal, the Deputy Principal for Curriculum Affairs, and students from grades VII, VIII, and IX. Data collection was carried out using three primary methods: 1. Participant Observation: Closely observing the triangular interaction process among the teacher, students, and video media within the classroom, and recording student responses in field notes. 2. Semi-Structured Interviews: Conducting in-depth dialogues—casual yet focused—to explore the subjects' perspectives regarding the process of adapting to visual digital media. 3. Document Study: Collecting teaching modules, animated video archives, photographs of learning activities, and students' critical summary worksheets. Data analysis was conducted interactively following the Miles, Huberman, and Saldaña model, comprising the stages of data reduction, data display, and conclusion drawing/verification. The validity of the findings was tested using data triangulation strategies (source, technique, and time), member checks with informants, peer debriefing, and extended observation at the research site.

FINDINGS AND DISCUSSION

MTs NU Bina Insani was established in 2011 by the Probolinggo City Education and Human Resource Development Foundation (YP2SDM) and is located on Jl. Kedondong, Kareng Lor Urban Village, Kedopok District. Socioculturally, the institution possesses a unique governance culture characteristic of the **santri** (Nahdlatul Ulama) community, balancing faith and piety (**IMTAQ**) with science and technology (**IPTEK**) in accordance with the **madrasah's** vision. It is a private institution with 'C' accreditation, based on its 2016 operational decree. Physical facilities include a 982 m² site featuring three main classrooms, a computer laboratory, and a library, all in good condition. In the 2025/2026 academic year, the total student population is 32 (Grade VII: 12 students; Grade VIII: 12 students; Grade IX: 8 students), allowing for more focused instructional control by teachers.

A. Utilization of Video Media Through Three Strategic Phases Based on research data, the use of video media by the Civics (PPKn) teacher is implemented through a structured visual pedagogy scheme comprising three

operational stages: visual reading, visual comprehension, and visual writing. 1. Planning Stage (Pre-Viewing) The Civics teacher actively collaborates to establish instructional steps by mapping Learning Objectives (TP) to the subject matter of societal norms. The teacher selects contextual animated videos (such as simulations of social interactions in a market) that are rich in symbols of normative behavior. To address the student mindset that views video merely as recreational entertainment, the teacher prepares a visual analysis observation sheet to identify norm violations within the footage. 2. Implementation Stage (Visual Reading and Comprehension Phase) Visual Reading: While the video plays, the teacher employs a "pause and analysis" strategy (strategic interruption). The teacher pauses the video at crucial moments to guide students in making critical observations of semiotic elements—such as state symbols, emblems, and the expressions and gestures of characters within the animation. Visual Comprehension: The teacher acts as a facilitator using the Contextual Teaching and Learning (CTL) model by posing trigger questions. This step links the video's narrative to the students' daily sociocultural realities at the *madrasah*, encouraging them to negotiate meaning and shift from passive viewers to critical observers. 3. Evaluation Stage (Visual Writing Phase) Students are evaluated through an innovative visual writing method. Instead of undergoing standard written tests that merely assess rote memory, students are required to compose a critical summary or a short essay. This activity allows them to explore personal opinions, formulate logical conclusions, and articulate their understanding of Pancasila's moral values in writing, based on the visual concepts they have viewed.

B. Implementation of the Inquiry Strategy in Civics (PPKn) Instruction In line with the principles of cognitivism and social constructivism, the development of visual literacy skills is fully supported by the operational stages of inquiry-based learning guided by the Civics teacher in the classroom. These stages include: Problem Orientation: The teacher presents a short video depicting a case of legal or moral norm violations, such as bullying or traffic violations. Formulating Problems & Hypotheses: Students are guided to formulate critical questions—such as "Why do these violations occur in society?"—and then propose logical, preliminary hypotheses. Collecting & Testing Data: Through group work, students verify the visual data from the video against theories found

in Civics textbooks or through interviews within the school environment. Drawing Conclusions: Students present their visual analysis reports critically before the class. The integration of the inquiry model and the Contextual Teaching and Learning (CTL) strategy has been empirically proven to reduce students' cognitive load when translating abstract Pancasila values into concrete, responsive, and contextual concepts of social behavior.

CONCLUSION

The use of Civics (PPKn) instructional videos at MTs NU Bina Insani has shifted from serving merely as recreational entertainment to functioning as a tool for enhancing critical cognitive abilities. This transformation occurs through three phases: visual reading (observing objective symbols), visual understanding (contextualizing the meaning of social life), and visual writing (critical articulation via structured summaries). An inquiry strategy—integrated with the Contextual Teaching and Learning (CTL) approach and the "pause and analysis" technique employed by the Civics teacher—has proven highly effective in shifting the student learning culture. Students have evolved from passive viewers into visually literate, critical observers capable of deeply internalizing the character values of Pancasila.

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