



Enhancing Elementary Students' Understanding of *Pancasila* Values: Exploring *MANILA*, a Canva-Based Interactive Learning Tool

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ABSTRAK

Guru memegang peranan yang sangat penting dalam pembelajaran dimana guru harus mampu memberikan pembelajaran yang disesuaikan dengan perkembangan teknologi. Guru harus mampu menyediakan media agar siswa dapat memahami materi secara menyeluruh dan berkelanjutan sehingga diperlukan kemajuan media pembelajaran seperti media interaktif "MANILA" (Media Interaktif Nilai-Nilai Pancasila). Penelitian ini bertujuan untuk menghasilkan media pembelajaran berbantuan Canva pada mata pelajaran Pendidikan Pancasila materi nilai-nilai Pancasila di kelas V SD yang teruji kelayakan dan keefektifannya serta mampu meningkatkan hasil belajar siswa. Penelitian ini merupakan penelitian dan pengembangan dengan model Borg and Gall yang dibatasi pada tahap keempat. Subjek penelitian terdiri dari: 1 orang ahli materi, 1 orang ahli media, 1 orang guru kelas, 6 orang siswa untuk uji coba skala kecil, dan 15 orang siswa untuk uji coba skala besar. Teknik pengumpulan data menggunakan wawancara, lembar validasi, angket respon, dan tes. Media juga dinyatakan efektif dilihat dari hasil pretest dan posttest serta hasil uji T yaitu $T(15) = 4,06$, $p < 0,05$. Oleh karena itu, pengembangan media interaktif "MANILA" berbantuan Canva disimpulkan sangat layak, praktis, dan efektif dalam meningkatkan hasil belajar siswa.

ABSTRACT

Teachers played very important role in learning where teachers had to be able to provide learning that were adapted to technological development. Teachers had to be able to provide media where students could understand the material as a whole and continued so that the progress of learning media such as interactive media "MANILA" (Interactive media of Pancasila values) was needed. This study aimed to produce Canva-assisted learning media in the subject of Pancasila Education, the material of Pancasila values in grade V SD which was tested for feasibility and effectiveness and was able to improve student learning outcomes. This research was a research and development with the Borg and Gall model which was limited to the fourth stage. The research subjects consisted of: 1 material expert, 1 media expert, 1 class teacher, 6 students for small-scale trials, and 15 students for large-scale trials. Data collection techniques used interviews, validation sheets, response questionnaires, and tests. The media was also declared effective which could be seen from the pretest and posttest results and the T-test results, namely $T(15) = 4.06$, $p < 0.05$. Therefore, the development of interactive media "MANILA" assisted by Canva was concluded to be very feasible, practical, and effective in improving student learning outcomes.

1. INTRODUCTION

Education is a deliberate and organized effort to create a pleasant learning environment so that learners can actively develop various aspects of themselves, including spiritual strength, self-control, personality, intelligence, good morals, and skills needed for themselves and society. In addition, education also includes teaching specific skills as well as deeper and abstract aspects such as the provision of knowledge, consideration, and wisdom (Allison, 2023; Ismandela et al., 2023). Education today has undergone a significant transformation along with technological advancements. Modern technology provides easy access to information through the internet, which directly affects the way of learning and teaching (Pratama et al., 2019; van Laar et al., 2020). Teaching and learning activities, as the core of education, aim to create effective communication between teachers and students, where the role of teachers is crucial in the success of the learning process (Febriyenti et al., 2024; Intan Wahyuni et al., 2023; Solih et al., 2022). Teachers as a major part of the world of education, teachers are expected to have the ability to equal or even exceed the progress of science and technology that is developing in society teachers as a major part of the world of education, teachers are expected to have the ability to equal or even exceed the progress

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of science and technology that is developing in society (Latifah & Ramadan, 2023; Ramadani & Khaferi, 2020). Previous research also emphasized that teachers need to prepare learning thoroughly as a guide in delivering material in class, including preparing Learning Implementation Plans (RPP), preparing teaching materials, learning resources, and learning media, choosing appropriate learning methods, mastering the material to be delivered, and preparing and providing assessment instruments (Andriani et al., 2021; Astuty & Suharto, 2021). Therefore, teachers are expected to have comprehensive knowledge and understanding, which will support students in achieving learning success in accordance with educational goals (Ali, 2022; Wahyuni et al., 2021).

This technological change also affects the evolution in the learning process, where teachers can utilize developing technology to deliver learning material to students. One of the ways used is through the use of learning media in the classroom (Asnur et al., 2023; Fikri Adam & Kristi Mulyani, 2023; Sitanggang, 2022). Good media is media that can attract students' attention and will later be able to improve student learning outcomes. Learning media is a tool used by teachers to deliver material or information to students (Nuraini et al., 2021; Saadah et al., 2022). Learning media that is now a trend in the 21st-century learning era is digital-based learning media. Technology-based interactive learning media gives an impression that is not rigid and monotonous in the learning process (Ockta et al., 2024; Setiansah et al., 2023; Yesilyurt & Vezne, 2023). One of the learning that requires interactive learning media is the subject of *Pancasila* Education. *Pancasila* education is very important because it focuses on developing the values, morality, and attitudes and behaviors of students. At the primary school level, *Pancasila* education aims to provide a foundation of basic knowledge and skills on how Indonesian citizens based on *Pancasila* interact with other citizens and fellow Indonesians (Sa'diyah & Dewi, 2022; Tegeh, 2022).

The subject of *Pancasila* Education contains a lot of content and emphasizes on the ability of students to memorize well. Based on the results of interviews with grade V teachers of SDN Gondoriyo, it is known that in the material for teaching the values of *Pancasila* in *Pancasila* education in the independent curriculum, students have difficulty in distinguishing experiences between precepts in everyday life. In its implementation, students find it difficult to distinguish the practice of precepts 2, 3, and 5 and there are some words that students rarely encounter resulting in students having difficulty understanding *panca* values (Assabilah & Murni, 2023; Maulani et al., 2020). Media for the practice of precepts The media used by teachers is good, namely using images and powerpoints but has not run optimally and has not been enough to foster student interest so that there is no active student involvement in the learning process. This affects student learning outcomes where based on the results of formative tests of grade V students on *Pancasila* values, there are 11 students getting scores below KKM and 10 students above KKM where the KKM is 70. This is in line with previous research that has the same problem, namely the media used by teachers are print media, textbooks, and the surrounding environment (Rahmadani et al., 2023; Restu et al., 2023)

The above problems can be overcome by using interactive media where the learning environment will be interesting and interactive for students and it is expected that students will get ease in understanding the material. One platform that can be used in developing interactive media is Canva Teachers can use Canva as an interesting learning tool by creating a creative and fun learning atmosphere according to their creativity, especially for learning *Pancasila* education material *Pancasila* values. In designing media in Canva can not only be used in the laptop but can be used on smartphones (Asnur et al., 2023; Ilham et al., 2023). Canva is an online design platform that offers a wide variety of tools for creating graphic designs, including presentations, graphics, posters, banners, invitation cards, photo editing, and Instagram and Facebook covers. Researchers have developed an interactive media assisted by Canva named "MANILA" which stands for interactive media of *Pancasila* values. Media is developed with a variety of interesting features consisting of audio, video, ice breaking, material for practicing *Pancasila* values and photos taken directly by researchers, as well as games and quizzes. This is an advantage in this study because the material is explained in a complex, easily accessible and has a wider sample of 21 students compared to previous studies where the example of *Pancasila* practice is only presented using text without examples of practice pictures with a sample of 10 students (Assabilah & Murni, 2023; Junaedi, 2021). Other studies already have quite complete interactive media but the example of practice is presented in the form of animation where in the fifth grade students should have been presented with real examples of *Pancasila* practice in everyday life with a sample of 11 people (Kusdarini et al., 2020). However, from the results of previous studies, interactive media has proven effective in improving student learning outcomes and is declared feasible by experts.

The purpose of this research is to develop interactive media "MANILA" as an innovative learning tool to improve understanding and practice of *Pancasila* values for grade V students of SDN Gondoriyo. This study also aims to test the feasibility of media and test the effectiveness of interactive media "MANILA" in improving student learning outcomes related to understanding and practicing the values of *Pancasila*. Thus,

the novelty of this study will fill the gap in understanding and practicing the value of *Pancasila* and contribute to the development of innovative learning media that are relevant to learning needs in today's digital era.

2. METHOD

The research and Development (R&D) of Canva-based interactive media "*MANILA*" uses the Borg and Gall development model (Sugiyono, 2016), The implementation is limited to stages 1-8 as show in Figure 1.

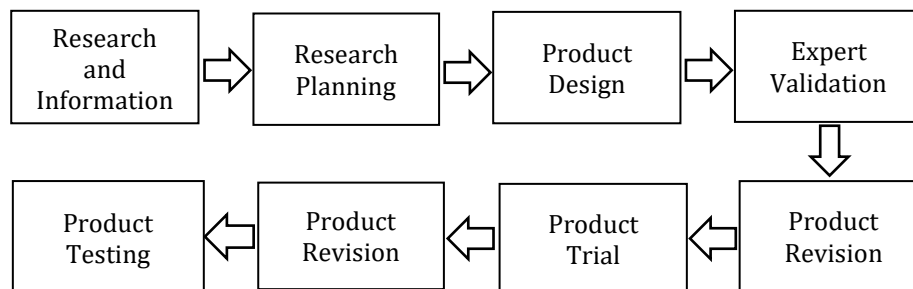


Figure 1. The Steps of Borg and Gall Model

This research will be carried out in February-March 2024 at SDN Gondoriyo which is located at Jl. Jludang, Gondoriyo, Ngaliyan District, Semarang City. The test subjects of this research are class V SDN Gondoriyo which totals 21 people and will take part in the phase of small-scale trials and large-scale trials. In small-scale trials, samples were taken using random sampling techniques so that 6 students were obtained from the total number of class V SDN Gondoriyo. The sample in the large-scale trial amounted to 15 grade V students of SDN gondoriyo. This type of data is processed from quantitative and qualitative data. Quantitative data processing comes from questionnaires validated by material experts, media experts, and questionnaires of teacher and student responses to the use of small-scale trial media. Qualitative data processing comes from inputs, criticisms, and suggestions listed in media expert questionnaires, material experts, and teacher and student response questionnaires in small-scale trials in writing. Data collection techniques in this study used: 1) interviews, conducted to grade V teachers of SDN Gondoriyo to find out the problems that exist in the *Pancasila* education, 2) questionnaires, namely in the form of questionnaires for student and teacher needs, expert validation questionnaires, and questionnaires for student and teacher responses. The type of data collection technique in questionnaires is the Likert scale. 3) Tests, in the form of pretest and posttest questions that, have been tested for validity, reliability, and level of difficulty of the questions. The pretest and posttest are used to measure student learning outcomes and the success of using Canva-based interactive media that the author has developed. 4) Documentation, to obtain data on schools and student identities according to research needs. The grid of data collection instruments in this study can be seen in Table 1, Table 2, Table 3, and Table 4.

Table 1. Material Expert Assessment Instrument Grid

No.	Aspects	Indicator	Total item
1	Aspects of material suitability	Material in accordance with CP	1
		The material is in accordance with the learning objectives	1
		Accuracy of examples, illustrations with material	2
2	Aspects of material feasibility	The material facilitates students' understanding	2
		Material according to the level of thinking	3
3	Useful aspects of the material	Material in the media is useful in improving students' abilities	2
		Materials and questions in the media motivate students' abilities and involvement	2
Total			13

Table 2. Media Expert Assessment Instrument Grids

No.	Aspects	Indicator	Total item
1	Aspects of clarity and tidiness of media	a). Neatness of <i>MANILA</i> learning media	8
		b). Image and color quality on <i>MANILA</i> media	3
2	Conformance aspect	a). Suitability of the media to the material	1
		b). Image suitability with the material	1
3	Useful aspects of media	a). Effective media are used according to the type of group (small or large group)	1
		b). Media stimulates student activeness	1
		c). Learning media is easy to use	1
Total			16

Table 3. Student Response Instrument Grid

No.	Aspects	Indicator	Total item
1	Material Aspects	a). The material presented is clear	1
		b). The language used is easy to understand	1
2	Aspects of Media use	a). Media helps students understand the material	1
		b). Clear instructions for use	1
		c). Media is very interesting	1
		d). Media boosts student morale	1
		e). Fun learning activities	1
		f). Attractive media design	1
Total			8

Table 4. Teacher Response Instrument Grid

No.	Aspects	Indicator	Total item
1	Media display aspect	<i>MANILA</i> media is interesting for students	1
		The font used is clear	1
		The images presented are attractive	1
		The color on the media is suitable for students	1
2	Aspects of media content	Practice questions on the media in accordance with the learning objectives	1
		The material presented helps students understand the material quickly	1
		The media has relevant problems in the surrounding life	1
3	Aspects of the effectiveness of media use	Interactive media can be used easily	1
		Media can be used repeatedly in learning	1
Total			9

Table 5. Pretest and Posttest Question Grids

No.	Material	Question indicators	Cognitive level	Question number
1	The values of <i>Pancasila</i> and its practice in everyday life	Students can mention the values contained in <i>Pancasila</i> and examples of their practice	C1	1,2
		Students can determine examples of practicing <i>Pancasila</i> values in everyday life	C3	3,4,5,6
		Students can choose examples of practicing the value of <i>Pancasila</i> in everyday life	C4	7,8,9,10
		Students can analyze examples of practicing <i>Pancasila</i> values in everyday life	C4	11,12,13,14
Total				14

Before getting the pretest and posttest questions, validity, reliability, and difficulty tests were carried out on the test instrument questions totaling 40 questions, using the help of Microsoft Excel and researchers

got 18 questions with valid categories and only used 14 questions for pretest and posttest questions for small- and large-scale trials. There are four categories on the Likert scale on the validation questionnaire sheet of media experts, material experts, teacher, and student response questionnaires which can be seen in Table 6.

Table 6. Categorization Of Validation Sheets And Response Questionnaires

Alternative Answers	Score
SB = Excellent	4
B = Good	3
C = Average	2
K = Poor	1

As for obtaining the results of score assessment on media experts, material experts, and teacher and student responses. After the score results are obtained, then perform an average calculation aimed at obtaining the final score adjusted to the interpretation of the predetermined score can be seen in Table 7.

Table 7. Validator Validity Criteria

Percentage	Criteria	Information
86% - 100 %	Very Feasible	No Revision
76 % - 85 %	Feasible	Revision
60% - 75%	Quite feasible	Revision
55% - 59%	Less feasible	Not feasible
< 54%	Not feasible	Not feasible

Analysis of initial data with normality tests, as well as final data analysis with paired sample t-test and N-gain tests on pretest and posttest results to determine the product's success in improving student learning outcomes using SPSS Application version 25.0.

3. RESULT AND DISCUSSION

Result

This study reviews three main aspects, namely (1) the process of developing interactive media, (2) the validity of the results of developing interactive learning media, and (3) the effectiveness of interactive learning media. The interactive media development model used is Borg and Gall which is limited to stage 8. The first stage is the search and collection of data, The first stage of this study was observation to find learning problems in *Pancasila* education subjects obtained by interviews with grade V teachers at SDN Gondoriyo Semarang. Based on the results of the interview, problems were found in the material of *Pancasila* values where students had difficulty distinguishing practice between one precept and another. The formative test results of grade V students on *Pancasila* values topic there are 11 students getting scores below KKM, 10 students above KKM where the KKM is 70. The provision of facilities is very supportive, namely the availability of projectors for each class, but teachers have not used them optimally. The media used by teachers are images in the form of print media and ordinary PowerPoints so that students feel bored. Teachers expect more interesting and interactive media so that it can improve student learning outcomes.

The second stage is Planning, which is determining the competencies, indicators, and materials contained in the developed product. Next is to compile a questionnaire of research subjects, namely from media experts, material experts, teacher and student responses, and make pretest and posttest questions. Researchers also compile learning tools or teaching modules as a guide for product trials in the classroom.

The third stage is product design, the resulting product is Canva-based interactive media where the product design is developed using Canva which can be accessed via the web or application. Products are arranged according to the results of questionnaires for the needs of students and teachers. The initial stage of designing Canva-based interactive media is divided into three parts, namely the opening, content, and closing. The opening section contains 1) the initial display in the form of media titles and start buttons 2) navigation button functions 3) media usage instructions 4) information sections (supervisor profiles, developer profiles, topics and objectives, learning objectives, and references). The content section contains 1) introduction to learning (*Pancasila* song video, ice breaking), 2) material (initial problem video, *Pancasila* value song lyrics, and *Pancasila* values material accompanied by photos of *Pancasila* practice directly taken

by researchers). The closing part contains a game to match *Pancasila* scores with the help of wordwall and quizzes about the material that has been studied. The product also contains a glossary that will help understand terms that students rarely hear.

The fourth stage is expert validation of Canva-based interactive media products "*MANILA*" on the material of *Pancasila* values that have been developed then a product validation assessment is carried out by media experts and material experts. The results of validation by experts are then analyzed and the results of the analysis are Canva-based interactive media worthy of being tested on a small scale, but there still has to be revision. Results of media and material feasibility validation in [Table 8](#).

Table 8. Results of Product Due Diligence by Experts

Responden	Percentage (%)	Criteria
Media experts	92	Very Feasible
Material expert	90	Very Feasible

[Table 8](#) shows the results of media validation by media experts and material experts. The results of validation by media experts, obtained a percentage value of 92% with the criteria of "very feasible" where in the aspect of tidiness, suitability aspects and aspects of media usability are considered very worthy of testing. Media experts provide qualitative data in the form of suggestions and comments, namely the lack of original sound back sound from researchers and fonts made more attractive. The results of the validation of material experts, obtained a percentage value of 90% with the criteria of "very feasible" where in the aspect of suitability, aspects of material feasibility, and aspects of usefulness of the material were considered very worthy of testing. The sixth step is a trial product where the product will be tested on a small scale with the subject of 6 students from class V SDN Gondoriyo. Sampling is done by random sampling technique. This experiment aims to determine the effectiveness of the product in improving student learning outcomes in the material of *Pancasila* values which can be known by providing pretest and posttest questions. The results will be processed using a difference test between two paired samples (Paired sample t-test). In the paired sample test, the T-test obtained the results of the sig value. (2- tailed) of 0.000 (0.000 < 0.05), then H_0 is rejected and H_a is accepted so that it is concluded that there is a significant difference between pretest and posttest results which means that there is an influence of the use of Canva-based interactive media "*MANILA*" on student learning outcomes of *Pancasila* values subjects. The results of the pretest and posttest can be seen in [Table 9](#).

Table 9. Learning Outcomes On Small-Scale Trials

Action	Average	The highest score	Lowest score	Average difference
Pretest	56	71	43	24
posttest	80	93	64	

[Table 9](#) shows an increase in the average student learning outcome of 24. This states that there are different conditions before and after using *MANILA*'s interactive media. Researchers also questioned students' responses to the product and the results showed a positive response. The results of student responses obtained a percentage of 93% marks with the criteria of "very practical" from the number of scores of 100%. It can be concluded that *MANILA* interactive media is effectively used in learning *Pancasila* values and can be continued to the large-scale trial stage. The eighth stage is product testing, this stage is a large-scale trial stage with the subject of 15 grade V students of SDN Gondoriyo. Large-scale trials get the same treatment as small-scale trial learning. Starting with giving pretest questions and ending with giving posttest questions and questionnaires of teacher and student responses. The instrument test result is show in [Table 10](#).

Table 10. Instrument Test Results

Types of Testing	Results
Difference in pretest and posttest mean	15
Paired sample t-test	sig. (2- tailed) is 0.001
Teacher response	83%
Student response	90%

Table 10 shows some instrument trial results where there is a difference in the average pretest and posttest results of 15 where in large-scale trials there are also differences before and after media use. The results of the Paired T-test sample showed a significant difference in the pretest and posttest results on the *Pancasila* values material, namely with sig values. (2- tailed) of 0.001 ($0.001 < 0.05$). The results of teacher responses to *MANILA* interactive media received good responses with a percentage result of 83% with the criteria of "very practical". And finally, the responses of students who obtained a percentage of 90% with the criterion "very practical". From the results of the trial, it can be concluded that *MANILA* interactive media gets many positive results and shows that effective and practical media is used in the material of *Pancasila* values in class V and can certainly improve student learning outcomes and understanding.

Discussion

The results of data analysis in this study show that *MANILA*'s interactive media on *Pancasila* values material in class V received positive results from media experts, material experts, teachers, and students so that it is suitable for use in learning. There are several things that affect the success of the research, namely: first, this research successfully combines technology with education to create an engaging and interactive learning environment. The use of the Canva platform as a base for the development of interactive media shows a holistic and progressive approach to the use of technology in education. The findings are consistent with previous research highlighting the important role of technology in improving the quality of education and learning in the digital age (Fariza & Herdiana, 2023; Royani & Muslim, 2022; Salsabila et al., 2021). In interactive media, the material is presented clearly and structured, supported by various examples such as images, animations, audio, and video that are relevant to the material being studied (Mustadi et al., 2022; Pratiwi & Wiarta, 2021). Previous research has also noted that the use of animation and video can interest students and improve their understanding (Nurhayati et al., 2023).

In the content aspect of *MANILA*'s interactive media, the results of the questionnaires and instruments showed that of the eight indicators evaluated, seven of them achieved excellent qualifications and one achieved good qualifications. This is due to the suitability of the material with the learning objectives in the subject of *Pancasila* Education. In addition, this media is effective in encouraging student interaction, grabbing their attention, and providing the necessary encouragement from both teachers and students, thus creating a comfortable learning atmosphere during interaction between teachers and students (Aljohari. N & Olfman, 2020; Oktafiani et al., 2020). The content of the media is focused on exercises for examples of practicing *Pancasila* values, for example there are games, quizzes, song lyrics that help students find out the keywords in each precept, and contain ice breaking. The content of the *MANILA* media is more complex than previous studies. Where previous research only contained ordinary material and contained more text, for example in the example of practicing the *Pancasila* precepts, researchers did not provide pictures or photos of their practice in everyday life and did not contain keywords of *Pancasila* values (Assabilah & Murni, 2023; Wasimin, 2022), The results of research by Assabila and Murni are limited to product development and it is not yet known whether the media can effectively improve student learning outcomes.

In this study, *MANILA* media showed success in improving the learning outcomes of grade V students on *Pancasila* values material with the results of an average difference between pretest and posttest of 24% in small-scale trials and 15% in large-scale trials. This also builds on previous research that Canva-assisted attractive media is also effective in improving mathematical literacy skills (Nurhayati et al., 2023), and effective in improving learning outcomes on plant form and function material in class IV (Rahmadani et al., 2023) and effectively improve learning outcomes on Indonesian cultural materials for grade IV and V students (Asnur et al., 2023).

The results of this study make a significant contribution to the development of interactive learning in the context of *Pancasila* values in class V. The main implication is the recognition of the effectiveness of *MANILA* interactive media in improving student learning outcomes. With positive results from media experts, material experts, teachers, and students, this media has proven suitable for use in learning. This strengthens the argument for the importance of integrating technology in education to create an engaging and interactive learning environment. However, this study has limitations, including related to the limited scale of trials and focusing on one age group only. Therefore, for future research, it is recommended to conduct more extensive trials involving different age levels and different learning contexts. In addition, further research can explore specific aspects in *MANILA*'s interactive media that have a significant impact on student learning outcomes. Thus, further research can provide a deeper understanding of the potential and effectiveness of interactive media in improving the learning of *Pancasila* values.

4. CONCLUSION

From the results of this research, the development of an interactive media called *MANILA* based canva on the material of *Pancasila* values class V elementary school is considered very feasible and effective to be used in learning because it has attractive quality and appearance and certainly can help students understand the material of *Pancasila* values and its practice easily so that student learning outcomes can increase and learning objectives can be achieved properly. Researchers in this study advise teachers to remain creative in providing learning media to students because learning media affects student learning outcomes.

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