



Digital Media Innovation in Pancasila Education for Strengthening National Values Among Elementary School Students

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ABSTRACT

This study examines digital media innovation in Pancasila Education at elementary schools and its impact on strengthening national values. Pancasila Education remains dominated by rote learning approaches that limit contextual understanding and value internalization. Using a qualitative descriptive approach, data were collected through semi-structured interviews with three teachers, classroom observations, and document analysis at three elementary schools in East Jakarta and Bekasi implementing the Merdeka Curriculum. Analysis employed Miles and Huberman's interactive model, referencing TPACK and digital citizenship frameworks. Findings reveal diverse digital media innovations: instructional videos, games, and social media (School I); PowerPoint and simple digital content (School II); and animated videos with Kahoot applications (School III). These innovations effectively enhance student enthusiasm, participation, and understanding of Pancasila values including unity, nationalism, and tolerance. Challenges include device disparities, limited teacher time, and uneven understanding, though adequate infrastructure and official digital materials provide expansion opportunities. Digital media serves as a bridge between technology and national values, transforming Pancasila Education into a more participatory and meaningful experience aligned with digital era demands.

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ABSTRACT

Penelitian ini mengkaji inovasi media digital dalam Pendidikan Pancasila di sekolah dasar dan dampaknya terhadap penguatan nilai-nilai kebangsaan. Pendidikan Pancasila masih didominasi oleh pendekatan hafalan yang membatasi pemahaman kontekstual dan internalisasi nilai. Dengan menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara semi-terstruktur dengan tiga guru, observasi kelas, dan analisis dokumen di tiga sekolah dasar di Jakarta Timur dan Bekasi yang menerapkan Kurikulum Merdeka. Analisis menggunakan model interaktif Miles dan Huberman, dengan mengacu pada kerangka kerja TPACK dan kewarganegaraan digital. Temuan menunjukkan adanya beragam inovasi media digital: video instruksional, permainan, dan media sosial (Sekolah I); PowerPoint dan konten digital sederhana (Sekolah II); dan video animasi dengan aplikasi Kahoot (Sekolah III). Inovasi-inovasi ini secara efektif meningkatkan antusiasme, partisipasi, dan



pemahaman siswa terhadap nilai-nilai Pancasila termasuk persatuan, nasionalisme, dan toleransi. Tantangan yang dihadapi antara lain kesenjangan perangkat, waktu guru yang terbatas, dan pemahaman yang tidak merata, meskipun infrastruktur yang memadai dan materi digital resmi memberikan peluang pengembangan. Media digital berfungsi sebagai jembatan antara teknologi dan nilai-nilai kebangsaan, mengubah Pendidikan Pancasila menjadi pengalaman yang lebih partisipatif dan bermakna yang selaras dengan tuntutan era digital.

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INTRODUCTION

Pancasila education in elementary schools plays a strategic role in shaping national character and national identity from an early age. The values embodied in Pancasila, such as humanity, unity, and social justice, serve as the moral foundation for building characterized and civilized citizens (Choi et al., 2021). However, various studies indicate that the implementation of Pancasila education in elementary schools remains dominated by conventional approaches characterized by rote learning of values, offering limited space for contextual understanding and internalization of these values in students' real lives (Aryani et al., 2024; Damanik et al., 2025).

The development of digital technology over the past two decades has opened significant opportunities for pedagogical transformation, including in teaching national values. Digital approaches can create more participatory, reflective, and engaging learning environments for the digitally native generation (Heath, 2018; Rahayu et al., 2025). Through digital media such as interactive videos, educational games, and learning applications, Pancasila values can be presented contextually, making them more accessible and meaningful to elementary school students (Damanik et al., 2025; Fathoni, 2025).

In the context of digital-based character education, digital media innovation serves not only as a technological tool but also as a moral vehicle for building national awareness and social responsibility (Arifin et al., 2024). This aligns with the view that digital literacy and digital citizenship are essential components of democratic education in the 21st century (Choi, 2016; Choi et al., 2017; Arifin et al., 2024). Through the integration of digital ethics values, students can learn to interact wisely in digital spaces while simultaneously internalizing Pancasila values in their daily behaviors.

Recent research in Indonesia demonstrates positive directions toward such integration found that digital citizenship education can strengthen the achievement of Sustainable Development Goals (SDG 4 and 16) through reflective learning practices based on digital media (Damanik & Lie, 2025). Nevertheless, the utilization of digital innovation in Pancasila education remains suboptimal, primarily due to limitations in teacher competence, digital infrastructure, and the lack of pedagogical models that explicitly link technology with national values (Damanik, 2020; Mahardhani, 2023).



Based on this context, this study seeks to examine in depth the forms of digital media innovation used in Pancasila education at the elementary school level, teachers' roles in implementing them, and their impact on strengthening students' national values. This study is expected to contribute to the development of contextual, creative, and relevant Pancasila learning models for Indonesia's digital generation.

METHOD

This study employs a descriptive qualitative approach to explore forms of digital media innovation and teachers' roles in strengthening national values through Pancasila education in elementary schools. This approach was chosen because it allows researchers to capture authentic teacher experiences and contextual practices that cannot be represented quantitatively (Creswell & Poth, 2018; Stake, 1995). The research was conducted in three elementary schools in East Jakarta and Bekasi that have implemented the Merdeka Curriculum and actively utilize digital media in learning. Participants consisted of three grade IV–VI teachers selected through purposive sampling based on more than seven years of teaching experience and direct involvement in digital media use (Yin, 2014). Data were collected through semi-structured interviews, classroom observations, and document analysis including lesson plans, teaching materials, and digital media used by teachers.

Data analysis was conducted using Miles and Huberman's interactive model (Miles & Huberman, 1994), encompassing data reduction, data display, and conclusion drawing. Interview transcripts and field notes were coded thematically to identify patterns of innovation, learning strategies, and teacher challenges. Data credibility was maintained through source and method triangulation, while validity and trustworthiness referred to Lincoln and Guba's criteria (1985). The analysis also referenced the Technological Pedagogical Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) and digital citizenship (Choi et al., 2017; Ribble, 2021) to understand how teachers integrate technological, pedagogical, and national value aspects in learning. Ethical considerations were addressed through informed consent and anonymity guarantees for all participants.

RESULTS AND DISCUSSION

Forms of Innovation and Teacher Practices in Digital Learning

Research findings indicate that digital media innovation in Pancasila education takes diverse forms and impacts across schools.

At Elementary School I, teachers utilized instructional videos, digital games, and social media to instill Pancasila values, particularly unity and deliberation values. Activities such as creating videos on Indonesian cultural themes and playing online quizzes demonstrably increased student enthusiasm, active participation, and ease of understanding materials. This innovation aligns with interactive learning concepts emphasizing students' emotional and social engagement (Mishra & Koehler, 2006).

At Elementary School II, digital learning was implemented through PowerPoint presentations and simple content on nationalism and national symbols. Teachers sought to direct students' gadget use toward productive activities such as accessing Pancasila materials online. This approach demonstrates efforts to transform students' digital behavior from merely consumptive to reflective, using technology to strengthen national awareness and social responsibility (Ribble, 2021; Putri & Saputra, 2024).

Meanwhile, Elementary School III has integrated animated videos and interactive quiz applications (such as Kahoot) into the learning process. Students routinely engage in



digital activities such as watching the Indonesian national anthem, commemorating national days, and discussing national issues. Through these activities, students demonstrate increased nationalism, tolerance, and strong digital literacy. Teachers at Elementary School III are also better able to connect Pancasila values with actual social contexts, making learning more relevant and dialogical (Damanik et al., 2025).

Table 1. Digital Media Innovation in Pancasila Education

Sekolah	Main Practices & Impact	Challenges & Opportunities
Elementary School I	Videos, games, and social media foster the spirit of unity and deliberation; students demonstrate increased activity and enthusiasm.	Device disparities among students, though school infrastructure is adequate.
Elementary School II	PowerPoint and simple digital content strengthen nationalism; students learn to use gadgets positively.	Teachers' time is limited, but digital facilities are available.
Elementary School III	YouTube videos and Kahoot build nationalism and tolerance; students actively discuss national issues.	Understanding of Pancasila is not uniformly distributed, though official digital teaching materials are available.

Source: Interview and observation results, 2025

Challenges and Opportunities for Implementation

The three schools demonstrate different patterns of challenges and opportunities in implementing digital media. At Elementary School I, the primary obstacles are limited student devices and internet quota, despite relatively complete school facilities such as projectors and computer laboratories. Elementary School II faces constraints in teachers' time and readiness to prepare digital teaching materials, yet has significant potential due to available basic technology facilities such as smart TVs and school internet networks. Elementary School III encounters challenges in enhancing students' conceptual understanding of Pancasila values but has received support through official digital teaching materials from the Ministry of Education.

Overall, the three schools demonstrate that digital media innovation can serve as a bridge between technology and national values. Digital media functions not only as a visual aid but also as a reflective and participatory space for students to internalize Pancasila values in their daily lives. With support through teacher training and progressive school policies, these digital learning practices have the potential to strengthen students' national character and the relevance of Pancasila education in the era of digital transformation (Damanik et al., 2025; Arifin et al., 2024).

CONCLUSION

This study concludes that digital media innovation plays a crucial role in strengthening national values through more interactive, contextual, and participatory Pancasila education. Teacher practices across various school contexts show variations in digital media use, ranging from animated videos and educational games to online platforms that support reflection on Pancasila values such as unity, responsibility, and mutual



cooperation. Through digital media utilization, students not only understand value concepts cognitively but also experience them affectively and socially.

Practically, these findings emphasize the need for continuous teacher training to enhance pedagogical competence in digital education based on national values. The government and schools need to strengthen educational technology infrastructure, particularly in resource-limited schools, to ensure that the digital divide does not hinder the internalization of Pancasila values. Moving forward, the development of Pancasila-based digital learning models and citizenship literacy can become a focus for further research to expand the impact of digital media innovation on shaping the national character of Indonesia's younger generation.

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