



## Innovation in Pancasila Education Learning: The Role of Interactive Multimedia in Enhancing Students' Learning Interest

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### ABSTRACT

*The education of Pancasila in elementary schools is crucial for developing students' character and fostering a sense of national identity. Nevertheless, traditional teaching approaches frequently fail to engage students, leading to diminished participation and comprehension. This research aims to examine how interactive multimedia can enhance students' interest in learning Pancasila Education at the elementary school level. The investigation was carried out using a qualitative case study approach at an elementary school located in the Banjarsari District of Surakarta City. To gather data, techniques such as observation, interviews, and literature reviews were employed to assess the implementation and effectiveness of interactive multimedia in the educational process. The findings indicated that interactive multimedia tools, including animated videos, educational games, and digital comics, can substantially boost students' interest, engagement, and understanding in studying Pancasila Education. These interactive tools enable students to visualize abstract ideas, actively participate in their learning, and connect the content to their daily lives. However, the research also highlighted several constraints, including differences in multimedia quality, technological limitations, and the requirement for extensive resources for effective implementation. Engaging multimedia that facilitates direct interaction among students has proven to be more effective compared to passive formats like videos. The study concluded that interactive multimedia is essential in making the learning of Pancasila Education more vibrant, participative, and meaningful. It is advised that educators and policymakers advocate for the incorporation of interactive multimedia by providing teacher training, enhancing technology infrastructure, and fostering collaboration in developing high-quality educational materials.*

**Keywords:** Interactive multimedia, Pancasila Education, learning interest, elementary school, educational technology

## 1. INTRODUCTION

Education is a carefully planned and implemented process aimed at achieving specific goals, involving students in the development of their own empowerment. Learners undergoing education are essentially equipped with moral foundations and values aligned with Pancasila, the fundamental principles of the Indonesian nation (Hasan et al., 2022). Beginning with primary education, which serves as a prerequisite for advancing to higher levels, character development is crucial as it plays an important and relevant role in today's evolving society (Junaidi, 2019). Pancasila Education is one of the core subjects in the elementary school curriculum that plays a vital role in shaping students' character and national insight. Its goal is to disseminate knowledge that fosters a sense of responsibility, nurtures patriotism, and enhances national awareness. Pancasila Education at the elementary level plays a major role in cultivating character and instilling noble values in the younger generation of Indonesia. Therefore, creative teaching methods that actively involve students are essential to achieving these goals. This aligns with the Merdeka Curriculum, which grants primary schools greater autonomy in selecting curricula and teaching strategies that best suit students' needs.

However, in practice, Pancasila Education often faces challenges, particularly related to its delivery methods, which tend to be conventional and less engaging for primary school students (Munir et al., 2023). Education in the 21st century must prioritize enjoyment and be centered on student needs. It is essential to encourage creativity and innovation among learners through contemporary educational practices (Rosiana et al., 2024). In today's digital era, integrating technology into education is indispensable. Advances in science and technology have brought about significant changes in various aspects of life. These technological advancements offer convenience and enhance speed and efficiency in our daily activities. Therefore, utilizing digital learning tools in education can assist teachers in fostering creativity and unique ideas in their instructional methods. To create an engaging learning environment, educators must possess knowledge of digital technologies (Tafonao, 2018).

Education in the digital age has undergone a significant transformation, especially in how learning materials are delivered to students. The use of technology in education has become a necessity, aligning with the characteristics of digital-native generations who are more responsive to multimedia content (Shefira et al., 2024). Although many primary schools in Indonesia have access to digital facilities, their integration into learning especially in Pancasila Education is still suboptimal. Conventional teaching approaches are often perceived as uninteresting and difficult to grasp by students, resulting in lower interest and participation compared to other subjects that employ more interactive and innovative methods. This is evident in students' passive attitudes during lessons, lack of initiative to ask questions, and limited enthusiasm in completing assignments. Such conditions require innovative solutions to bridge the gap between Pancasila Education materials and students' learning styles.

This poses a serious challenge considering that Pancasila Education serves as the foundation for developing students' character and national consciousness from an early

age. Despite various studies focusing on Pancasila Education methods, there remains a gap in the development of interactive learning media suited to the characteristics of elementary students. Interactive multimedia emerges as a potential solution to this issue. The integration of multimedia technology in Pancasila Education offers new opportunities to create more dynamic and engaging learning experiences. By combining text, images, audio, video, and other interactive elements, Pancasila Education materials can be presented in formats that are easier to understand and more relatable to students' daily lives (Assabilah & Murni, 2023).

This study aims to investigate the role of interactive multimedia in enhancing students' learning interest in Pancasila Education at the elementary school level. Specifically, it examines how the implementation of interactive multimedia influences students' participation, comprehension, and active engagement in Pancasila learning. It will also explore the most effective forms of interactive multimedia in facilitating meaningful Pancasila Education. In practical terms, the results of this study are expected to serve as a reference for educators in developing and implementing more engaging and effective Pancasila learning approaches. Theoretically, this research seeks to enrich the literature on technology integration in Pancasila Education at the primary level while offering new perspectives in the development of multimedia-based learning media.

## **2. RESEARCH METHOD**

This activity was carried out at an elementary school located in the Banjarsari District, Surakarta City. The method used in this research is a case study with a qualitative approach. The study aims to investigate how the implementation of interactive multimedia can influence students' levels of participation, comprehension, and active engagement in Pancasila Education learning. Additionally, the research explores the most effective forms of interactive multimedia in facilitating meaningful Pancasila Education.

The data collection techniques employed include observation, interviews, and literature review. Observation was conducted to examine students' involvement during Pancasila Education lessons. Interviews were held with teachers to gain in-depth insights into their views, experiences, and opinions regarding Pancasila Education, including the media used in the teaching process. The literature review was utilized to examine existing references related to the use of multimedia in education and to identify the most effective multimedia formats. These three techniques are complementary and aimed at producing a comprehensive understanding of the research problem.

## **3. RESULT AND DISCUSSION**

Pancasila Education plays a vital role in shaping students' character and national values from an early age. However, the implementation of this subject often faces challenges due to the use of teaching methods that are not aligned with technological advancements or students' needs. In one elementary school in Surakarta City, Pancasila Education is still taught through conventional methods, where teachers mainly rely on lectures and

textbooks. This approach fails to captivate students' interest, resulting in passive learning and minimal participation.

The use of interactive multimedia can serve as an effective solution to overcome these challenges. Tools such as animated videos, digital-based educational games, and interactive quizzes can present Pancasila Education materials in a more engaging and enjoyable manner. With multimedia, students become active participants rather than mere recipients of information (Milidar, 2024).

In the elementary school that is the focus of this study, the implementation of interactive multimedia holds significant potential. Such an approach has a substantial role in increasing student interest in Pancasila Education at the primary level. The integration of interactive media—such as videos, educational games, and digital comics—has been proven to spark curiosity and enthusiasm among students, in line with previous studies that confirm the positive effects of multimedia in education. For instance, a study by Fitrotun Nisa et al. (2024) revealed that using videos rooted in local wisdom resulted in higher student participation levels, underscoring the importance of relevant media for better comprehension.

Similarly, Yasin and Susanti (2023) found that quartet card games increased student engagement compared to lectures and presentations. Riyanti et al. (2024) also confirmed these findings by developing digital comics as learning tools in Pancasila Education. These studies emphasize that various forms of interactive media—when tailored to students' characteristics—can effectively enhance interest and engagement. The media used in this research and prior studies reflect the importance of aligning content with learners' needs to make learning more efficient.

This study affirms that while interactive multimedia offers many advantages in enhancing students' interest and comprehension, there are several limitations to consider. Students require learning motivation to engage actively in the classroom. Interest plays a crucial role in boosting involvement, concentration, and attention during lessons. To cultivate this interest, educators must develop innovative, appealing, and interactive teaching strategies by utilizing available multimedia tools. In Pancasila Education, the use of interactive media directly contributes to improved participation, understanding, and engagement. With interactive elements, students are no longer passive observers; instead, they engage in educational games, group discussions, and collaborative activities that foster deeper learning and build their competencies (Nurhasanah & Sobandi, 2016).

Aligned with Adila et al. (2024), the implementation of interactive media such as learning videos, digital comics, and educational games significantly attracts students' attention and aids them in understanding the values of Pancasila. Visual aids help students grasp abstract concepts and improve long-term retention. Supardi et al. (2015) further support this by showing that visualization in learning makes difficult concepts more concrete and comprehensible. Effective multimedia usage enhances student motivation as content is delivered in visually appealing formats, contributing to enjoyable learning experiences and improved academic outcomes. Observations also showed that students

tend to understand content faster when visualized through videos or educational games rather than oral explanations. Interactive multimedia not only facilitates the understanding of foundational Pancasila concepts but also helps students relate the content to real-life contexts, making learning more relevant and meaningful.

In terms of media effectiveness, this study reveals that not all forms of interactive multimedia yield the same impact. Certain types, such as collaborative educational games, appear more effective than passive video-watching. This is due to the social interaction generated through games, where students learn not only from the content but also from peer interaction. Therefore, media that promote collaborative learning hold greater potential for achieving meaningful learning objectives. Students engaged in educational games gain firsthand learning experiences and are more motivated to internalize Pancasila concepts deeply.

Nonetheless, some limitations should be acknowledged. One key barrier is the variation in the quality of multimedia content, where effectiveness is influenced by design, content, and relevance. Poorly designed or irrelevant multimedia may decrease students' interest. Additionally, technological constraints in some schools—such as limited devices or internet access hinder the optimal use of multimedia. These infrastructure gaps can create inequality in learning outcomes between well-equipped and under-resourced schools. This aligns with Wijaya (2023), who noted that limited access and content quality variations can affect multimedia-based learning effectiveness. Some students showed lower interest when media quality was poor or when technical support was lacking. Hence, selecting the appropriate and effective multimedia format is critical to maximizing learning outcomes.

Another challenge lies in the time and resource demands for preparing and implementing multimedia. Teachers often require special training and may feel burdened by the additional effort needed, which can reduce consistency in multimedia use. Moreover, the duration and frequency of multimedia use are often limited, making it difficult to assess its long-term impact on students' interest and engagement.

Despite these challenges, interactive multimedia has proven to play a vital role in increasing elementary students' interest in Pancasila Education. This study confirms that interactive tools enhance participation, with students showing higher motivation when lessons are delivered through engaging, multi-sensory media. Multimedia allows students to see, hear, and interact with content, offering a richer learning experience compared to one-way traditional methods.

These findings carry important implications for education, particularly in the teaching of Pancasila Education at the elementary level. The fact that interactive multimedia significantly improves students' interest, understanding, and participation demonstrates that technology integration in this subject is not merely an add-on, but a necessary support for achieving higher educational goals. Interactive multimedia not only captures attention but also deepens understanding and encourages engagement with the learning content.

By creating a dynamic and participatory learning environment, it helps students develop critical thinking and collaboration skills through active learning experiences.

Based on these results, it is recommended that educators and policymakers consider integrating interactive multimedia into the Pancasila Education curriculum at the elementary level. The use of videos, digital comics, and educational games should be supported through teacher training programs to ensure readiness in implementing technology-based learning. Schools must also develop adequate infrastructure, such as access to devices and reliable internet connections, to ensure equitable access for all students. Enhancing teacher competence in managing technology-integrated learning is fundamental so they can create multimedia content that aligns with students' developmental stages and needs. This would make learning not only more interactive but also more relevant and meaningful.

Further recommendations include collaboration between schools and educational institutions to develop multimedia materials aligned with Pancasila values and the national curriculum. Such collaboration ensures that the materials are adapted to local cultural contexts and support character education goals. Additionally, future research is needed to examine the effectiveness of different types of interactive multimedia across various educational contexts, ensuring that implementation can be tailored to the unique needs of each school. Through continuous efforts to develop and apply interactive multimedia, Pancasila Education is expected to become more effective and to positively influence students' interest, comprehension, and engagement in meaningful learning.

#### 4. DISCUSSION

The study's findings indicate that the integration of e-learning in the Siyasah Department has positively influenced various elements, including learning flexibility, enhanced material accessibility, innovative teaching methodologies, and greater student autonomy (Putra, Maulana, Chayo, Haekal, & Syaharani, 2024). This study identified substantial problems, including inadequate technological infrastructure, the preparedness of instructors and students, and insufficient student participation in online discussion forums.

The outcomes of this study align with other prior studies indicating that e-learning enhances learning flexibility and accessibility. Research conducted by Al-Samarraie indicated that e-learning facilitates students' access to educational resources across diverse locales (Al-Samarraie, Shamsuddin, & Alzahrani, 2020). The study underscores particular issues, notably with Islamic education and infrastructural deficiencies in poor nations. In the local setting, difficulties such as faculty and student preparedness are more pronounced than in other studies that examine institutions with better developed technology infrastructure. The observation that e-learning offers temporal and spatial flexibility, enhances material accessibility, and fosters student autonomy is attributable to the Constructivism Theory proposed by Jean Piaget and Lev Vygotsky. Constructivism posits that optimal learning transpires when individuals actively construct their knowledge

via engagement with their environment and experiences (Debby Adelita Febrianti Purnamasari, 2024)

In the realm of e-learning, the flexibility provided enables students to autonomously build their knowledge and more effectively adjust to their individual learning pace. The implementation of e-learning that integrates diverse educational media (videos, discussion forums, online quizzes) is an endeavor to furnish several resources that facilitate the constructive learning process. Online learning enables students to actively participate, discuss, and contribute within a more flexible framework, thereby reinforcing the principles of constructivism.

In addition, more modern Technology-Based Learning Theories, such as the Community of Inquiry (CoI), state that effective learning in an online environment requires three main elements: cognitive presence, social presence, and teaching presence (Kirana, Anggraeni, & Diana, 2021). The study's findings indicate that students have greater independence and enhanced access to materials, thereby reinforcing the notion that well-managed online learning may optimize these aspects. Data indicating diminished student engagement in online discussion forums highlights the difficulty of fostering robust social ties, which the Community of Inquiry (CoI) paradigm posits as essential.

This study's findings indicate that e-learning can serve as a strategic option to enhance the quality of education in the Siyasa Department, particularly in the digital age. Nonetheless, its success necessitates comprehensive assistance through technological training, infrastructure enhancement, and continuous mentorship. Furthermore, these findings suggest the necessity for a paradigm shift in education, transitioning from a conventional methodology to a more technology-driven and collaborative learning framework.

Universities must enhance technology infrastructure to facilitate e-learning by ensuring sufficient internet connectivity, intuitive e-learning platforms, and robust technical support services. Continuous training is essential to enhance lecturers' technological proficiency, enabling them to fully utilize e-learning features and foster interactive learning. E-learning offers students the chance to cultivate autonomy and digital competence, essential for their professional endeavors. This outcome promotes the amalgamation of Islamic principles with a digital learning methodology to ensure its contemporary relevance. The execution of e-learning has not been sufficiently bolstered by appropriate infrastructure, particularly for students residing in regions with restricted internet connectivity.

The obstacles encountered in e-learning implementation, including technological infrastructure limitations and lecturers' preparedness to utilize technology, can be elucidated through Everett Rogers' Innovation Adoption Theory, which posits that the adoption of new technologies is affected by factors such as complexity, appropriateness, and user-friendliness. Numerous professors encounter challenges in utilizing current e-learning systems, suggesting that these platforms may be perceived as sophisticated or insufficiently user-friendly, particularly for those lecturers who possess limited technological proficiency.

The Technology Acceptance Model (TAM), created by Davis, elucidates the difficulties encountered by lecturers and students in the use of e-learning technology

(Hanum, Rambe, Harahap, Prayoga, & Pohan, 2023). This model posits that the primary determinants of technology adoption are perceived ease of use and perceived utility. Instructors who struggle with the e-learning platform or are uncertain of its advantages may impede the successful adoption of e-learning.

The results about the constraints of technical infrastructure, with 40% of students encountering challenges with internet access, are also pertinent to the Digital Divide Theory, which illustrates the disparity in technology access between the affluent and the underprivileged. This highlights the necessity of ensuring more equitable internet access to mitigate disparities in the online learning experience.

The implementation of e-learning that enhances student autonomy is also associated with Albert Bandura's Social Learning Theory (Khechine & Augier, 2019). This idea posits that learning transpires via observation and social interaction. While online learning offers flexibility, data indicates a decline in students' social participation, thereby undermining the anticipated efficacy of social learning. The constraints of social contact in online learning can diminish opportunities for students to engage in direct interactions with peers or instructors, a crucial element of social learning theory.

Furthermore, Digital Literacy is gaining significance in contemporary education, and the results of this study indicate that e-learning in the Siyasa Department has enhanced students' digital literacy. Recent studies indicate that e-learning enhances the acquisition of digital skills essential for the workforce and everyday life. This corroborates Bakia's research, which asserts that e-learning enhances not only academic competencies but also broader digital proficiencies (Sutrisno & Lubis, 2022).

Despite many students experiencing increased independence in utilizing technology, data indicates a propensity for students to adopt a passive role in online learning (Supriatna, Muslim, Fathani, & ..., 2021). This signifies a necessity for improved techniques to foster more dynamic social connections in the online sphere.

## 5. CONCLUSION

Based on the findings and discussion, it can be concluded that interactive multimedia is designed by taking into account students' learning styles and is tailored to suit the subject matter being taught. Interactive multimedia-based learning presents content in an engaging way through the use of visuals, animations, audio, and video, while also allowing student responses and interactions. As a result, the use of interactive multimedia yields noticeable benefits for both teachers and students, particularly in increasing students' interest in learning due to the diverse and stimulating media employed.

It is concluded that the implementation of interactive multimedia significantly contributes to improving students' interest, comprehension, and engagement in Pancasila Education at the elementary level. Through interactive multimedia, students are not merely passive recipients of information but are actively involved in the learning process through collaboration, discussion, and educational games, which directly enhances their motivation and academic performance.



With well-planned integration and adequate support, the use of interactive multimedia in Pancasila Education is expected to serve as an effective tool to boost students' learning interest and to strengthen their understanding and application of Pancasila values in their daily lives.

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