

Interactive Media Innovation in Social Studies Learning to Support Pancasila Student Profile in Elementary Schools

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ABSTRACT

This study aimed to analyze the implementation of interactive media in social studies learning to support the development of the Pancasila Student Profile in elementary schools. Previous studies have highlighted the lack of student engagement in traditional social studies learning, yet few have explored the integration of interactive media specifically targeted at the Pancasila Student Profile dimensions. To fill this gap, this research utilized a qualitative descriptive approach conducted at an elementary school involving 25 fourth-grade students. Data were collected systematically through classroom observation, semi-structured interviews with teachers and students, and learning documentation. The results showed that the use of interactive media—such as animated learning videos, digital quizzes, and interactive educational applications—significantly improved students' engagement and conceptual understanding. Active student participation increased from 36% to 72%, and learning mastery improved from 40% to 68%. Furthermore, the implementation strongly supported key dimensions of the Pancasila Student Profile, specifically critical thinking, creativity, collaboration, and global diversity awareness. The study concludes that integrating interactive media in social studies learning effectively enhances learning quality, transforms passive learning environments into active ones, and successfully supports holistic curriculum goals in elementary education.

Informasi Artikel

Kata Kunci:

Media interaktif;
ilmu pengetahuan
sosial; sekolah
dasar; profil pelajar
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ABSTRAK

Penelitian ini bertujuan untuk menganalisis implementasi media interaktif dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) guna mendukung pengembangan Profil Pelajar Pancasila di sekolah dasar. Studi terdahulu telah menyoroti kurangnya keterlibatan siswa dalam pembelajaran IPS konvensional, namun masih sedikit yang mengeksplorasi integrasi media interaktif yang secara khusus ditargetkan pada dimensi Profil Pelajar Pancasila. Untuk mengisi kesenjangan ini, penelitian ini menggunakan pendekatan deskriptif kualitatif yang dilakukan di sebuah sekolah dasar dengan melibatkan 25 siswa kelas IV. Data dikumpulkan secara sistematis melalui observasi kelas, wawancara semi-terstruktur dengan guru dan siswa, serta dokumentasi pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan media interaktif—seperti video pembelajaran animasi dan kuis digital—secara signifikan meningkatkan keterlibatan dan pemahaman konseptual siswa. Partisipasi aktif siswa meningkat dari 36% menjadi 72%, dan ketuntasan belajar meningkat dari 40% menjadi 68%. Lebih lanjut, implementasi ini sangat mendukung penguatan dimensi utama Profil Pelajar Pancasila, khususnya bernalar kritis, kreativitas, gotong royong, dan berkebinekaan global. Penelitian ini menyimpulkan bahwa integrasi media interaktif dalam pembelajaran IPS secara efektif meningkatkan kualitas pembelajaran, mengubah lingkungan belajar yang pasif menjadi aktif, dan berhasil mendukung tujuan kurikulum secara holistik di pendidikan dasar.

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1. Introduction

Social studies learning in elementary schools plays a crucial role in shaping the foundational character, social attitudes, and critical thinking skills of students toward various dynamics of social phenomena [1]. The social studies curriculum is designed not only for cognitive knowledge transfer but also as an instrument for developing noble values and practical social skills in real life. However, field realities often reveal significant challenges where social studies is viewed as a theoretical and uninteresting subject, leading to low emotional engagement and active student participation in the classroom [14].

Based on preliminary observations at SDN 9 Tilamuta, specifically in the fourth grade, concerning empirical data was found: only 36% of students were active in the learning process, while the majority (64%) tended to be passive. This low activity correlates directly with learning outcomes, where only 40% of students achieved the minimum mastery threshold. The use of conventional teaching methods that rely too heavily on textbooks without media variation is the primary factor limiting students' absorption of the material.

Current research gaps indicate that although numerous studies have discussed the use of technological media in general [4], [5], [6], very few have specifically integrated it with the reinforcement of the Pancasila Student Profile (*Profil Pelajar Pancasila*) in the context of elementary social studies learning. Previous studies have extensively explored the use of interactive media to improve learning outcomes [7], [8]. Research demonstrated that technology-based learning creates more engaging and effective learning experiences [12], [13]. Furthermore, multimedia-based learning enhances student comprehension by engaging multiple senses [3]. However, existing literature primarily focuses on cognitive outcomes and general motivation [9], [15].

The innovation proposed in this study is the use of interactive media systematically designed to stimulate dimensions of critical thinking, creativity, mutual cooperation, and global diversity according to the demands of the Indonesian Independent Curriculum (*Kurikulum Merdeka*) [1]. The novelty of this research lies in analyzing the impact of multimedia on holistic student character development, rather than merely evaluating cognitive scores [10]. Therefore, this study aims to describe the implementation process of interactive media and analyze its contribution to supporting the comprehensive achievement of curriculum targets [11].

2. Method

This research applied a qualitative descriptive approach to

provide an in-depth and contextual overview of the phenomenon of utilizing technological media in an elementary school environment [2]. The research location was centered in the fourth grade of SDN 9 Tilamuta, selected purposively due to the urgent need for improving learning quality at the institution. The study was conducted for one month during the even semester of the 2025/2026 academic year, involving 25 students and the classroom teacher as research subjects.

Data were collected through three main techniques: participatory observation to record learning activities, semi-structured interviews to explore the in-depth perceptions of students and teachers, and documentation in the form of learning materials and student work [2]. The data collection instruments utilized validated activity observation sheets and interview guidelines focused on the Pancasila Student Profile indicators. Data analysis employed the Miles and Huberman interactive model, comprising three stages: data reduction to select relevant information, data display in the form of narratives and descriptive tables, and conclusion drawing based on the discovered relationship patterns [2]. Data validity was ensured through source triangulation and technique triangulation to guarantee that the research findings possessed a high degree of accuracy and scientific credibility.

3. Results and Discussion

3.1 Results

3.1.1 Initial Conditions of Social Studies Learning

Initial observations revealed that student involvement was sub-optimal. The learning process was dominated by listening to explanations and taking notes. Quantitatively, only 9 students (36%) showed active participation, and only 5 students (20%) independently asked questions. Regarding learning outcomes, only 10 students (40%) achieved the minimum mastery criteria. Comprehensive data regarding the initial conditions of student activity and learning outcomes are presented in Table 1.

Table 1. Initial level of student activity and learning mastery

Indicator	Percentage (%)	Category
Active Participation	36%	Low
Asking Questions	20%	Very Low

Expressing Opinions	24%	Very Low
Learning Mastery	40%	Low

3.1.2 Implementation and Post-Implementation of Interactive Media

Interactive media, including animated learning videos, interactive presentations, and digital quizzes (e.g., Quizizz), were implemented in stages. Videos stimulated students' prior knowledge, while interactive presentations and quizzes facilitated active group discussions and immediate feedback. Following the implementation, there was a significant improvement in both engagement and learning outcomes. Students became more active in answering questions, expressing opinions, and participating in group discussions. The quantitative improvement is presented in Table 2.

Table 2. Level of student activity and learning mastery after interactive media use

Indicator	Percentage (%)	Category
Active Participation	72%	High
Asking Questions	60%	Moderate
Expressing Opinions	64%	High
Learning Mastery	68%	High

3.1.3 Comparison of Before and After Implementation

To provide a comprehensive overview, a comparison of conditions before and after the use of interactive media is presented in Table 3. All indicators experienced an increase, with the most significant improvements seen in asking

questions, expressing opinions, and active participation in discussions.

Table 3. Comparison of indicators before and after interactive media use

Indicator	Before (%)	After (%)	Improvement (%)
Active Participation	36%	72%	36%
Asking Questions	20%	60%	40%
Expressing Opinions	24%	64%	40%
Learning Mastery	40%	68%	28%

3.2 Discussion

The findings indicate that the utilization of interactive media significantly impacts student engagement and learning outcomes. The increase in overall student activity from 36% to 72% demonstrates that interactive media creates a more engaging and participatory learning atmosphere. This aligns with the Constructivist approach, emphasizing that students build their own knowledge through active experiences. The findings are also consistent with Richard E. Mayer's cognitive theory of multimedia learning, which posits that presenting material through both words and pictures enhances deeper learning [3].

Furthermore, the improvement in learning mastery from 40% to 68% shows that interactive media positively impacts conceptual understanding, corroborating previous studies [4], [13] which highlighted that technology-based educational innovations significantly elevate academic achievement when applied systematically.

Crucially, the use of interactive media contributed strongly to the strengthening of the Pancasila Student Profile. The critical thinking dimension was evident in students' ability to answer analytical questions in digital quizzes [10]. Creativity was reflected in their engagement with media-based activities. Meanwhile, collaboration and independence developed through group discussions and individual tasks [14]. This demonstrates that interactive media serves as an effective, innovative strategy not only for cognitive enhancement but also for holistic character development in the 21st-century educational landscape [8], [15].

4. Conclusion

The utilization of interactive media in social studies learning provides a positive and significant impact on both the learning process and outcomes. The implementation of animated videos, interactive presentations, and digital quizzes successfully transformed a passive classroom into an engaging, student-centered environment. This innovation significantly increased active student participation from 36% to 72% and improved conceptual mastery from 40% to 68%. Furthermore, the integration of these interactive tools directly supported the core dimensions of the Pancasila Student Profile, specifically fostering critical thinking, creativity, collaboration, and independence. Ultimately, interactive media serves as a highly effective pedagogical strategy to achieve both academic excellence and holistic character development in elementary education.

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