Analysis of the Needs of Interactive Multimedia Learning Innovation Containing Pancasila Student Profiles in Elementary Schools

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Abstract
The integration of Pancasila values in basic education plays an essential role in shaping students' character in accordance with the Pancasila Student Profile. However, conventional and less innovative learning approaches have resulted in students being less active and not fully internalizing these character values. This study aims to analyze the need for learning innovation through the development of interactive multimedia that integrates Pancasila Student Profile values at SDN 4 Ngulak, Sanga Desa District, Musi Banyuasin Regency. The research employed a descriptive method, combining both quantitative and qualitative approaches, with 25 students and two teachers as participants. Data were collected using a Likert-scale questionnaire (1–5) and observation sheets, and then analyzed descriptively through percentage calculations and interpretation of the observation results. The findings indicate that the need for interactive multimedia development falls into the very high category, with an overall average score of 87.7%. Specifically, learning needs reached 89%, learning media 87%, learning technology 86%, material interest 85%, interactive multimedia 88%, and expectations for interactive multimedia 90%. These results show that teachers and students have strong enthusiasm for using interactive multimedia as an engaging, practical, and effective learning tool. Both groups believe that engaging, contextual, and user-friendly media are essential to support the internalization of the six dimensions of the Pancasila Student Profile: faith and devotion to God Almighty, global diversity, cooperation, independence, critical thinking, and creativity. In conclusion, interactive multimedia development is essential to make learning more engaging, contextual, and character-oriented in line with the Independent Curriculum.

INTRODUCTION

Basic education has a strategic role in shaping the character of Indonesia's young generation. At this Level, learning is not only focused on mastering academic knowledge but also on instilling moral, social, and spiritual values as the foundation of the nation's character (Muassomah et al., 2020; Agustin et al., 2020; Saputra, 2021; Dirgantari & Cahyani, 2023). One of the key efforts in achieving this goal is to integrate the values of Pancasila into the learning process, as outlined in the *Pancasila Student Profile*, which serves as a direction for strengthening character within the Independent Curriculum. The Pancasila Student Profile consists of six main dimensions, namely faith and fear of God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity (Kuntoro & Sudarmi, 2023; Sarmini et al., 2023; Latifah et al., 2023; Siswanto et al., 2023;

Rahayu & Hidayati, 2023). These six dimensions form the basis for the character development of Indonesian students who are resilient and adaptive in the global era.

However, the learning practice of Pancasila Education in elementary schools is currently still facing various obstacles. Many teachers still employ the rote approach, resulting in less engaging learning experiences and lower student participation (Rosida et al., 2024; Antara, 2022; Taupik & Fitriani, 2021). As a result, the process of internalising Pancasila values has not run optimally. This indicates a gap between the expected learning objectives and their implementation in the field. In addition, the rapid development of digital technology necessitates learning innovations that can adapt to the needs of the 21st century (Lin & Zhang, 2024; Stokes, 2021; Li et al., 2024).

Previous research has demonstrated that the use of interactive digital media can enhance learning motivation, student engagement, and comprehension of the material (Poernamasari et al., 2022; Rachmadtullah et al., 2023; Kholid & Darmawan, 2023; Hidayah et al., 2022). Technology-based learning media can also provide a more engaging, contextual, and enjoyable learning experience (Wolverton et al., 2020; Kostikova et al., 2023; Pan, 2020). However, the development of digital media that explicitly incorporates the values of the Pancasila Student Profile at the elementary school level remains minimal. Most studies focus more on cognitive aspects without systematically integrating character values (Gusmaweti et al., 2023). This condition indicates a gap that needs to be bridged through a comprehensive needs analysis.

Therefore, this study was conducted to analyse the needs of teachers and students for the development of interactive multimedia-based learning innovations that contain the values of the Pancasila Student Profile in elementary schools. Needs analysis is an important first step to find out the current learning conditions, obstacles faced, and expectations for the desired media. The results of this analysis are expected to serve as the basis for designing interactive multimedia that is not only interesting and contextual, but also able to instil Pancasila values in a fun and meaningful way, in accordance with the spirit of *the Independent Curriculum*.

METHODS

This study uses quantitative and qualitative descriptive methods. The goal is to analyse the need for learning innovation through the development of interactive multimedia that incorporates the value of the Pancasila Student Profile in elementary schools. This approach was chosen to obtain an objective and in-depth picture of the needs of teachers and students.

The research was carried out at SDN 4 Ngulak, Sanga Desa District, Musi Banyuasin Regency, South Sumatra. The research population includes all students and teachers involved in learning Pancasila Education. The sample consisted of 25 students and two teachers, who were selected through purposive sampling based on their direct involvement in the learning process. The inclusion criteria are class students who actively participate in learning and teachers who teach Pancasila Education subjects. This sampling technique was chosen to ensure the data's relevance to the research objectives.

The research instrument consisted of a needs questionnaire and an observation sheet. The questionnaire uses a Likert scale of 1–5, where a score of 1 indicates strongly disagree and a score of 5 indicates strongly agree. This questionnaire is prepared based on six main aspects: (1) needs in learning, (2) needs for learning media, (3) technology in learning, (4) interest in materials, (5) interactive multimedia in learning, and (6) expectations for interactive multimedia. Each indicator is measured through specific statements, allowing for the quantitative analysis of each aspect. The validity of the instrument has been established through expert validation, and its reliability was assessed using preliminary tests, with the reliability results meeting Cronbach's minimum standard of an alpha coefficient of 0.7. The questionnaire grid is presented in Table 1.

Table 1. Student and Teacher Needs Analysis Grid

Aspects	Indicators	Statement No. (Student)	Statement No. (Teacher)
Needs in Learning	a. Conformity of teaching materials with the Level Understanding of Students	1–2	1–2
	b. The need for a learning method that interactive	3–4	3–4
Learning Media Needs	a. Availability of visually appealing media	5–6	5–6
	b. Ease of use of media in Learning	7–8	7–8
Technology in Learning	a. Accessibility of technology for students and teachers	9–10	9–10
	b. The effectiveness of technology in Improve material comprehension	11–12	11–12
Interest in the Material	a. Motivation of students in Study the material	13–14	13–14
	b. Material connection with life Everyday	15–16	15–16
Interactive Multimedia in Learning	a. Enhanced multimedia capabilities Student Engagement	17–18	17–18
	b. Compatibility of interactive features with learning objectives	19–20	19–20
Expectations for Interactive Multimedia	a. Multimedia increases effectiveness Learning	21–22	21–22
	b. Multimedia provides an experience Fun learning	23–24	23–24

Based on Table 1. The Student and Teacher Needs Analysis Grid, the questionnaire was prepared with six main aspects, namely: needs in learning (No. 1–4), needs in learning media (No. 5–8), technology in learning (No. 9–12), interest in the material (No. 13–16), interactive multimedia in learning (No. 17–20), and expectations for interactive multimedia (No. 21–24). Each aspect has indicators that assess the suitability of materials, methods, media, technology, Motivation, student involvement, and expectations for the effectiveness and learning experience through interactive multimedia, thus facilitating systematic analysis of the needs of students and teachers.

Data collection is carried out directly through the distribution of questionnaires with the assistance of researchers, so that each item can be understood clearly. The collection procedure follows standard protocols, including filling instructions, filling duration, and handling of unclear questions. The research variables are operationalised based on the indicators in Table 1, allowing each aspect to be measured consistently. The collected data were analysed using quantitative descriptive analysis, with calculations of the average and percentage for each indicator. The results of the analysis are then categorised into five levels of need, as shown in Table 2.

Table 2. Categories Needs Analysis

Percentage (%)	Category
0 – 20	Very Low
21 – 40	Low
41 – 60	Quite High
61 – 80	Tall
81 – 100	Very High

Table 2 shows the categories of needs analysis based on the percentage of scores. If the score is at 0–20%, the need is categorised as very low. Scores of 21–40% are considered low, 41–60% are pretty high, 61–80% are high, and 81–100% are very high. This category helps determine which aspects are most needed and prioritised in interactive multimedia development.

In addition to questionnaires, data were also collected through observation sheets to obtain a real picture of learning conditions, infrastructure, and student participation. Observations are carried out directly by researchers during the learning process. The observation grid is presented in Table 3.

Table 3. Categories Needs Analysis

Aspects	Indicators	Observation Focus
Physical Condition of the Classroom	Classroom ventilation, lighting, and cleanliness	Conduciveness of the learning environment
Completeness of Facilities and Infrastructure	Availability of mobiles, media, and learning tools	Facility support for learning activities
Social Interaction	Teacher-student and student-to-student relationships	Communication and cooperation in the classroom
Student Participation	Activeness in discussions and learning activities	Students' enthusiasm during learning
Obstacles in Learning	Technological barriers or concept understanding	Need for multimedia assistance

Table 3 describes the aspects observed during observation, including classroom conditions, equipment completeness, social interaction, student participation, and learning obstacles. Each aspect is focused on supporting factors and obstacles in the learning process, especially those related to the need for interactive multimedia development.

The entire research process adheres to the principles of educational research ethics, ensuring that each participant provides informed consent before data collection is conducted and that their identities are kept confidential. The research was conducted over a period of three months, comprising the planning and validation stage of the instruments in the first month, data collection in the second month, and data analysis and report preparation in the third month. The presentation of this methodology is carried out in a systematic, transparent, and concise manner, thereby supporting the reliability of the findings, facilitating research replication, and enhancing scientific contributions.

RESULTS AND DISCUSSION
Results

This study involved 25 students and two teachers who actively participated in Pancasila Education learning at SDN 4 Ngulak, Musi Banyuasin Regency, South Sumatra. The questionnaire of needs distributed was successfully collected with the assistance of the researcher, allowing respondents to understand each item clearly. Quantitative descriptive analysis was conducted to determine the average score for each indicator, which was then converted into a percentage and categorised according to Table 4.

Based on Table 4, all aspects fall into the very high category, indicating a strong need for interactive multimedia that incorporates Pancasila Student Profiles. The highest aspect is in expectations for interactive multimedia (89.0% of students; 90.5% of teachers), indicating the importance of practical and fun media. All other aspects are also high, so the development of interactive multimedia is a top priority in learning Pancasila Education in elementary schools.

Table 4. Results of the Student Needs Analysis Questionnaire

Aspects	Key Indicators	Average Student (%)	Average Teacher (%)	Combined Categories
Needs in Learning	Suitability of teaching materials & interactive methods	88,0	90,0	Very High
Learning Media Needs	Visually appealing & easy to use	86,5	88,0	Very High
Technology in Learning	Accessibility & effectiveness of technology	85,5	87,0	Very High
Interest in the Material	Motivation & connection to life	84,5	86,0	Very High
Interactive Multimedia in Learning	Interactive feature engagement & Compatibility	87,5	89,0	Very High
Expectations for Interactive Multimedia	Effectiveness & fun learning experience	89,0	90,5	Very High

To gain a deeper understanding of the learning context, observations of classroom conditions and student participation were conducted. This observation highlights the physical condition of the classroom, the completeness of facilities and infrastructure, social interaction, student participation, and the obstacles faced. These results provide a realistic picture of the learning environment that supports the development of interactive multimedia, making it more effective and relevant to the needs of students and teachers. The results of the observations are presented in Table 5.

Table 5. Results of Observation of Classroom Conditions and Student Participation

Observation Aspect	Findings	Caption / Notes
Physical Condition of the Classroom	Quite conducive	Adequate ventilation and lighting are provided; the car is designed according to the learner's needs.
Facilities & Infrastructure Equipment	Adequate	Available to all learners
Social Interaction	Good	Some students are still not active in group learning
Student Participation	Tall	Especially when using interactive methods, some students have not been fully engaged.
Constraints/Obstacles	Limited access to technology and difficulty understanding abstract concepts	Requires multimedia support to make it easier to understand

Based on Table 5, the observation results indicate that the physical condition of the classroom is quite conducive, with adequate ventilation and lighting, as well as mobile arrangements that meet the learning needs. The completeness of facilities and infrastructure is also adequate for all students, supporting the smooth learning process. Social interaction in the classroom is progressing well, although some students remain less active in group learning. Student participation is generally high, mainly when interactive learning methods are used, although some students remain partially engaged. The main obstacles identified are limited access to technological devices and the difficulty some students experience in understanding abstract concepts without multimedia support. These results

provide a realistic picture of the learning environment that supports the development of interactive multimedia, making it more effective and in line with the needs of students and teachers.

To facilitate the interpretation of the data, the results of the Teacher's observations are visualised in the form of a radar diagram. This visualisation presents a comparison of findings on aspects of classroom physical condition, completeness of facilities and infrastructure, social interaction, student participation, and obstacles in a more transparent and systematic manner. A comprehensive overview of the observation results for each aspect is presented in Figure 1.
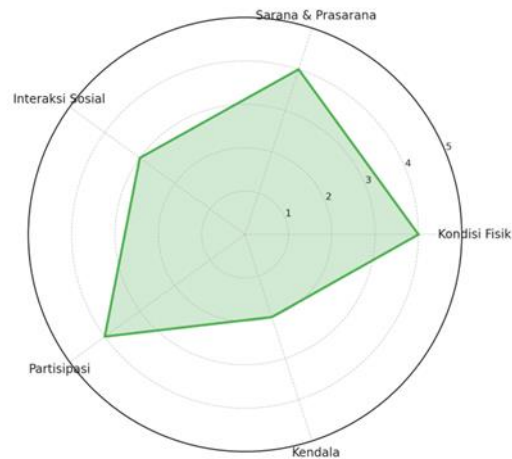

Figure 1. Observation Results of Strengths and Weaknesses of Each Aspect of Learning

Based on Figure 1, the observation results show that each aspect of learning has different strengths and weaknesses. The aspects of the physical condition of the classroom and the completeness of the infrastructure showed strong results, indicating a learning environment that was sufficiently supportive of learning activities. The aspect of social interaction and student participation is also relatively good, although some students remain inactive in group activities. Meanwhile, the aspect of obstacles showed the lowest scores, particularly in relation to limited access to technology and students' difficulty in understanding abstract concepts without multimedia assistance. Overall, these results confirm the need to develop interactive learning media to increase student participation and understanding.

Discussion

The study's results indicate that the demand for interactive multimedia-based learning innovations incorporating *Pancasila Student Profiles* in Pancasila Education subjects in elementary schools is relatively high across all aspects analysed. Both teachers and students believe that PPKn learning will be more effective if it is supported by interactive, engaging, and relevant media that relate to the context of daily life. Their main hope lies in increased effectiveness and a more enjoyable learning experience through the use of interactive multimedia.

These findings align with the principles of contextual learning and character education, which form the basis for strengthening the *Pancasila Student Profile*. The values of Pancasila are not only learned theoretically, but also internalised through authentic and meaningful learning experiences (Dharma et al., 2023; Octavia & Tirtoni, 2024; Wulandari et al., 2023). Through the use of interactive multimedia, the key values in *Pancasila Student Profile,* such as faith and fear of God Almighty, critical reasoning, independence, creativity, cooperation, and global diversity, can be visualised in various concrete situations that are relevant to the daily lives of elementary school students (Nurhidayah & Pratama, 2024).

Compared to the results of previous research, these findings are consistent with the idea that the use of interactive media in PPKn learning can increase Motivation, understanding of value concepts, and student involvement in learning activities (Musthafa et al., 2024; Japar et al., 2020; Scott, 2022).

The uniqueness of this research lies in the integration of the *Pancasila Student Profile* into multimedia design, which not only focuses on the cognitive aspect but also on strengthening the character and morale of learners. Thus, the development of this interactive multimedia is an effective means to foster the character of students who have faith, are critical thinkers, creative, independent, and can work together in daily life.

The results of this study reinforce the view that integrating technology with character education can enrich pedagogical practices in schools. Practically, this result provides implications for teachers to utilise interactive multimedia as a learning strategy that is engaging, contextual, and oriented towards strengthening students' character in accordance with Pancasila values.

However, this study has limitations, including the small number of respondents and the limited scope of schools. Therefore, further research is recommended to involve more schools and test the effectiveness of the developed media on improving students' understanding of values and attitudes. Overall, these results and discussions confirm that the development of interactive multimedia containing *Pancasila Student Profiles* in Pancasila Education subjects is highly relevant and necessary in the context of 21st-century learning. This innovation has the potential to strengthen students' character, increase learning motivation, and create a meaningful learning experience rooted in national values.

CONCLUSION

This research aims to analyse the need for learning innovation through interactive multimedia that is integrated with *the Pancasila Student Profile* in Pancasila Education subjects at the elementary school level. Using a qualitative descriptive approach supported by quantitative data through questionnaires and observations, this study explores the views of students and teachers at SDN 4 Ngulak, Musi Banyuasin. The results of the study show that the need for interactive multimedia learning media is very high in all aspects analysed, reflecting the great need for interesting, contextual, and technology-based learning media in civic education.

The synthesis of the research results shows that the use of interactive multimedia not only increases Motivation and understanding of learning, but also facilitates the internalisation of Pancasila values through meaningful and experiential learning. The integration of the main competencies *of the Pancasila Student Profile*—such as faith and fear of God Almighty, critical reasoning, independence, creativity, cooperation, and global diversity—into multimedia content allows students to understand civic values concretely in a real-life context. This reinforces the role of Pancasila Education as a subject that not only forms character but also develops knowledge and understanding.

The main contribution of this research lies in its emphasis on combining character education with digital innovation. In contrast to conventional PPKn learning, this approach emphasises the development of digital-based media that can foster cognitive understanding as well as the formation of student morals. This research contributes to the literature that supports technology-based civic learning as a means to form citizens who are Pancasila-spirited, active, reflective, and socially responsible in the 21st century.

Theoretically, the findings of this study enrich the pedagogical model by showing how digital media can be aligned with the philosophical framework *of the Pancasila Student Profile*. Practically, the research results provide insight for teachers and curriculum developers in designing multimedia content that is more engaging, contextual, and value-oriented. Further research is suggested to involve a wider sample and test the effectiveness of the multimedia prototypes developed in improving students' understanding of character and values in various school settings.

Overall, this study emphasises that the development of interactive multimedia enriched with the values of *the Pancasila Student Profile* is not just a learning innovation, but also a strategic effort in strengthening the nation's character and identity. By integrating value-based education and digital pedagogy, elementary schools in Indonesia can better prepare students to be intelligent, ethical, and collaborative in the face of the challenges of an increasingly connected world.

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