

The Use of Visual Media in Social Studies Learning to Overcome Students' Difficulties in Understanding the Geographical Location of ASEAN Countries in Grade VI Elementary School Students

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Keyword

Visual Media; Social Studies; ASEAN Geography; Learning Outcomes

ABSTRACT

Social Studies learning regarding the geographical location of ASEAN in grade VI is often constrained by extensive and abstract material, making it difficult for students to visualize interregional connectivity spatially. This research aims to analyze in detail visual media innovation trends from 2021 to 2025 across four focuses: publication patterns, media-learning outcome matrices, pedagogical implications, and research gaps. Utilizing the Systematic Literature Review (SLR) method based on PRISMA 2020 guidelines, 52 studies were selected from 300 articles on Google Scholar for in-depth analysis. The findings reveal these four trends and highlight the limitations of static visual media compared to interactive media in explaining complex geographical dynamics. The primary contribution of this research is the synthesis of visual media effectiveness in overcoming cognitive barriers for sixth-grade students. Furthermore, the results of this analysis serve as a practical guide for educators in selecting the most relevant visual tools to enhance the quality of Social Studies learning. By integrating appropriate media, spatial obstacles can be minimized, ensuring that students' understanding of ASEAN regional connectivity becomes more comprehensive and meaningful.

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INTRODUCTION

Social Studies learning at the elementary school level has an important responsibility to equip students with regional knowledge, especially regarding the ASEAN region. Understanding the geographical characteristics of neighboring countries is a basic competency that must be mastered by grade VI students to develop global insights¹. However, the reality on the ground shows that geographical location material is often considered abstract and difficult to understand due to its wide coverage of territory as well as complex position details.² Conventional learning strategies tend to make students passive,

¹ Ishak, F. A., Mahmud, H., & Sarlin, M. (2023). Pengembangan media Monopoly Smart Games ASEAN dalam meningkatkan wawasan global siswa kelas VI di sekolah dasar. *JAMBURA Elementary Education Journal*; Riadi, F. S., Maharani, D., Nimaisa, G. S., dkk. (2023). Analisis pembelajaran IPS dalam mengembangkan knowledge, attitude, skill dan values di SD Labschool. *JKPD (Jurnal Kajian Pendidikan Dasar)*.

² Fajriana, W. (2021). Pengaruh pemanfaatan media pembelajaran visual Google Earth terhadap hasil belajar IPS terpadu pada materi letak negara-negara ASEAN siswa MTs. [*Skripsi, IAIN Ponorogo*].

so innovation is needed to improve students' understanding and learning outcomes in social studies content.³

Previous literature studies (state of the art) show various efforts to overcome the difficulties of learning ASEAN material through various media. Several studies have developed game media such as quartet cards, ludo, snake ladder, and monopoly to increase students' motivation and interest in learning.⁴ In addition, the use of digital technology such as audio-visual media, interactive digital comics, and Android-based applications has been proven effective in visualizing geographic data more realistically.⁵ The integration of learning models such as Problem-Based Learning (PBL) assisted by interactive media is also the latest research trend to stimulate student activity.⁶ The use of cutting-edge technology, such as Augmented Reality (AR), has also begun to be applied to provide a more immersive spatial experience for students.⁷

Although various gaming and high-tech media have been developed, there is an urgent need to focus on the use of static and dynamic visual media that are more accessible but still able to accurately represent the geographical location for grade VI students. The novelty of this article lies in the emphasis on visual media functionality (such as images, digital maps, and Canva-based visualizations), which are specifically designed to map students' spatial difficulties in distinguishing the astronomical and geographical locations of ASEAN countries.⁸ The focus of this research is not only on cognitive learning outcomes in general, but on the effectiveness of visual media in bridging the abstraction of geographical location into concrete visual understanding.

Based on this description, the main problem in this study is the low ability of grade VI students to identify the geographical location of ASEAN countries due to the lack of use of representative learning media in the classroom. Students often experience confusion in

³ Alfigo, R., Adrias, A., & Syam, S. S. (2025). Analisis strategi pembelajaran untuk meningkatkan pemahaman siswa dalam mata pelajaran IPS di sekolah dasar. *Jurnal Bintang Pendidikan Indonesia*; Nurhayati, N., & Nisa, A. F. (2023). Model pembelajaran inkuiri untuk meningkatkan hasil belajar IPS tentang kenampakan alam negara ASEAN pada siswa kelas VI SD. *Seminar Nasional Pendidikan UST*.

⁴ Mariani, M. Y. S., & Setiawati, E. (2022). Pengembangan media kartu kuartet ASEAN pada muatan pembelajaran IPS. *Proceedings of PSSH*; Safira, S. (2024). Pengembangan media permainan ludo berbasis Genially pada pembelajaran IPS materi negara-negara ASEAN kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*; Virawati, Y., Permana, E. P., dkk. (2023). Pengembangan media pembelajaran permainan ular tangga berkarakter materi ASEAN untuk siswa kelas VI sekolah dasar. *Jurnal Jendela Pendidikan*; Syafaah, P. N., Wijayanti, R. F. N., dkk. (2025). Penggunaan permainan monopoli sebagai media pembelajaran ASEAN pada mata pelajaran IPS untuk meningkatkan motivasi belajar siswa. *RUKASI: Jurnal Ilmiah*.

⁵ Fatmawati, P. N., & Fadiana, M. (2024). Peningkatan hasil belajar IPS melalui media pembelajaran audio visual siswa sekolah dasar. *JIPD (Jurnal Inovasi Pendidikan Dasar)*; Wijayanti, N. M. N. A. (2025). Pengembangan media pembelajaran komik digital interaktif berbasis literasi jelajah negara dan kerjasama ASEAN muatan IPS kelas VI SD Negeri 19. *[Skripsi, Undiksha]*; Muchammad, K. B. (2025). Pengembangan media belajar berbasis game aplikasi Android materi mengenal negara ASEAN. *[Skripsi, STKIP Pacitan]*.

⁶ Reynata, D. R., Miranda, D., dkk. (2024). Problem Based Learning berbantuan media interaktif pada mata pelajaran IPS tema 1 dengan materi ASEAN di SD Negeri 2. *Didaktik: Jurnal Ilmiah PGSD*, 10(1); Sari, P. I., Kristiantari, M. G. R., dkk. (2021). Model pembelajaran Problem Based Learning sebagai upaya meningkatkan hasil belajar IPS siswa kelas VI sekolah dasar. *Jurnal Ilmiah Pendidikan dan Pembelajaran*.

⁷ Legawa, C. W., & Rachmadyanti, P. (2023). Pengembangan media pembelajaran peta penjelajah berbasis Augmented Reality pada materi negara-negara ASEAN kelas VI. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 11(3); Ningsih, A. O., & Rachmadyanti, P. (2025). Pengembangan media Augmented Reality melalui model pembelajaran kooperatif tipe Jigsaw untuk meningkatkan pemahaman materi ASEAN peserta didik kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*.

⁸ Fitri, S. A. R., Ma'ruf, M., & Rahmat, M. Y. (2024). Penggunaan aplikasi Canva sebagai media pembelajaran IPS untuk meningkatkan hasil belajar siswa sekolah dasar. *Cokroaminoto Journal of Primary Education*.

reading conventional maps without an attractive and interactive visual guide.⁹ Therefore, this study aims to describe the use of visual media in social studies learning and analyze the extent to which the use of media can overcome the difficulties of grade VI elementary school students in understanding the geographical location of countries in the ASEAN region.¹⁰

RESEARCH METHOD

This study uses Systematic Literature Review (SLR) to identify, evaluate, and synthesize empirical evidence systematically regarding the use of visual media in Social Sciences (IPS) learning to overcome students' difficulties in understanding the geographical location of ASEAN countries in elementary schools.¹¹ The SLR approach was chosen because it allows for comprehensive mapping of research progress, identification of gaps, and evidence-based synthesis of existing studies. The review process follows the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which includes four main stages: identification, screening, feasibility assessment, and inclusion. The process of searching and selecting scientific articles at each stage is shown in Figure 1.

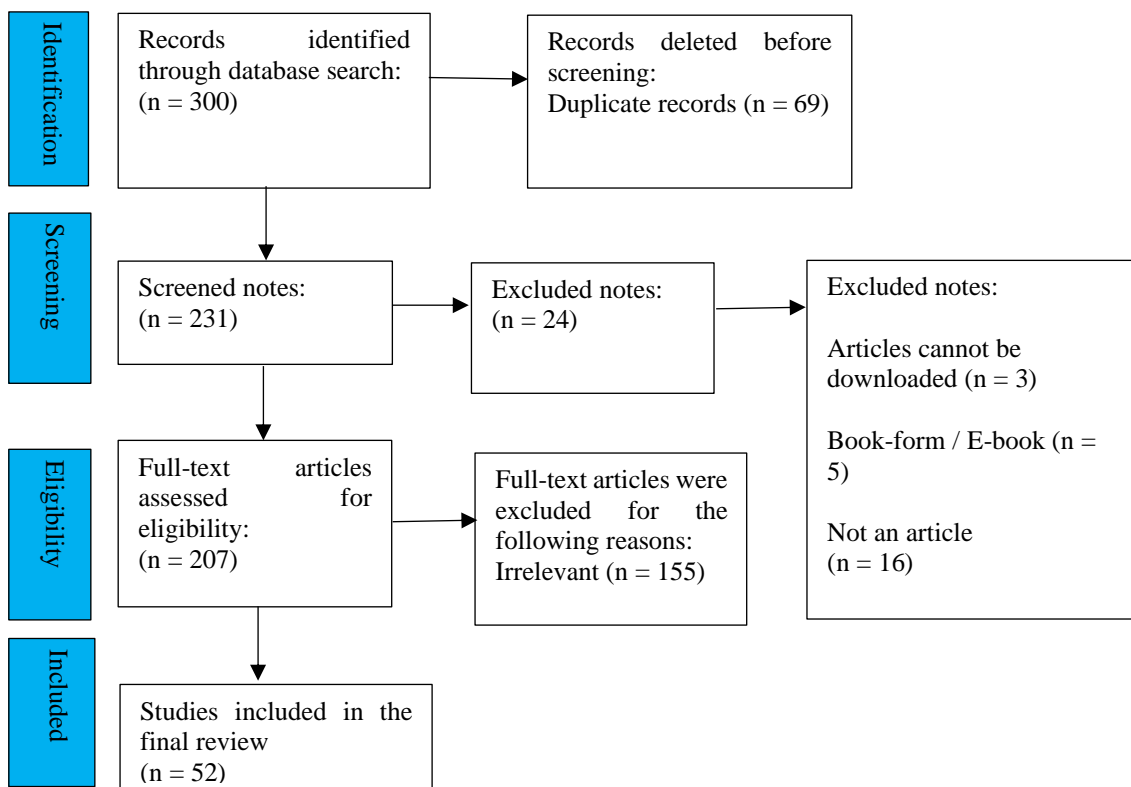


Figure 1. Literature Search Results Using PRISMA Guidelines 2020

⁹ Habibah, F., Purnomo, A., Ruja, I. N., dkk. (2023). Penerapan model pembelajaran Picture and Picture pada materi interaksi keruangan dalam kehidupan di negara-negara ASEAN untuk meningkatkan hasil belajar. *Edusia: Jurnal Ilmiah Pendidikan*.

¹⁰ Sundari, A., Fauzia, F. I., & Rustini, T. (2023). Pengembangan media pembelajaran IPS pada buku tema 1 ASEAN untuk siswa kelas VI SD. *Dirasab: Jurnal Studi Ilmu dan Manajemen Pendidikan*; Agustina, M., Arni, Y., Sari, A. R. P., dkk. (2024). Pengembangan media pembelajaran video animasi tema 5 subtema 2 kelas 6 untuk meningkatkan pemahaman siswa di SD. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2).

¹¹ Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P., & Moher, D. (2021). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *The BMJ*, 372(71), n71.

The literature is done in a focused manner on one main database, Google Scholar, with the help of Publish or Perish software. Structured search strings are applied using Boolean operators to ensure relevance and consistency, namely: ("visual media" OR "props" OR "map") AND ("social studies learning" OR "ASEAN geography") and ("SD" or "Primary School" OR "Class VI") and ("Social Sciences").

Searches are limited to articles published between 2021 and 2025 and written in English or Indonesian. The Publish or Perish tool is used to automate article data retrieval, filter metadata, and ensure that articles are fetched according to defined year and keyword restrictions. This makes it easier for researchers to manage the initial database before entering the manual screening stage.

An initial search yielded 300 articles from Google Scholar. During the initial identification stage, a total of 69 articles were removed because they were duplicates. At the screening stage, of the remaining 231 articles, 24 articles were removed due to document accessibility constraints, including publication in book format that could not be downloaded in full. Furthermore, an in-depth feasibility assessment of 207 articles was carried out through a review of titles and abstracts, which resulted in the exclusion of 155 articles due to topic incompatibility or being declared irrelevant to the focus of the research. Based on the inclusion and exclusion criteria that have been set, 52 relevant articles were finally selected and declared worthy of inclusion in the final review.

To reduce selection bias, the screening process is carried out by checking the suitability of the full text content with the purpose of the research. Quality assessment was also conducted to evaluate the clarity of the methodology and the relevance of the findings to efforts to overcome students' difficulties in understanding ASEAN geographical material in grade VI of elementary school. Data extraction was carried out using a structured form to record key information, including the year of publication, the author's name, the type of visual media used (such as images, digital maps, or infographics), as well as key findings related to student learning outcomes. The extracted data is then analyzed descriptively to provide an overview of the trends in visual media use during the period 2021-2025.

RESULTS AND DISCUSSION

Based on the data obtained through the PRISMA selection process, there are 52 articles that meet the inclusion criteria. All of these articles were analyzed to map the trend of the use of visual media in social studies learning ASEAN geographical location materials in elementary schools. Of the 52 articles analyzed, 28 articles that best represented the diversity of media types were selected to be documented and summarized in Table 1, while the remaining 52 studies were used in the analysis of publication trends.

Table 1. Research Results Related to Visual Media in Social Studies Learning ASEAN Class VI Materials

Source	Author, Year, Journal	Findings
Google Scholar	Agustina, M., dkk. (2024), <i>Didaktik: Jurnal Ilmiah</i> , Vol. 10, No. 2	Animated video media is able to transform abstract ASEAN material into concrete representations and significantly improve students' cognitive understanding.
Google Scholar	Ningsih, A. O., & Rachmadyanti, P. (2025), <i>JPGSD</i> , Vol. 13, No. 1	The integration of Augmented Reality (AR) through the Jigsaw model is effective in improving the spatial understanding of the geographical location of countries in Southeast Asia.
Google Scholar	Mariani, M. S., & Setiawati, E. (2022), <i>Journal of Education Action Research</i>	The ASEAN Quartet Card Media facilitates students' visual and kinesthetic learning styles to memorize the characteristics of neighboring countries.
Google Scholar	Syafaah, P. N., dkk. (2025), <i>RUKASI: Jurnal Ilmiah</i> , Vol. 2, No. 1	The use of the Monopoly game as a visual medium increases learning motivation through competition elements and game board visualization.
Google Scholar	Fitri, S. A. R., dkk. (2024), <i>Cokroaminoto Journal of Primary Education</i>	The Canva app is effective at mapping astronomical and geographical differences through interactive infographic design.
Google Scholar	Legawa, C. W., & Rachmadyanti, P. (2023), <i>JPGSD</i> , Vol. 11, No. 3	The development of an AR-based "Explorer Map" provides an immersive learning experience that helps students visualize inter-regional connectivity
Google Scholar	Safira, S. (2024), <i>Jurnal Penelitian Pendidikan Guru Sekolah Dasar</i>	Genially-based Ludo game media creates high interactivity and is very relevant to overcome the difficulty of understanding the location of ASEAN countries.
Google Scholar	Moha, J. J. (2022), <i>Social, Humanities, and Educational Studies (SHES)</i>	Audio-visual media helps grade VI students in understanding regional dynamics and ASEAN regional cooperation more realistically.
Google Scholar	Reynata, D. R., dkk. (2024), <i>Didaktik: Jurnal Ilmiah</i> , Vol. 10, No. 1	The use of the Problem Based Learning model assisted by interactive media stimulates students' activeness in solving spatial problems.
Google Scholar	Iskandar, S., dkk. (2022), <i>Al Qodiri: Jurnal Pendidikan</i> , Vol. 7, No. 1	The EDU Assemblr Media (3D/AR) increases learning motivation through the visualization of ASEAN geographical objects that resemble real conditions.
Google Scholar	Humaira, F. A., & Rachmadyanti, P. (2025), <i>JPGSD</i> , Vol. 13, No. 2	LCD (Labyrinth Card QR-Code) media combines physical visualization with digital content to improve the understanding of ASEAN country material.

Source	Author, Year, Journal	Findings
Google Scholar	Sholikhah, A. R., & Suprayitno, S. (2022), <i>Jurnal Penelitian Pendidikan PGSD</i>	The Media Saku Unik Peran Indonesia (SUPERINDO) makes it easier for students to visually understand Indonesia's strategic position in the ASEAN region.
Google Scholar	Wati, A. N., dkk. (2023), <i>EDUKASIA: Jurnal Pendidikan</i> , Vol. 4, No. 1	The development of the E-Book Magic (E-Boma) ASEAN material provides visual integration that increases students' independence in understanding digital maps.
Google Scholar	Yusniasih, Y. (2025), <i>Jurnal Media Edukasi dan Pembelajaran</i>	The digital application "Jejak Si Wayan" effectively simplifies the complexity of ASEAN's geographical location through storylines and interactive maps.
Google Scholar	Silaban, V. (2024), <i>Seminar Nasional PSSH</i> , Vol. 3, No. 1	The audio-visual-assisted discussion method has been proven to increase students' sharpness of analysis of the location of the coordinates of ASEAN countries.
Google Scholar	Sundari, A., dkk. (2023), <i>Dirasab: Jurnal Studi Ilmu dan Manajemen</i>	The development of visual media in textbooks helps students relate the theory of geographical location with accurate image representations.
Google Scholar	Muchammad, K. B. (2025), <i>E-Repository STKIP Pacitan</i>	Android game-based learning media allows students to learn geographic location repeatedly for long-term memory strengthening.
Google Scholar	Wijayanti, N. M. N. A. (2025), <i>Repo Undiksha</i>	Literacy-based interactive digital comics are effective in bridging students' difficulties in visualizing regional geographic narratives.
Cross-references	Mahesti, G., & Koeswanti, H. D. (2021), <i>Mimbar PGSD Undiksha</i>	The development of ASEAN Monopoly media visually helps students understand geographical characteristics while improving learning outcomes.
Google Scholar	Vebrawani, S. (2025), <i>Portal Universitas Quality</i>	The use of audio-visual media in classroom discussions effectively overcame students' cognitive barriers in determining the boundaries of the ASEAN region.
Google Scholar	Virawati, Y., dkk. (2023), <i>Jurnal Jendela Pendidikan</i>	The Snake and Ladder Media with Character provides visual representations of flags and maps that significantly improve the memory of grade VI students.
Google Scholar	Yadi, A. F., & Rahmawati, I. (2023), <i>Jurnal Kajian Islam Modern</i>	"Dosean" (Domino ASEAN) media uses iconic images of ASEAN countries to facilitate the identification of geographical locations through games.
Google Scholar	Setiadi, D. P., dkk. (2022), <i>Jurnal Ilmiah Pendidikan Ganesha</i>	Discovery Learning-based learning videos help students find the connection between geographical location and the physical condition of the region.
Google Scholar	Sari, P. I., dkk. (2021), <i>Jurnal Ilmiah Pendidikan dan Pembelajaran</i>	The visual media-assisted PBL model improves students' analytical skills on spatial phenomena in the Southeast Asian region.

Source	Author, Year, Journal	Findings
Google Scholar	Tiyasrini, W. A. (2021), <i>Educatif Journal of Education Research</i>	The use of visual media in the PBL model has been proven to increase the completeness of student learning outcomes in ASEAN astronomical placement materials.
Google Scholar	Utami, L. P. S. D. P., dkk. (2021), <i>Jurnal Ilmiah Pendidikan Guru Sekolah Dasar</i>	The integration of thematic visual media in problem-based learning improves students' conceptual understanding of regional geography.
Google Scholar	Ishak, F. A. dkk. (2023), <i>JAMBURA Elementary Education Journal</i>	The Monopoly Smart Games ASEAN media effectively develops students' global insights and cognitive abilities regarding regional geographical positions.
Google Scholar	Fatmawati, P. N., & Fadiana, M. (2024), <i>JIPD: Jurnal Inovasi Pendidikan Dasar</i>	Audio-visual media empirically improves learning outcomes due to its ability to simplify the details of complex geographical positions.

The data in Table 1 shows that the development of visual media for ASEAN materials at the primary school level not only reflects technological advances but also indicates a paradigm shift towards more interactive learning. The diversity of media formats, from physical cards, animated videos, to Augmented Reality, confirms that the right selection of visual media is a crucial strategy to transform broad and abstract geographical concepts into concrete learning experiences for grade VI students. Empirical evidence from the 28 articles reviewed shows that visual media interactivity serves as a cognitive mechanism that reinforces spatial understanding. This proves that students' cognitive barriers in mapping the position of ASEAN countries can be overcome through representative visualization and the use of game elements (gamification) that increase student involvement in the classroom.

Visual Media Publication Trends in Social Studies Learning ASEAN Materials by Year

The use of visual media in social studies learning in primary schools, particularly in ASEAN geographical location materials, has been a major focus in pedagogical innovation over the past few years. Based on the results of the analysis of 52 articles published between 2021 and 2025, a pattern of publications was found that described the adaptation of education to technological developments and curriculum changes in Indonesia.

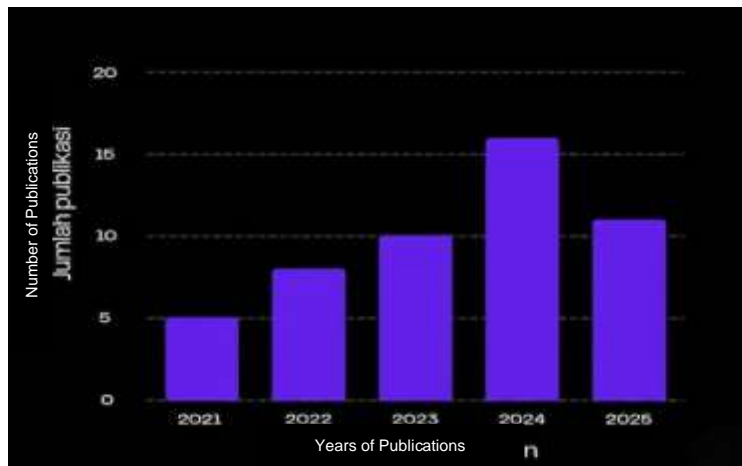


Figure 2. Trends in research publications on visual media in social studies learning ASEAN material (2021–2025)

Based on Figure 2, the trend of research publications regarding the use of visual media in social studies learning ASEAN materials shows a dynamic pattern with a tendency to increase significantly from 2021 to reach its peak in 2024, before finally experiencing a slight decrease in 2025. In 2021 and 2022, the amount of research is still in the early stages of digital transformation, where the main focus of research is the use of simple audio-visual media and print media (such as quartet cards and physical monopolies) in response to post-pandemic learning challenges.¹² The acceleration of research began to be seen in 2023 and reached its highest peak in 2024. This massive surge was strongly influenced by the implementation of the Independent Curriculum, which encouraged teachers to create more creative, differentiated, and technology-based learning.¹³ In this golden period, research no longer focused only on cognitive learning outcomes in general, but began to massively explore the use of immersive technologies such as Augmented Reality (AR) and application-based interactive media. This change marks a shift in the role of visual media from mere teaching aids to a more complex digital learning environment.

Meanwhile, the decline in the quantity of publications that occurred in 2025 indicates that research trends have entered the phase of consolidation and critical evaluation. After reaching the peak of innovation in the previous year, researchers in 2025 will begin to focus on evaluating the effectiveness of digital media use in the long term, analyzing technical barriers in the field, and integrating character values and global insights through these visual media.¹⁴ The fluctuations over this period of the last five years (2021–2025) illustrate that visual media trends in social studies learning not only reflect technological innovations, but also illustrate the systemic efforts of educators to overcome the cognitive barriers of grade

¹²Mahesti, G., & Koeswanti, H. D. (2021). Pengembangan media pembelajaran permainan monopoli ASEAN untuk meningkatkan hasil belajar tema 1 selamatkan makhluk hidup pada siswa kelas 6 sekolah dasar. *Mimbar PGSD Undiksba*; Mariani, M. Y. S., & Setiawati, E. (2022). Pengembangan media kartu kuartet ASEAN pada muatan pembelajaran IPS. *Proceedings of PSSH*.

¹³ Agustina, M., Arni, Y., Sari, A. R. P., dkk. (2024). Pengembangan media pembelajaran video animasi tema 5 subtema 2 kelas 6 untuk meningkatkan pemahaman siswa di SD. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2); Syafaah, P. N., Wijayanti, R. F. N., dkk. (2025). Penggunaan permainan monopoli sebagai media pembelajaran ASEAN pada mata pelajaran IPS untuk meningkatkan motivasi belajar siswa. *RUKASI: Jurnal Ilmiah*.

¹⁴ Yusniasih, Y. (2025). Jejak Si Wayan: Aplikasi digital untuk pembelajaran materi ASEAN. *Jurnal Media Edukasi dan Pembelajaran*.

VI students in understanding abstract regional spatial concepts through the help of real and adaptive visualization.

Trends in the Use of Visual Media in Social Studies Learning ASEAN Materials Based on Media Type

An analysis of 52 articles that met the inclusion criteria showed a varied distribution of visual media use in social studies learning of ASEAN geographical location materials in primary schools. These findings confirm a real shift from conventional media to digital technology-based media, although both are still used in a complementary manner according to the availability of school infrastructure.

Of the entire studies analyzed, audio-visual and animation-based media dominated the largest proportion of use, accounting for about 36% of all studies. This type of media includes learning videos, Powtoon-based animations, and interactive digital comics that have proven effective in turning abstract geographic data into concrete and easy representations.¹⁵ Educational game media (gamification) occupies the second position with a proportion of around 29%, including quartet cards, ASEAN monopoly, Genially-based ludo, character snakes and ladders, and ASEAN dominoes.¹⁶ Immersive Augmented Reality (AR)-based technologies and Android apps accounted for 19%, while static visual media such as Canva-based images, maps, and infographics accounted for about 16% of the overall study.¹⁷

The strong linkages between media types show the increasing integration between technological and pedagogical aspects in recent research. Visual media is no longer stand-alone, but rather designed as part of a broader learning ecosystem, where student interactivity and engagement are key indicators of success. This is in line with the principles of Multimedia Learning Cognitive Theory, which states that the simultaneous integration of text, visual, and audio elements can improve students' information processing and conceptual understanding more effectively than the use of one modality alone.¹⁸

Visual Media Relationships, Learning Models, and Student Learning Outcomes Matrix

Cross-article synthesis shows that the effectiveness of visual media is not singular, but is strongly influenced by the learning model that is the container. The following table 2 summarizes the pattern of relationships between the types of visual media, the integrated learning model, the targeted learning outcomes, the frequency of occurrence in the study, and the implementation notes from the reviewed literature.

¹⁵ Agustina, M., Arni, Y., Sari, A. R. P., dkk. (2024). Pengembangan media pembelajaran video animasi tema 5 subtema 2 kelas 6 untuk meningkatkan pemahaman siswa di SD. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2); Fatmawati, P. N., & Fadiana, M. (2024). Peningkatan hasil belajar IPS melalui media pembelajaran audio visual siswa sekolah dasar. *JIPD (Jurnal Inovasi Pendidikan Dasar)*.

¹⁶ Mariani, M. Y. S., & Setiawati, E. (2022). Pengembangan media kartu kuartet ASEAN pada muatan pembelajaran IPS. *Proceedings of PSSH*; Safira, S. (2024). Pengembangan media permainan ludo berbasis Genially pada pembelajaran IPS materi negara-negara ASEAN kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*; Virawati, Y., Permana, E. P., dkk. (2023). Pengembangan media pembelajaran permainan ular tangga berkarakter materi ASEAN untuk siswa kelas VI sekolah dasar. *Jurnal Jendela Pendidikan*; Syafaah, P. N., Wijayanti, R. F. N., dkk. (2025). Penggunaan permainan monopoli sebagai media pembelajaran ASEAN pada mata pelajaran IPS untuk meningkatkan motivasi belajar siswa. *RUKASI: Jurnal Ilmiah*.

¹⁷ Legawa, C. W., & Rachmadyanti, P. (2023). Pengembangan media pembelajaran peta penjelajah berbasis Augmented Reality pada materi negara-negara ASEAN kelas VI. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 11(3); Ningsih, A. O., & Rachmadyanti, P. (2025). Pengembangan media Augmented Reality melalui model pembelajaran kooperatif tipe Jigsaw untuk meningkatkan pemahaman materi ASEAN peserta didik kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*; Fitri, S. A. R., Ma'ruf, M., & Rahmat, M. Y. (2024). Penggunaan aplikasi Canva sebagai media pembelajaran IPS untuk meningkatkan hasil belajar siswa sekolah dasar. *Cokroaminoto Journal of Primary Education*.

¹⁸ Mayer, R. E. (2024). *Multimedia learning: Principles for integrating words and pictures effectively* (4th ed.). Cambridge University Press.

Table 2. Visual Media Matrix-Learning Model-Social Studies Learning Outcomes ASEAN Material

Types of Visual Media	Learning Model	Targeted Learning Outcomes	Frequency	Implementation Notes
Audio Visual & Animation (video, Powtoon, digital comics)	Discovery Learning, Active Lectures	Cognitive understanding of geographical location, motivation to learn	19	Most effective for spatial abstraction; Requires a projector/laptop device.
Gaming Media / Gamification (Monopoly, Quartet Card, Snake and Ladder, Ludo)	Cooperative, STAD, Competitive	Motivation, involvement, and memorization of ASEAN country characteristics	15	Increase engagement; requires good classroom management
Augmented Reality & Android Apps	Jigsaw, PBL, Constructivist	Deep spatial understanding, spatial reasoning	10	High cognitive impact; Requires digital infrastructure readiness and teacher literacy.
Static Visual Media (maps, images, infographics, Canva)	PBL, Inquiry, Discussion	Location identification, area boundary analysis, and flag memorization	8	Accessible and inexpensive; limited in representing the dynamics of regional change

The matrix in Table 2 highlights consistent patterns across the studies reviewed, showing how specific combinations of media and learning models are associated with specific learning outcomes in learning social studies ASEAN material in grade VI. Media with rich visualization but without a strong instructional design risks being mere entertainment, while media integration with PBL and cooperative models has a distinct impact on cognitive and affective aspects. Thus, choosing the right learning model is key to ensuring that visual media can support the goals of the Independent Curriculum, especially in developing spatial reasoning skills, spatial analysis, and understanding of regional geography as important competencies of social studies learning.

Implications of Visual Media on Social Studies Learning in Elementary Schools

The synthesis of the research shows that visual media has a strong potential in overcoming the cognitive barriers of grade VI students to ASEAN geographical location materials, especially when designed in the context of real spatial issues, allowing for interactive exploration, and providing visual feedback that encourages reflection. The findings of this study are in line with the principles of the Cognitive Theory of Multimedia Learning, which emphasizes the role of integrating text, visuals, and meaningful learning experiences in building spatial knowledge.¹⁹ However, most of the research still focuses on

¹⁹ Mayer, R. E. (2024). *Multimedia learning: Principles for integrating words and pictures effectively* (4th ed.). Cambridge University Press.

general cognitive learning outcomes without deeply integrating the Higher Order Thinking Skills (HOTS) that are increasingly required by the Independent Curriculum.

In the context of the implementation of the Independent Curriculum, visual media have been proven to support differentiated learning, observation-based formative assessments, and projects based on regional contexts. The use of media such as interactive maps, animated videos, and ASEAN educational games together strengthens spatial literacy, map reading ability, and the dimensions of the Pancasila Student Profile, especially global diversity insights and creativity in presenting geographic information. Therefore, visual media not only serve as a teaching tool but also as a strategic pedagogical instrument to deepen students' conceptual understanding of the ASEAN region, increase active participation in the classroom, and actualize the principles of Freedom of Learning in a more meaningful way.²⁰

The effectiveness of visual media is greatly influenced by the suitability of the learning design and instructional model used. The PBL model, combined with interactive visual media, has proven to be effective in stimulating students' analytical abilities towards spatial phenomena in the Southeast Asian region, while the cooperative model, combined with game media (gamification), is superior in increasing students' motivation and affective involvement. Optimal implementation also requires teacher training in technology-based learning design and adequate digital infrastructure support so that inclusive and equitable learning can be achieved in various regions.²¹

Despite the positive findings, the generalization capabilities of this review are still limited. Most of the included studies were conducted in the context of primary schools in Indonesia with relatively small sample sizes and short intervention durations. Variations in digital infrastructure between regions, teachers' pedagogical readiness, and diverse research designs also limit the extent to which these findings can be generalized to the broader educational environment outside the context of their respective research.

Research Gaps in the Use of Visual Media for Social Studies Learning ASEAN Materials

A review of various studies reveals that there are significant conceptual and methodological gaps in the development and application of visual media for learning social studies ASEAN materials in elementary schools. Most studies only focus on improving motivation and cognitive learning outcomes in general, without deeply integrating high-level thinking skills such as critical thinking, spatial analysis, creativity, and spatial problem-solving skills, even though these competencies are 21st-century demands that are increasingly relevant in the context of social studies education in the era of the Independent Curriculum.

²⁰ Agustina, M., Arni, Y., Sari, A. R. P., dkk. (2024). Pengembangan media pembelajaran video animasi tema 5 subtema 2 kelas 6 untuk meningkatkan pemahaman siswa di SD. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 10(2); Ningsih, A. O., & Rachmadyanti, P. (2025). Pengembangan media Augmented Reality melalui model pembelajaran kooperatif tipe Jigsaw untuk meningkatkan pemahaman materi ASEAN peserta didik kelas VI sekolah dasar. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*.

²¹ Sari, P. I., Kristiantari, M. G. R., dkk. (2021). Model pembelajaran Problem Based Learning sebagai upaya meningkatkan hasil belajar IPS siswa kelas VI sekolah dasar. *Jurnal Ilmiah Pendidikan dan Pembelajaran*; Reynata, D. R., Miranda, D., dkk. (2024). Problem Based Learning berbantuan media interaktif pada mata pelajaran IPS tema 1 dengan materi ASEAN di SD Negeri 2. *Didaktik: Jurnal Ilmiah PGSD*, 10(1).

Although most studies report the positive impact of the use of visual media, their methodological quality is still limited. Many studies used small samples that were not representative, had too short a duration of the intervention (one to three meetings), and did not conduct long-term retention or knowledge transfer assessments. In fact, several studies did not use control groups, increasing the potential for selection bias. In addition, the focus of the study tends to be concentrated on aspects of geographical location and characteristics of ASEAN countries in general, so that more complex dimensions of understanding, such as the linkages between geographical factors, changes in regional boundaries, and regional geopolitical implications, have not been widely explored in existing research.

The findings also show that the effectiveness of visual media is greatly influenced by the school ecosystem. Limited technological devices, uneven internet access in remote areas, low digital literacy among teachers, and a conventional learning culture that is still dominant are the main obstacles in the implementation of technology-based visual media. This condition is exacerbated by the limited learning time that reduces the opportunity to apply constructivist models such as PBL that require in-depth exploration. Therefore, the success of the use of visual media does not solely depend on the sophistication of the technology used, but on the pedagogical and institutional readiness of the school as a whole.²²

This condition emphasizes the need for the development of visual media that not only increases student motivation and engagement but also systematically stimulates critical thinking skills through region-based contextual exploration and problem-solving activities. ASEAN regional geography material has strategic potential to strengthen spatial conceptual reasoning and students' problem representation skills, so that the development of HOTS-based media, especially those that integrate simulation of the dynamics of regional change, can contribute theoretically and practically in improving geographical literacy and the construction of regional knowledge of grade VI elementary school students.

Overall, the research synthesis shows that visual media have a positive impact on students' motivation, geographic conceptual understanding, and cognitive ability development, especially when supported by robust learning designs, appropriate instructional models, and digitally ready school ecosystems. This study also has limitations because it only uses articles from the 2021-2025 range with one main database (Google Scholar), so the potential for selection bias cannot be completely avoided. Nevertheless, these findings emphasize the importance of strategically integrating visual media in line with the spirit of the Independent Curriculum, in order to strengthen independent, collaborative, and meaningful learning in social studies in elementary schools.

²² Alfigo, R., Adrias, A., & Syam, S. S. (2025). Analisis strategi pembelajaran untuk meningkatkan pemahaman siswa dalam mata pelajaran IPS di sekolah dasar. *Jurnal Bintang Pendidikan Indonesia*; Nurhayati, N., & Nisa, A. F. (2023). Model pembelajaran inkuiri untuk meningkatkan hasil belajar IPS tentang kenampakan alam negara ASEAN pada siswa kelas VI SD. *Seminar Nasional Pendidikan UST*.

CONCLUSION

A systematic review of the 2021-2025 period shows that visual media has a real and positive impact on conceptual understanding, learning motivation, and cognitive learning outcomes of grade VI elementary school students in the material of the geographical location of ASEAN countries. Five dominant trends were identified: (1) the dominance of audio-visual and animation-based media that was most effective in overcoming the abstraction of geographic material; (2) the integration of gamification elements through educational games such as monopoly, quartet cards, and snakes and ladders to increase student engagement and motivation; (3) the use of Augmented Reality-based immersive technology and Android applications for deep spatial visualization; (4) the combination of visual media with active learning models such as PBL and cooperative which has been proven to improve students' spatial analysis skills; and (5) focusing on improving cognitive learning outcomes as the main indicator of successful media use. Simple media based on static visuals is effective for basic concepts of mapping, gamification media improves emotional engagement and memorization, while AR technology and digital applications support the development of high-level spatial reasoning.

The effectiveness of visual media is greatly influenced by the suitability of the pedagogical design and learning model that is the container, as well as the readiness of the infrastructure and digital literacy of teachers, who are still uneven in various regions of Indonesia. Therefore, the development of visual media for social studies learning needs to be carried out adaptively and contextually, taking into account the characteristics of grade VI students, the availability of technology in schools, and the competency demands of the Independent Curriculum that emphasizes meaningful, differentiated, and global insight-based learning. The study also identified important research gaps related to the limitations of static visual media in explaining the dynamics of complex geographic change, as well as the lack of research that systematically measures the impact of visual media on Higher-Order Thinking Skills (HOTS) in the context of ASEAN regional geography.

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