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DEVELOPMENT OF "SIMPA" INTERACTIVE MULTIMEDIA BASED ON LOCAL WISDOM IN PANCASILA EDUCATION FOR FOURTH GRADE ELEMENTARY SCHOOL

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Abstract

The limited use of interactive media in elementary schools, particularly in the subject of Pancasila Education on the topic of the meaning of Pancasila principles and the application of its values, serves as the background of this study. This study aims to develop an interactive multimedia tool, "SIMPA" (Sila Makna Pancasila), based on local wisdom that is suitable for use by fourth-grade elementary school students. The method employed in this study is Research and Development (R&D) using the ADDIE development model, which consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. The research subjects consisted of 25 fourth-grade students of SD Negeri 1 Lelateng and one classroom teacher. Data were collected through observation, interviews, documentation, and questionnaires, and were analyzed using both qualitative and quantitative approaches. The results indicate that the "SIMPA" interactive multimedia has a very high level of validity. This is evidenced by the validation results from media experts, which reached 96.4%, and from material experts, which reached 90.67%, both categorized as "very valid." Based on these findings, the "SIMPA" interactive multimedia based on local wisdom is considered suitable for implementation in Pancasila Education learning in elementary schools. In conclusion, the "SIMPA" interactive multimedia is capable of supporting a more effective, engaging, and innovative learning process. Therefore, it is recommended that this media be utilized more widely in educational practices and further developed for different materials and educational levels.

Keywords: Development, Interactive Multimedia, Local Wisdom, Pancasila Education

Abstract: Keterbatasan penggunaan media interaktif pada mata pelajaran Pendidikan Pancasila di sekolah dasar, khususnya pada materi makna sila-sila Pancasila dan penerapan nilai-nilainya, menjadi latar belakang penelitian ini. Penelitian ini bertujuan untuk mengembangkan multimedia interaktif "SIMPA" (Sila Makna Pancasila) berbasis kearifan lokal yang layak digunakan oleh siswa kelas IV sekolah dasar. Metode yang digunakan adalah Research and Development (R&D) dengan model pengembangan ADDIE yang meliputi tahap Analysis, Design, Development, Implementation, dan Evaluation. Subjek penelitian terdiri atas 25 siswa kelas IV SD Negeri 1 Lelateng dan satu orang guru kelas. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, dan angket, yang kemudian dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa multimedia interaktif "SIMPA" memiliki tingkat kevalidan yang sangat tinggi. Hal ini dibuktikan melalui hasil uji validitas oleh ahli media sebesar 96,4% dan oleh ahli materi sebesar 90,67%, yang keduanya termasuk dalam kategori "sangat valid". Berdasarkan hasil tersebut, multimedia interaktif "SIMPA" berbasis kearifan lokal dinyatakan layak untuk diujicobakan dalam pembelajaran Pendidikan Pancasila di sekolah dasar. Dengan demikian, dapat disimpulkan bahwa multimedia interaktif "SIMPA" mampu mendukung proses pembelajaran yang lebih efektif, menarik, dan inovatif. Oleh karena itu, disarankan agar media ini dapat dimanfaatkan secara lebih luas dalam pembelajaran serta dikembangkan lebih lanjut pada materi dan jenjang pendidikan yang berbeda.

Kata-kata Kunci: Pengembangan, Multimedia Interaktif, Kearifan Lokal, Pendidikan Pancasila

Background

Education is a fundamental aspect that plays a crucial role in every individual's life, as it can enhance each person's abilities and potential (Dewi, 2022). Education is a planned and systematic process designed to create a conducive learning environment, enabling learners to actively develop their potential to the fullest. Education can empower the Indonesian nation as an effort to improve the quality of education implementation in Indonesia. In line with research conducted by Rokhim *et al.*, (2021) To improve the quality of education in Indonesia, it is necessary to implement the National Assessment as an evaluative effort that encompasses input, process, and the quality of teaching and learning activities in the classroom. The research findings indicate that students' level of understanding of the National Assessment is still relatively low, with only 46.6% demonstrating understanding, while the remaining 53.2% have not yet achieved an optimal level of comprehension.

Based on the Regulation of the Minister of Education and Culture Number 16 of 2022 concerning Process Standards, it is stated that learning in educational institutions must be conducted in an interactive, enjoyable, inspiring, and challenging manner, and should be able to motivate students to actively participate. In addition, the learning process should provide adequate opportunities for the development of creativity, initiative, and independence in accordance with students' talents, interests, as well as their physical and psychological development. Based on research conducted by Munirah (2024) To make learning more flexible and achieve meaningful outcomes, teachers play an important role in integrating technology into classroom instruction. To ensure efficiency and effectiveness in achieving learning objectives, the use of instructional media is essential. In addition to printed books, it is better to develop a variety of learning media.

Learning media are anything used as intermediaries in delivering instructional material to support the achievement of an effective and efficient teaching and learning process (Nisaurrasyidah *et al.*, 2021). Learning media are instructional tools used by teachers to convey information effectively during classroom learning. The role of media in learning is to present fundamental conceptual ideas; with the support of appropriate media, students can understand the underlying concepts and draw conclusions based on their observations (Muryaningsih, 2021). In an era of rapidly advancing technology in education, it undoubtedly contributes to designing learning through digital learning media that are engaging, creative, and innovative.

The development of learning media today can be said to be growing very rapidly due to digital technology, making media more interactive, innovative, and diverse. Learning media are different from learning resources. Learning media have a strategic role in supporting the achievement of learning objectives, as the information they contain can actively engage students through concrete activities, thereby enabling an optimal learning process (Yuniarti *et al*., 2023). One form of real-life activity can be represented through local wisdom. Learning materials that are connected to the local wisdom found in students' surroundings are very important. Cultural values that have existed for a long time are reflected in local wisdom, which can provide a deeper context for students (Ardiawan, 2024). This condition helps students recognize the cultural values in their surrounding environment and understand how Pancasila values are applied in daily life. Therefore, teachers are encouraged to innovate by linking learning materials with local wisdom and utilizing technology in the learning process. However, in reality, learning media are still often neglected for various reasons, including limited time for teachers to prepare lessons, difficulties in finding appropriate models and types of media, lack of funding, and other related constraints.

This issue can actually be avoided if every educator has the knowledge and skills to use learning media effectively (Eliyantika *et al*., 2022). These issues are in line with research conducted by Nursafitri (2021) which states that the lack of teachers' interest in utilizing learning media is due to their perception that the abundance of instructional media does not necessarily guarantee increased motivation to use them; instead, it can add to their mental burden because they are not yet able to operate them. Meanwhile, on the other hand, teachers often do not make efforts to seek solutions. The lack of teachers' creativity in developing learning media or instructional aids also contributes to the less optimal implementation of the learning process.

The learning process is an interaction between teachers and students aimed at achieving learning objectives; therefore, its success largely depends on the teacher, who not only acts as a transmitter of knowledge but, more importantly, as a guide who supports students' growth

and development in terms of attitudes, physical aspects, and psychological well-being (Wulandari *et al.*, 2023). Students' learning achievement is not only reflected within the school environment but is also applied in their daily lives. For students, classroom learning activities hold significant importance (Dita, 2022). Therefore, teachers must be able to create an enjoyable learning atmosphere, as well as develop and demonstrate instructional media. As a result, students can avoid feelings of boredom during classroom learning, considering that learning media are important to convey information effectively and to foster students' interest in learning.

Based on observations conducted by the researcher at SD Negeri 1 Lelateng, it was found that students experience difficulties in understanding Pancasila Education material, particularly regarding the meaning of each principle of Pancasila and the implementation of its values in daily life. This is caused by the use of learning media that still tend to be conventional, such as textbooks and concrete media, which are less able to attract students' interest. As a result, students' active involvement in the learning process is not optimally encouraged.This condition indicates a gap between the demands of learning—which should utilize interactive, innovative, and contextual media—and the reality in the field, which is still dominated by conventional learning media. Consequently, the learning process becomes less optimal and less meaningful for students..

Therefore, it is necessary to develop learning media that can bridge this gap. One possible alternative is interactive multimedia, which is a digital learning medium that combines materials, audio, quizzes, and games, allowing users to interact through various control features (Sri *et al*., 2020). In this study, an interactive multimedia called "SIMPA" (Sila Makna Pancasila) based on Balinese local wisdom was developed by integrating various engaging features, such as local wisdom-based materials, quizzes, and educational games. Users can interact directly through control buttons to access information according to their needs, thereby providing a more active and enjoyable learning experience.

Through the development of the "SIMPA" interactive multimedia, it is expected that teachers will be better supported in delivering learning materials more optimally and in varying the use of instructional media in the classroom, especially for fourth-grade students at SD Negeri 1 Lelateng. Thus, this local wisdom-based "SIMPA" interactive multimedia can serve as an innovative solution in creating a more engaging, interactive, and meaningful Pancasila Education learning experience.

Method

This study employed the Research and Development (R&D) method using the ADDIE development model (Analysis, Design, Development, Implementation, and Evaluation), which aims to produce a new product, namely the “SIMPA” (Sila Makna Pancasila) interactive multimedia based on local wisdom, as explained by (Okpatrioka, 2023). The resulting product can take the form of a new innovation or an improvement of an existing product. The stages of the ADDIE development model are illustrated in the following figure.

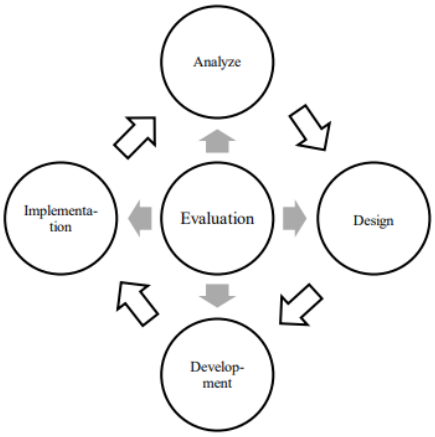

Figure 1. Steps of the ADDIE Model

Sumber : (Waruwu, 2024)

This study was conducted at SD Negeri 1 Lelateng using the Research and Development (R&D) method through the ADDIE development model. The research subjects consisted of 25 fourth-grade students and one classroom teacher, selected using purposive sampling, based on specific characteristics relevant to the research objectives. The selection of these subjects was based on the consideration that fourth-grade students are studying the material on the meaning of the Pancasila principles and the application of their values, while the classroom teacher acts as the implementer of the learning process.The data collection techniques in this study included observation, interviews, documentation, and questionnaires. During the observation stage, the researcher observed behaviors, activities, and learning conditions related to the research variables. Interviews were conducted with both the teacher and students to gather information regarding problems in the learning process. Documentation was carried out by collecting supporting data such as notes, reports, and other official documents. In addition, questionnaires were distributed to validators consisting of a material expert and a media expert to assess the feasibility of the developed product.

The research instruments used consisted of validation sheets for material experts and media experts, developed based on the assessment criteria of the BSNP. The evaluation by

the material expert covered aspects of content feasibility, presentation feasibility, and language feasibility, while the evaluation by the media expert covered aspects of graphical feasibility. All instruments used a 5-point Likert scale.The data analysis techniques were carried out both qualitatively and quantitatively. Qualitative data were obtained from observations, interviews, and documentation, and were analyzed descriptively to describe the conditions and problems in the learning process. Meanwhile, quantitative data were obtained from questionnaire results, processed using a Likert scale, and then calculated in the form of percentages to determine the feasibility level of the product. The quantitative data results were calculated using the Gregory formula (Sugardan *et al.*, 2022) as follows:

Table 1. Gregory Index

Matrix 2x2		Validator 1	
		Not Relevant (Score 1–2)	Relevant (Skor 3-5)
Validator 2	Not Relevant (Score 1–2)	A	B
	Relevant (Skor 3-5)	C	D

Sumber : (Fitriyaty, 2023)

Description:

A = both experts disagree

B = expert 1 agrees, expert 2 disagrees

C = expert 1 disagrees, expert 2 agrees

D = both experts agree

The categories used to determine the validity of a learning media or instructional material can be observed based on Table 2 below:

Table 2. Gregory Criteria and Score Range

No	Score Range	Criteria
1	80%-100%	Very High Validity
2	60% - 79%	High Validity
3	40% - 59%	Moderate Validity
4	20% - 39%	Low Validity
5	0 % - 19%	Very Low Validity

Sumber : (Fitriyaty, 2023)

Result and Disscussion

Result

This study aims to develop “SIMPA” interactive multimedia based on local wisdom for the Pancasila Education subject in fourth-grade elementary school. Based on the results of observations, interviews, and questionnaires conducted at SD Negeri 1 Lelateng, it was found

that students still experience difficulties in understanding the material on the meaning of the Pancasila principles and the application of their values in daily life. This is due to the limited use of interactive learning media, resulting in learning that is still conventional and lacking in providing real contextual examples. The development of the “SIMPA” interactive multimedia was carried out using the ADDIE model, which consists of the following five stages:

1. Analysis Stage

At this analysis stage, the focus of the study includes three main aspects: analysis of student characteristics, needs, and problems; competency analysis; as well as analysis of school facilities and environment.

Table 3. Results of the Analysis Stage

Aspect	Results
Analysis of student characteristics, needs, and problems	At SD Negeri 1 Lelateng, based on observations and interviews, it was found that the learning process is still conducted conventionally. The lack of use of engaging and interactive learning media, particularly for the material on the meaning of the Pancasila principles and their implementation, causes the learning process to be monotonous and makes students easily bored.
Competency analysis	The competency analysis stage is carried out to identify the learning outcomes that must be mastered by fourth-grade elementary school students in the Pancasila Education subject.
Analysis of school facilities and environment	Based on observations and interviews with the homeroom teacher at SD Negeri 1 Lelateng, it is known that supporting facilities such as projectors, LCDs, and smart TVs are already available. However, the availability of learning media, especially digital media such as interactive multimedia, is still very limited to support the learning process in the classroom.

2. Design Stage

At this stage, the initial design of the interactive multimedia to be developed is carried out. The first step is to formulate the learning objectives based on the learning outcomes of Pancasila Education for fourth grade, in accordance with the Merdeka Curriculum.

Table 4. Learning Objectives

Learning Objectives
1. To understand and explain the meaning of the Pancasila principles
2. To describe examples of the application of Pancasila principles in daily life
3. To apply Pancasila values in family, school, and community environments

The second step is to design the learning materials tailored to the characteristics of elementary school students. The materials are developed contextually by integrating local wisdom, such as the Galungan and Kuningan holidays, the *ngayah* tradition, *menyama braya*, *subak*, and *sangkep*. The third step is the development of a flowchart, which

illustrates the navigation structure of the “SIMPA” (Sila Makna Pancasila) interactive multimedia. The fourth step is the creation of a storyboard, which is designed to visually represent each display of the “SIMPA” (Sila Makna Pancasila) interactive multimedia.

3. Development Stage

At the development stage, the interactive media begins to be realized based on the storyboard that has been prepared. The following is the visualization of the interactive multimedia.

Initial Display

Menu Display

Instructions Display

Profile Display

Material Display

Game Display

After the “SIMPA” interactive learning media was fully developed and could be used properly, the next step was to conduct a validity test. The validation process was carried out by two experts, namely a media expert and a material expert.

Table 5. Results of the validity test by the media expert

Expert	Total Score	Maximum Score	Percentage	Category
Expert 1	65	70	92,86 %	Very High Validity
Expert 2	70	70	100 %	Very High Validity
Average			96,43 %	Very High Validity

Based on the validity test results from two media experts, a percentage of 92.86% was obtained from the first expert and 100% from the second expert. The average score of 96.43%, categorized as very high validity, indicates that the developed media is highly feasible to be implemented in the learning process.

Table 6. Results of the validity test by the material expert

Expert	Total Score	Maximum Score	Percentage	Category
Expert 1	146	150	97,33 %	Very High Validity
Expert 2	126	150	84 %	Very High Validity
Average			90,67 %	Very High Validity

Based on the validation results from two material experts, namely 97.33% from the first expert and 84% from the second expert, an average of 90.67% was obtained, which falls into the category of very high validity. This indicates that the content of the developed media is highly feasible to be implemented in the learning process.

4. Implementation Stage

   At this stage, the implementation of the “SIMPA” interactive multimedia, which had previously undergone validity testing by experts, was carried out with teachers and fifth-grade students of SDN 1 Lelateng. During the implementation, students were asked to use and apply the “SIMPA” interactive multimedia under the guidance of the researcher. Through this trial activity, it was expected to obtain responses and assessments from both teachers and students regarding the developed learning media. Subsequently, teachers and students were given questionnaires consisting of two types, namely teacher response questionnaires and student response questionnaires, which were used to evaluate the level of practicality of the “SIMPA” interactive multimedia in the learning process.

5. Evaluation Stage

   The assessment of the interactive multimedia included the results of questionnaires that had been completed by the teacher and fifth-grade students of SDN 1 Lelateng.

Discussion

The results of the study show that the “SIMPA” interactive multimedia based on local wisdom has a very high level of validity. This is evidenced by the validity test results from the media expert with a percentage of 96.43%, and from the material expert with 90.67%, both of which are categorized as very high validity. In addition, based on the Gregory formula calculation, the validity results indicate a very high level of agreement between the experts’ assessments. Therefore, it can be stated that the developed product is feasible to be used in the learning process.

The results of this study are in line with previous research, which explains that interactive multimedia can improve the quality of learning by providing more engaging and non-monotonous learning experiences (Chotimah *et al*., 2024). Interactive multimedia that combines various elements such as text, images, and sound shows that interactive activities can increase students' attention focus and learning motivation (Wirawan & Bektiningsih, 2026). Thus, the results of this study reinforce previous findings that technology-based learning media play an important role in creating more innovative and meaningful learning experiences.

The advantages of the "SIMPA" interactive multimedia in learning cannot be separated from its interactive characteristics. Features such as quizzes, educational games, and easy navigation allow students to interact directly with the learning material. This makes students not only passive recipients of information but also active participants in the learning process. Such involvement helps students understand the material, particularly the concepts of the meaning of Pancasila principles and the application of their values in daily life.

In addition, the integration of local wisdom in the "SIMPA" multimedia is also an important factor in improving the quality of learning. Materials connected to the local cultural context make learning closer to students' real lives, thus making it easier to understand and internalize. Local wisdom helps students observe real activities in their environment that demonstrate how Pancasila values are applied in everyday life.

Conclusion

Based on the results of the study, the development of the "SIMPA" (Sila Makna Pancasila) interactive multimedia based on local wisdom is considered feasible for use in Pancasila Education learning in elementary schools. This is supported by a very high level of validity, as shown by the media expert validation result of 96.43% and the material expert validation result of 90.67%, as well as the Gregory test which indicates a very high level of agreement.

The use of the "SIMPA" interactive multimedia encourages students to be more active and enthusiastic and reduces boredom during the learning process. This is influenced by the presence of quizzes, educational games, and attractive displays, which positively impact student engagement. In addition, the presentation of materials integrated with local wisdom helps students better understand the meaning of Pancasila principles and the application of their values in daily life in a more concrete and meaningful way.

Based on these findings, it is recommended that the "SIMPA" interactive multimedia be utilized more widely in Pancasila Education learning at the elementary school level. Future research is also encouraged not only to develop similar media for different grade levels or materials but also to examine more deeply its impact on student learning outcomes.

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