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Development Of Pancasila Education Learning Media Based On The Indonesian Character Website, Material On The Meaning Of The Unitary State Of The Republic Of Indonesia To Improve The Learning Outcomes Of Students In Grade Iv Of State Elementary School 14 Rianiate, Samosir Regency, 2025/2026 Academic Year

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Abstract

Study This aim developing Pancasila Education learning media based on the Indonesian Character Website on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI) for increase results Study student Grade IV of SD Negeri 14 Rianiate. Research use Research and Development (R&D) method with the ADDIE model which includes Analysis, Design, Development, Implementation, and Evaluation. Subject study consists of over 27 students class IV. Data collection was carried out through observation, interviews, questionnaires, and tests, then analyzed in a way descriptive, percentage, N-Gain, and Paired Samples t-Test. Research results show that the media obtains level very high eligibility with validation expert 90% material, 100% media expert, and expert 98.2% language. Media practicality is in the very good category. with

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response students 93.70% and 91.75%. Media also proved effective increase results Study with Sig. value 0.000 (<0.05), N-Gain Score 0.7358 (high), and N-Gain Percent 73.57% (sufficient) effective).

Keywords: Learning Media; Indonesian Character Website; Pancasila Education; ADDIE Model; Learning outcomes.

INTRODUCTION

Development revolution industry 4.0 that is followed with transition towards the era of society 5.0 has bring huge changes to various aspect life, including field education. Utilization technology information and communication push occurrence change paradigm learning from teacher - centered system becomes participant - centered learning educate (Jefri, 2025) . Condition the demands a more intensive learning process interactive, flexible, and capable give experience meaningful learning. Teachers are sued For capable utilise technology as means in create innovative learning so that participant educate can develop ability think critical thinking, creativity, communication, and collaboration as competencies needed in the 21st century (Fakhruddin, 2020) . Changes it also requires use of capable learning media support involvement active participant educate during the learning process ongoing (Dewi et al., 2023) .

Pancasila Education is eye lessons that have role important in form character, attitude, and personality participant educate in accordance with Pancasila values. Pancasila Education learning does not only aim increase mastery knowledge, but also imparting mark democracy, responsibility answer, love homeland, as well as awareness as good citizen (Fajri, 2022) . Characteristics lots of material load concepts abstract demands teachers to present interesting and easy learning understood by participants educate school base. Use of appropriate learning media be one of factor important that the delivery process material can ongoing in a way effective at a time help participant educate understand concepts citizenship through experience learn more concrete (Agrifina et al., 2024) .

Based on results observations at SD Negeri 14 Rianiate, the learning process of Pancasila Education is still face various constraints. Learning Still dominated by methods lecture so that participant educate tend become recipient information in a way passive. Teachers are also still experience difficulty in developing learning media based technology so that source learning used more Lots depend on teacher's book. Condition the impact on low motivation Study as well as results Study participant education. Data results test show that in the odd semester year 2024/2025 academic year, 19 out of 28 students or 67% have not reach completeness studying,

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while in the even semester amount the increase to 20 students or 75% who have not reach completion. The results show that part big participant educate Still experience difficulty in understand Pancasila Education material (Hasyda et al., 2024) .

Difficulty participant educate in understand material influenced by characteristics Pancasila Education material that is conceptual, abstract, and normative. Participants educate school base Still be at the stage developments that require example real to be able to understand something draft with good. If material only delivered through explanation oral without support for interesting learning media, understanding participant educate become less than optimal (Susanti, 2025) . Learning media functioning as capable means connect concepts abstract become more concrete through visual presentation, illustrations, and activity interactive so that can increase motivation Study at a time results Study participant educate (Maulida & Khikmah, 2024).

Development digital technology provides opportunity for teachers to developing learning media website -based as one of the innovation learning. The website is capable of integrate various multimedia components, such as text, images, audio, video, animation, and exercise interactive in one easy platform accessed by participants educate (Zuriah, 2020). Website -based media also provides freedom to participant educate For Study in accordance with needs, time and speed learn each so that the learning process become more effective and attractive (Fihayati, 2026) .

Various study show that use of learning media website -based capable increase motivation learn, strengthen understanding concept, as well as increase literacy citizenship participant educate through presentation more material contextual (Kogoya, 2020) . The use of digital media also contributes to development skills 21st century, such as think critical, creativity, communication, and collaboration that become competence important in face development of the times (Hasniyah, 2025) . Conditions the in line with policy transformation education that encourages teachers to utilise technology as part from the learning process so that the quality education can Keep going increase (Anggita et al., 2024) .

Based on various problem In this regard, the development of Pancasila Education learning media based on the Indonesian Character Website for students Grade IV of SD Negeri 14 Rianiate be one of alternative relevant solutions. This media designed For help teachers deliver material in a way more interesting, interactive, and easy understood by participants educate. The development of website -based media is expected capable increase motivation learning, results learning, and strengthening values the character that becomes objective main topic of Pancasila Education. Research this is also expected can give contribution to development of learning media

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based appropriate technology with need participant educate school base as well as support improvement quality learning in the digital era.

METHOD

This study constitutes a research and development (R&D) project that fundamentally seeks to design, produce, and evaluate a Pancasila Education learning media built upon an Indonesian Character-based website. The primary objective of this endeavor is to significantly enhance the learning outcomes of fourth-grade students enrolled at SD Negeri 14 Rianiate. The decision to pursue the development of a digital, website-based instructional tool arises from a recognized need to align educational practices with contemporary technological advancements, thereby making the learning of Pancasila values more engaging, contextual, and accessible for young learners. By integrating the rich values of Indonesian Character into an interactive digital platform, the study aspires to foster not only cognitive understanding of Pancasila but also the internalization of its principles in students' daily lives.

To ensure a systematic and robust development process, this research adopts the widely recognized ADDIE instructional design model. This model encompasses five comprehensive and iterative phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The initial Analysis stage serves as the foundational cornerstone, meticulously undertaken to identify actual learning needs, diagnose gaps in existing instructional materials, and develop a thorough profile of the target learners' characteristics, including their cognitive development, digital literacy levels, and motivational triggers. Following this, the Design stage strategically translates the gathered analytical data into a concrete blueprint; this phase concentrates on architecting the media's content structure, outlining user interface wireframes, crafting storyboards, and systematically developing all necessary research instruments, such as validation sheets, practicality questionnaires, and learning outcome tests. The subsequent Development stage brings the blueprint to life, involving the actual production of the website prototype—from coding and graphic design to content integration. A critical component of this stage is the rigorous validation process, whereby the finished product is subjected to expert judgment by subject matter experts in Pancasila Education, media design experts, and language experts. Their constructive feedback is instrumental in determining the product's content accuracy, pedagogical soundness, technical functionality, and linguistic appropriateness before it is exposed to students.

The refined product then enters the Implementation stage, which is executed through a structured series of trials where the target fourth-grade students actively utilize the developed

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website as part of their Pancasila Education lessons. This real-world application is crucial for observing user interaction, identifying unforeseen technical issues, and gathering immediate reactions from both students and the classroom teacher. Finally, the process culminates in the Evaluation stage. Unlike a terminal review, evaluation is formative and summative, woven throughout each phase but formalized at the end. Its core aim is to holistically appraise the media's validity (from expert judgment), practicality (from user observations and questionnaires), and effectiveness (measured by the improvement in student learning outcomes). This comprehensive assessment serves as the evidence base for the final product revision, ensuring that the resulting media is not only theoretically sound but also pragmatically beneficial (Borg & Gall, 2003; Sugiyono, 2019).

The empirical setting for this investigation is SD Negeri 14 Rianiate, situated in Pangururan District, Samosir Regency. The research is scheduled to be conducted during the even semester of the 2025/2026 academic year. The research subjects comprise a total of 27 fourth-grade students, who serve as the primary users and respondents for assessing the media's impact on their learning. In addition, the homeroom teacher plays a pivotal supporting role, facilitating the classroom implementation, managing the learning environment during the trial sessions, and providing qualitative insights into the practical usability and classroom dynamics of the new media. Regarding data collection, a multi-instrument approach is employed to ensure data triangulation and richness. Data are gathered through classroom observations to document student engagement, semi-structured interviews with the teacher and selected students to capture nuanced perceptions, structured questionnaires to systematically measure practicality and responses, and learning outcome tests comprising both a pre-test (administered before the intervention) and a post-test (administered after) to quantitatively gauge any academic improvement.

The subsequent data analysis employs a mixed-methods approach, integrating both qualitative and quantitative paradigms to evaluate the developed media's quality across three critical dimensions: validity, practicality, and effectiveness. Quantitative data, sourced from expert validation scores, questionnaire responses using a Likert scale, and test results, are analyzed through descriptive statistics involving percentage calculations to determine the degree of validity and practicality. To measure the magnitude of learning enhancement, the Normalized Gain (N-Gain) test is applied to pre-test and post-test scores, while hypothesis testing is utilized to determine the statistical significance of the improvement. An in-depth analysis of learning outcome effectiveness is then performed to confirm that the observed changes are attributable

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to the media intervention. In parallel, qualitative data from observations, interview transcripts, and open-ended validator comments are analyzed using a descriptive-interpretive method. This involves systematic coding, thematic identification, and narrative synthesis to provide rich, contextual insights that explain the quantitative findings and offer direct, actionable feedback for the iterative refinement of the Pancasila Education learning media, ensuring the final product is truly responsive to the needs of the educational context.

RESULTS AND DISCUSSION

Result

Study This is Research and Development (R&D) research with the ADDIE development model which aims to developing Pancasila Education learning media based on the Indonesian Character Website on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI) for student Grade IV of SD Negeri 14 Rianiate, Samosir Regency. Development done through five stages, namely Analysis, Design, Development, Implementation, and Evaluation.

Analysis

Stage Analysis is stage beginning in the ADDIE development model which aims identify need learning as base Development of Pancasila Education learning media based on the Indonesian Character Website. Analysis done through study to teacher needs, equipment learning, characteristics participant education, curriculum and materials, as well as objective learning. Analysis results become reference in designing appropriate media with need users, characteristics student class IV, and demands Independent Curriculum so that capable increase quality learning on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI).

Analysis results teacher needs show that learning Still dominated method lecture with use book packages and boards write so that involvement student not optimal. Teachers need learning media based interactive technology, easy accessible, as well as equipped materials, images, videos, exercises questions, and evaluation. Analysis device learning also shows that although device has referring to the Independent Curriculum, the use of digital media is still limited so that required website -based media development as complement the learning process.

Analysis participant educate show that student class IV has ability diverse learning, enthusiastic towards media- based technology, and more easy understand material through visual presentation as well as activity interactive. The material on the meaning of the Republic of

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Indonesia is still considered difficult Because nature abstract If only delivered through books and teacher's explanations. Therefore that, learning media developed with appearance interesting, language simple, and feature interactive For increase motivation, activity, and understanding student.

Analysis curriculum and materials show that material The meaning of NKRI is appropriate with Achievements Learning Independent Curriculum which emphasizes mastery knowledge at a time formation character. However, the media used in schools Not yet fully support participant - centered learning educate. Because of that that, the Indonesian Character Website -based media was designed with integrate materials, images, videos, exercises interactive, evaluation, and reinforcement values character for learning become more meaningful.

Analysis objective learning show that student expected No only understand draft The meaning of NKRI, but also capable apply mark unity, nationalism, tolerance, and responsibility answer in life daily. Analysis results show that objective the Not yet achieved optimally because limitations of learning media. Therefore that, learning media Indonesian Character Website based developed For support achievement objective learning through presentation interesting, interactive and easy material understood so that can increase activity as well as results Study student.

Design

Stage Design (Planning) done based on results analysis teacher needs, equipment learning, participants education, curriculum, materials and objectives learning. Based on results analysis In this regard, Pancasila Education learning media based on Indonesian Character Website For material The meaning of the Unitary State of the Republic of Indonesia (NKRI) which is appropriate with Achievements Learning Objectives (CP), Learning Objectives (TP), Learning Objective Flow (ATP), and characteristics student grade IV elementary school. This media designed as means more digital learning interactive, interesting, and easy used to improve understanding as well as results Study student.

Media design includes compilation website structure consisting of on page main, login, teacher dashboard, material menu, assignments, student data, reports results learning, and web settings. Media is also designed with simple and attractive appearance through use colors, icons, images, videos, as well exercise question easy interactive accessible to teachers and students. All feature arranged in a way systematically to support the learning process, making it easier management class, and give experience learn more effective and meaningful.

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Development

Stage Development is a process of realizing design become a learning medium for Pancasila- based education Indonesian Character Website is ready used. The media was developed in accordance results analysis need with integrate material The meaning of the Unitary State of the Republic of Indonesia (NKRI), videos, images, exercises question interactive, quiz, pretest, posttest, and report results learn. All feature designed for ease used, interesting, and supportive interactive learning for student Grade IV of State Elementary School 14 Rianiate.

Products that have been developed furthermore validated by experts material, media experts, and experts Language For know level its feasibility. Validation results show that the media obtains percentage eligibility 90% from expert material, 100% from media experts, and 98.2% from expert language, so that all over aspect is in the category Very Worthy. Input from the validators used For perfect content materials, appearance, and use Language before the media is tested to student.

After revised, media tested to student For know level practicality and responsiveness user. Assessment results 27 students themselves shows the average percentage 93.70% with category Very Good, which indicates that the media is easy used, interesting, and help student understand material The meaning of the Unitary State of the Republic of Indonesia (NKRI). Interactive display and presentation systematic material also improves involvement student during learning.

Trials group small against 10 students get the average percentage 91.75% with category Very Good. This result show that the media has level high practicality from aspect appearance, presentation material, convenience uses and benefits learning. Based on results validation and testing, learning media Indonesian Character Website based stated feasible, practical, and ready used at the stage implementation.

Implementation

Stage implementation done For test effectiveness of Pancasila Education learning media based on the Indonesian Character Website on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI) through implementation of pretest and posttest on 27 students Grade IV of SD Negeri 14 Rianiate. Analysis results show existence improvement results significant learning after student using learning media. Original pretest scores is in the category low until moderate (32–52) increased at posttest to category tall to very high (68–100). All student experience improvement results learn, so that show that the media developed capable help student understand material in a way more effective, interesting, and interactive.

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Media effectiveness is also analyzed using the N-Gain test. The calculation results show The average N-Gain value is 0.7358 which is included in category high, with percentage effectiveness amounting to 73.58% which is in the category Enough effective. The results show that learning media Indonesian Character Website based give improvement results high and relative learning evenly throughout student through presentation equipped material text, images, videos, and exercise question interactive.

Testing hypothesis use Paired Samples t-Test show Sig. value (2-tailed) of 0.000 (< 0.05) with an average increase of mark amounting to 42,667 points. This result show existence significant difference between pretest and posttest scores, so that H_o is rejected and H_a is accepted. With Thus, the Pancasila Education learning media based on the Indonesian Character Website has been proven effective and influential significant in increase results Study student Class IV of SD Negeri 14 Rianiate on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI), so that worthy used as a learning medium.

Evaluation

Stage evaluation is stage end in the purposeful ADDIE model For evaluate the success of Pancasila Education learning media based on the Indonesian Character Website based on aspect feasibility, practicality, and effectiveness. Evaluation done through analysis results validation expert material, media experts, and experts language, response students, as well as results analysis of pretest, posttest, paired samples t-test, and N-gain. Evaluation results used as base For ensure that the media developed has fulfil standard quality before implemented in learning.

Based on results validation, learning media declared Very Eligible, with percentage evaluation by 90% of expert material, 100% of media experts, and 98.2% of expert language. From the aspect practicality, results response students also showed Very Good category, namely 93.70% in the assessment test self students and 91.75% in group tests small. Findings This show that the media is easy used, have attractive appearance, as well as capable help student understand material in a way more interactive.

Effectiveness test results show that learning media has an average N-Gain Score of 0.7358 with category high and N-Gain Percentage of 73.57% which includes category Enough effective. The results prove that learning media Indonesian Character Website based increase results Study student optimally. With Thus, the media developed has fulfil three criteria main study development, namely feasible, practical, and effective, so that can used as alternative learning media for Pancasila Education on the material The meaning of the Unitary State of the Republic

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of Indonesia (NKRI) in grade IV of SD Negeri 14 Rianiate.

DISCUSSION

The Results of the Feasibility of Website -Based Pancasila Education Learning Media for Indonesian Character on the Material of the Meaning of the Unitary State of the Republic of Indonesia

Validation results of Pancasila- based education learning media Indonesian Character Website on material The meaning of the Unitary State of the Republic of Indonesia (NKRI) shows that developed products fulfil criteria very worthy from aspect materials, media, and language. Validation expert material get score 72 with percentage 90%, which shows that content material has in accordance with Achievements Learning, Learning Objectives, curriculum, and characteristics participant educate Grade IV Elementary School. Presentation systematic, simple, and gradual material help student understand draft unity and oneness in a way more meaningful so that the media is able to functioning as source supportive learning achievement objective learning.

From the media aspect, the results validation get score 40 with percentage 100%, whereas validation expert Language get score 55 with percentage 98.2%, both of which including category very worthy. The results show that the media has attractive appearance, easy navigation used, as well as presentation systematic and communicative information. Use simple and appropriate language with level development participant educate make it easier student understand material, whereas integration materials, images, videos, exercises questions and evaluation in one platform provides experience learn more interactive and supportive improvement motivation Study student.

Findings study This in line with study (Alrakhman, 2024) which states that learning media website based has level high eligibility after through validation expert material, media experts, and experts language. Research (YM Rahayu, 2025) also shows that suitability material with curriculum, attractive appearance, and use easy language understood produce appropriate media used in learning. Research results this also supports theory Gerlach & Ely (1971) explains that effective learning media must fulfil aspect validity content, quality design, and clarity language. With Thus, learning media Indonesian Character Website based fulfil standard eligibility and worthiness used as alternative learning media for Pancasila Education increase quality learning and outcomes Study student Grade IV of State Elementary School 14 Rianiate.

Practicality test results show that the Pancasila Education learning media based on the

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Indonesian Character Website has obtained very good response from participant education. Assessment self student get percentage of 93.70%, while the group test small obtained 91.75%, both of which is in the Very Good category. The results show that the media is easy easy to use understood, and capable support Pancasila Education learning on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI). According to Nieveen (1999), a product development it is said practical if easy used in accordance designed and attained goals response positive from users. Based on criteria said, the Indonesian Character Website has fulfil aspect practicality as a learning medium in schools base.

The practicality of the media is supported by an attractive website appearance, simple navigation, and presentation systematic material so that student can access materials, learning videos, exercises questions and evaluation with easy. Usage appropriate colors, images, icons and visual media with characteristics participant educate school base capable increase attention, involvement, and comfort student during the learning process. Conditions This show that the media does not only facilitate the learning process, but also create experience learn more interactive compared to learning that only use method lectures and books text. Findings This in line with opinion (DA Rahayu et al., 2025) which states that the learning media designed in a way interesting and easy used capable stimulate attention, interest, and help participant educate understand material in a way more effective.

Research result This is also supported by research (Romadhoni & Rejekiningsih, 2024) which shows that digital learning media obtains valid, practical, and effective categories based on teacher and student responses, as well as study (Elindasari et al., 2024) who reported level the practicality of the Pop-Up Book media is 90.62% with very good category. Similarity findings the show that the learning media designed in accordance characteristics participant educate will get level high acceptance from users. With Thus, the Indonesian Character Website has fulfil criteria practicality and feasibility used as alternative digital learning media for support Pancasila Education learning and increase quality of the learning process on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI).

Research result show that the Pancasila Education learning media is based on Indonesian Character Website effective in increase results Study students on the material The Meaning of the Unitary State of the Republic of Indonesia (NKRI). Paired Samples t-Test Results show mark Mean Difference is 42.667, t- count of 26.705, and Sig. (2-tailed) = 0.000 (< 0.05), which means there is significant difference between pretest and posttest scores. Analysis N-Gain Score also averaged 0.7358 with category tall, whereas N-Gain Percent as big as 73.57% including category Enough

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effective. The results prove that the use of website -based media is capable give improvement results significant learning after the learning process.

The effectiveness of the media is influenced by the characteristics of the website that presents it. material through combination text, images, learning videos, exercises question interactive, and evaluation so that learning become more interesting, interactive, and easy understood. Presentation material like This push student more active in follow learning and helping they understand draft in a way more Good compared to learning that only use method lecture. Findings This in line with Multimedia Learning Theory put forward by Richard E. Mayer (2009), which explains that learning will more effective if information served through combination of words and images. Research results This is also supported by (Hutasoit et al., 2024) who stated that the learning media is interesting capable increase attention, interest, and involvement participant educate in the learning process.

Findings study This in line with study (Zulfikar, 2021) which shows that digital learning media has valid, practical, and effective categories in increase results Study participant educated. These results are also supported by research (Saputra, 2023) which states that learning media innovatively designed in accordance characteristics student school base capable increase results learn and acquire response positive from participant educate. With Thus, the results of the Paired Samples t-Test And N-Gain Score prove that learning media Indonesian Character Website based fulfil criteria effective as well as worthy used as alternative learning media for Pancasila Education increase results Study student Grade IV of State Elementary School 14 Rianiate.

CONCLUSION

Based on results research, Pancasila Education learning media based on the Indonesian Character Website on the material The meaning of the Unitary State of the Republic of Indonesia (NKRI) is stated to be very appropriate, very practical and effective. used on students Grade IV of SD Negeri 14 Rianiate. The suitability of the media was proven through results validation expert material by 90%, media experts 100%, and experts language 98.2%, all of which including Very Suitable category. The practicality of the media is demonstrated by the response positive students, namely results evaluation self of 93.70% and group test small by 91.75%, both categorized as Very Good. The effectiveness of the media is proven through Paired Samples t-Test results with mark significance 0.000 (<0.05), and N-Gain Score value of 0.7358 (category high) and N-Gain Percentage of 73.57% (category Enough effective), so that the media is proven capable increase results Study students on the NKRI material.

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Research result This give implications that learning media website based can become alternative capable digital learning increase quality Pancasila Education learning through presentation more material interactive, interesting, and appropriate with characteristics participant educate. Therefore that, teachers are advised utilise as well as developing digital learning media in the learning process, schools expected provide facilities and infrastructure supporters based technology, participants educate utilize media as source Study independent, and researcher furthermore expected develop media with more features innovative, such as animation, games educational, as well as Artificial Intelligence (AI) integration, as well as test it on samples and levels more education wide.

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