



# Need Analysis of Interactive Media Development Based on Local Wisdom for Strengthening the Profile of Pancasila Students

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**Abstract.** The low character of students that reflects the profile of Pancasila students is something that must be improved. The profiles of Pancasila students that need to be strengthened in this research are independent, global diversity, critical reasoning, and creativity. This study aims to analyze the needs of teachers in strengthening the profile of Pancasila students on students. This analysis is used in designing interactive media based on local wisdom to strengthen the profile of Pancasila students. The sampling technique was done by purposive sampling. Data were collected by direct survey, interview and observation and analyzed descriptively. From the results of data analysis and discussion, conclusions can be drawn: 1) Teachers can choose local wisdom to be integrated with learning media, 2) Field study results show 100% of teachers state that interactive media based on local wisdom is important to be developed and applied in the learning process. The results of this study provide a real picture of the need for the development of interactive media based on local wisdom in strengthening the profile of Pancasila students.

**Keywords:** Interactive Media, Local Wisdom, Pancasila Student Profile

## 1 Introduction

Schools are formal educational institutions, meaning that in schools there are clear goals listed in the curriculum. To achieve these goals, there are stages or levels, materials or materials to be achieved. In the whole process of education in schools, learning is the most important activity. This means that the success of achieving educational goals depends on how the learning process can take place effectively. In the learning process there are models, methods, or media that can be applied to achieve the learning objectives to be achieved. The development of the human life system has entered the 4.0 era (Eliyasni et al., 2019). Era 4.0 is the era of the development of technology and information systems which are the basic foundation of life. This all has an impact on every aspect of life including the education aspect. The education system must be able to harmonize the development of technology and information by applying

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it in the learning process. Innovation in the 4.0 era can be started in learning in elementary schools. With the habit of using technology in learning, students are trained and accustomed to adapting to the process of changing learning in elementary schools (Rahmatina et al., 2019). Learning in the 4.0 era requires students not only to develop knowledge but also to develop all their potential (Kenedi et al., 2019). This is because in the 4.0 era students are faced with complex real problems, that skills are needed that must be mastered by students. To develop various skills of students, the government makes an effort so that students will be able to compete in the future era. One of the efforts made by the government is to issue a policy on the Pancasila Student Profile.

The student profile of Pancasila is a competency possessed by students based on Pancasila values. The values contained in the Pancasila student profile are the values of faith, fear of God and noble character, independence, cooperation, global diversity, creative and critical reasoning (Hidayah, 2021). The Pancasila student profile is a strategic plan for instilling character values in Indonesian students (Hidayah et al., 2021). The six values contained in this Pancasila student profile are the formulation of the Indonesian nation's strategic plan in preparing students to face the times. Therefore, every learning process is required to be able to develop the values that exist in the profile of Pancasila students, especially elementary school students. Teachers can plan to learn by incorporating elements of the Pancasila student profile. One way is to enter the value of the Pancasila student profile into the media used by elementary school students in the learning process. In the absence of learning media, the teaching and learning process cannot occur optimally. Because learning media is an integral part of the learning system, the use of learning media supports the success of learning objectives (Ramli et al., 2018)

Interactive learning media in elementary schools is one of the implementations of the use of technology and information in the learning process. Interactive media have an important role to support learning achievement that can improve students' knowledge and skills in elementary schools with their unique characteristics (Hidayah et al., 2021). Interactive learning media in elementary schools can encourage changes in the learning process in elementary schools so that they get results that are by learning objectives. The teacher can interact with students by using the wheel of names game, so that participants will be called randomly to carry out the orders given by the teacher (Kamaliah, 2022).

In the face of challenges advancing science and technology, the role of the learning process must also be directed at the use of existing technology (Siregar et al., 2020). Media development that is integrated with local wisdom will be more meaningful to students. Students are more familiar with local wisdom so that the local culture does not fade with the times. At this time many students do not know the local wisdom where they live, this is caused by many factors including the increasing sophistication of existing technology, causing those who are far away to be close and those who are close to being far away. Development of the concept of local culture in the learning process, then learning will be more easily understood and accepted by students. In other words, one way to increase student participation in learning is to use a culture-based learning approach (Nugraha et al., 2019). With the hope of era 4.0 and the achievement of the Pancasila student profile, a learning process is needed that can realize these goals. In

learning the profile of Pancasila students, it is expected to be able to harmonize knowledge, skills, and attitudes.

With the development of technology and the progress of the times, the character of students is decreasing, besides that students are less familiar with local cultural wisdom, for this reason, interactive media based on local wisdom are needed that can strengthen the character of students according to the profile of Pancasila students. In addition, the absence of interactive media that can balance the attitudes, knowledge and skills of students in the 4.0 era is an important foundation for the development of this interactive media.

## **2 Methodology**

### **2.1 Design**

This research is qualitative research that uses descriptive qualitative methods, descriptive qualitative research is research to describe phenomena on research subjects that occur and are studied in depth (Sakiah & Effendi, 2021).

### **2.2 Research Participant**

The population in this study were all fourth-grade elementary school students in Madiun Regency. The sample of this research is students from several schools representing various sub-districts in this region. The participants of this study were 80 students and 6 teachers.

### **2.3 Research Instrument**

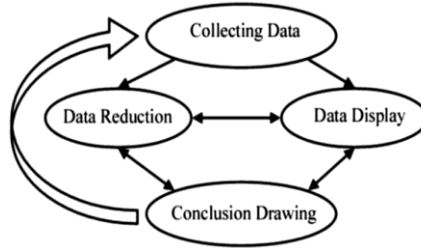
The instruments used in this study were direct surveys, interview sheets, and observation sheets. The data generated is in the form of a description in the form of narrative text. The narrative text contains an outline description of the data that has been collected. While the focus of this study is to describe the need for interactive media based on local wisdom to strengthen the profile of Pancasila students. the profile of Pancasila students, as well as the local wisdom of the area owned.

### **2.4 Data Collection Technique**

Data collection techniques used in this study were direct surveys, observations, and interviews. Observation sheets are given to teachers and students in the form of google forms, this observation sheet is given through the WA Group to facilitate its delivery. The researcher considers that by distributing google formulas through the WA Group, they can quickly find out the answers from each respondent and make it easier to recap. Meanwhile, interviews were conducted with 10 teachers and 80 students regarding the learning media used so far and what local wisdom is known.

## 2.5 Data Analysis Technique

Furthermore, the data that has been obtained is processed by using qualitative descriptive analysis methods. The data analysis technique used in this study is a data analysis technique using the Miles and Huberman model. All activities in analyzing qualitative data are carried out interactively and continue until they are completed, so that the data is saturated.



**Fig. 1.** Miles and Huberman Data Analysis Schematic

From Figure 1. the stages of data analysis include: [1] data reduction or data collection, data from observations and interviews are transcribed into written data or descriptions; [2] data presentation, data is presented according to aspects of interactive learning media needs, current student character, and local wisdom in the local area; [3] concluding, the main conclusions about interactive media combined with local wisdom in strengthening the profile of Pancasila students.

## 3 Results And Discussion

### 3.1 Result

The data obtained are presented in 3 categories, namely surveys, interviews, and observations. From the results of interviews with elementary school teachers, the character of students currently does not reflect the profile of Pancasila students. Most students have a low level of independence, low critical thinking skills, and low knowledge of students in recognizing their local wisdom. Regional local wisdom consists of various aspects, including: 1) thoughts, attitudes, language actions, practicing arts, and literature; 2) thoughts, attitudes, and actions in culture; 3) thoughts, social action (Widyaningrum, 2018). Local wisdom consists of several types, including handicrafts, agriculture, herbal medicine, trade, natural resource management and the environment, regional languages, philosophy, arts and culture, religion and culture, as well as regional specialties (Prahesti & Fauziah, 2021). In the Madiun district itself, various kinds of uniqueness become local local wisdom, some of these local wisdom include Dongkrek art, regional specialties of Brem and Pecel sauce, Pesilat Village, and Porang which is one of the livelihoods for residents. Interactive media based on local wisdom can strengthen the character of students as the profile of Pancasila students. Interactive media can increase students' motivation in learning so it helps in strengthening the pro-

file of Pancasila students in elementary schools (Hidayah, 2021). Students prefer learning by using media that contains more than one media such as writing, sound, images, animation, video, or others packaged in one display (Sakiah & Effendi, 2021).

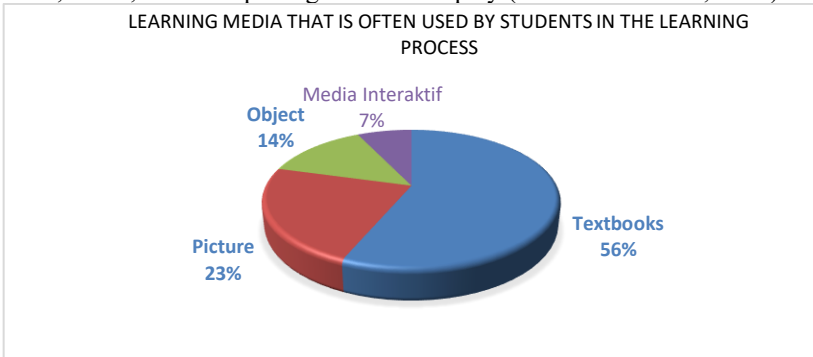


Fig. 2. Observation Sheet Chart

Based on Figure 1. The researcher analyzed the observation sheet for interactive media needs given to 10 teachers as respondents to get the results that teachers in the field have been using textbooks more as a medium of learning, it can be seen that as many as 56% of textbooks are dominantly used by teachers as learning media, image media 23%, utilization of real object media around 14%, and interactive media only 7%. This shows that interactive media are still very rarely used by teachers in the learning process. The function of the learning media is as a source of learning for students in obtaining messages and information obtained from the teacher so that what is conveyed by the teacher can be more relevant and shape students' knowledge (Nurrita, 2018). It was further explained that learning media were divided into 3 based on the classification of their characteristics, including: (1) presenting media; (2) object media; (3) interactive media. Interactive media is a learning media that not only pays attention to the presentation or object but also interacts with learning (Nurrita, 2018). Teachers rely more on textbooks in learning, often teaching materials that are textbook centers (centered on textbooks) make students feel bored, bored, or monotonous in learning (Lubis, 2018). Likewise with image media, image media is one of the most commonly used learning media and is a common language and can be understood and enjoyed in various situations (Utami, 2018). Print media is media that is made in the form of writing or images. Usually this media is printed first before use, less attractive print media can make students feel bored and bored during learning (Prasetyo, 2012). The use of the environment or surrounding objects is one of the teaching media (Nurrita, 2018). Teachers have only used learning media in the form of audio-visual, pictures and objects around them (Windawati & Koeswanti, 2021).

Menurut saya media pembelajaran yang saya inginkan adalah \*  
Ada gambar, suara, berwarna, dan dapat bermain nggak bosan

Fig. 3. Observation Sheet Answer

Based on Figure 3. students write that students are happier with learning media that contains more than one media such as writing, sound, images, animation, video or others in one display. Varying learning media with games will be able to increase the enthusiasm of students to take part in learning. Respondents are fourth-grade elementary school students who are in the age range of 9-10 years. According to Piaget (Marinda, 2020) The concrete operational stage occurs in the age range of 7-11 years. At this stage the child will be able to think logically about concrete events and classify objects into different forms. Children at this age still cannot think abstractly. Learning media is needed to support the cognitive development process of children at elementary school age (Rahmatina et al., 2019). The activeness of students can be created through interesting learning media such as interactive media. Interactive media is a learning media that provides high benefits to the learning process such as increasing conceptual understanding and improving student learning achievement (Sumarsono & Sianturi, 2019). Internalizing local wisdom into interactive multimedia can foster student interest in learning and can foster a sense of love for nature, culture, traditions, and other historical relics (Prayogi et al., 2019).

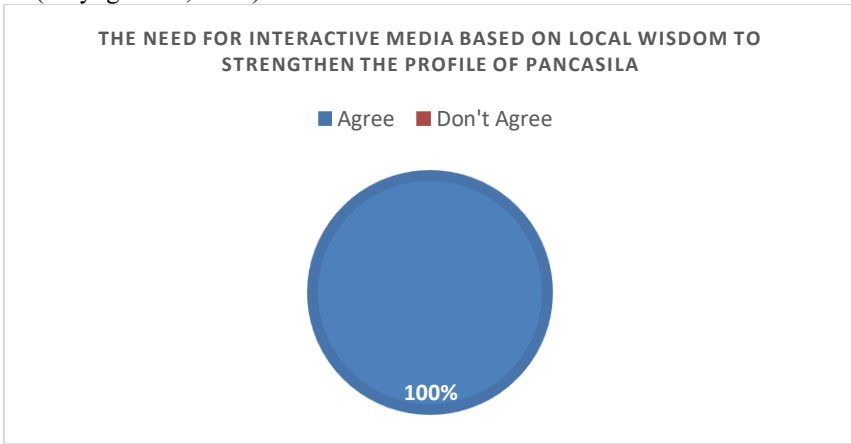


Fig. 4. Diagram 2 Teacher's Observation Sheet

Figure 4. shows that all teachers who were respondents in this study agreed to use interactive media based on local wisdom to strengthen the profile of Pancasila students. Interactive media based on local wisdom are the right learning media to use today. Interactive media based on local wisdom can grow character according to the profile of Pancasila students. Interactive learning media for elementary schools is very necessary, especially in the matter of national cultural diversity in the territory of Indonesia so far it has been associated with strengthening the profile of Pancasila students for elementary schools, while the Minister of Education and Culture of the Republic of Indonesia Nadiem Makarim explained, Pancasila student profiles make students more ready to learn about things new thing (Hidayah et al., 2021).

### 3.2 Discussion

The use of learning media that is often used by teachers in elementary schools is media that tends to be boring for students. In learning activities at the school level, innovations or the latest breakthroughs are needed in terms of delivering learning materials, both in terms of the use of media and mastery of the material itself. Therefore, every teacher in schools is required to be able to follow every development that exists in the world of education so that they can adapt to existing technological advances (Subhan & Kurniadi, 2019). Interactive media is one of the interesting media for students, so that students do not get bored quickly in teaching and learning activities, besides that with interactive media the delivery of material and the desired learning objectives can be achieved maximally. In the use of interactive media, students and teachers interact with each other so that there is no one-way learning (Ramli et al., 2018).

Based on the results of the study, it was found that most teachers still use monotonous learning media, the learning media itself serves as a learning resource for students in obtaining messages and information obtained from the teacher so that what the teacher conveys can be more relevant and shape students' knowledge (Nurrita, 2018). From the results of observations students obtained data that they prefer interesting interactive media during learning activities, learning media that contains more than one media such as writing, sound, images, animation, video or others in one display are the desired media. learners. Interactive media are learning media that are indispensable in classroom learning, interactive media can foster maximum interaction between teachers and students (Dwipayana et al., 2020). In addition to students, observation sheets were also given to teachers, the results obtained were that all teachers agreed that interactive media based on local wisdom was needed in strengthening the character of students according to the profile of Pancasila students.

Research on interactive media based on local wisdom has also been studied before, in this study it was found that the need for the development of interactive multimedia based on local cultural contexts (Dwipayana et al., 2020). Other research on strengthening the character of students according to the profile of Pancasila students has also been carried out, the results of these studies can be developed as a teacher reference in improving the profile of Pancasila students for elementary school students (Anita, Atri Waldi, 2022).

## 4 Conclusion

Based on the results of data analysis and discussion, it can be concluded as follows: 1) Teachers can choose several local pearls of wisdom to be integrated into learning media. Interactive media based on local wisdom is important to be developed and applied in the learning process. By knowing the local wisdom of the region, it can grow the character of love for regional culture and also global diversity. Interactive media applied with games can make students active and enthusiastic in participating in learning. 2) The results of the field study show that 100% of teachers stated that interactive media based on local wisdom is important to be developed and applied in the learning process.

The results of this study provide a real picture of the need for the development of interactive media based on local wisdom in strengthening the profile of Pancasila students.

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