RESEARCH ARTICLE

Multimedia as an innovation in Pancasila Education learning: Perceptions of junior high school students

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ABSTRACT

This research is motivated by the still dominant lecture method in learning Pancasila Education at the junior high school level, which causes low student involvement. As technology develops, multimedia can be a solution to increase the effectiveness of learning. This study aims to explore students' perception of the use of multimedia in learning Pancasila Education at SMPN 16 Surabaya. The method used is qualitative research with a descriptive approach. The sample consisted of 20 students in class 8B who were selected using convenience sampling. Data was collected through observation, interviews, and documenta-tion. The results of the study show that the use of PowerPoint, learning videos, regional song videos, and digital and printed LKPD increases student engagement and understanding. The Cognitive Theory of Multimedia Learning supports these findings, which suggests that the combination of visual and audio elements can improve students' comprehension. However, inter-net access constraints in the digital LKPD are still a challenge. In conclusion, multimedia increases the effectiveness of Pancasila Education learning. However, it is necessary to improve infra-structure and teacher training so that the use of multimedia is more optimal and inclusive for students.

1. Introduction

In the era of globalization that continues to grow rapidly, the world of education faces various challenges in creating an effective, interesting, and relevant learning system for the younger generation. Pancasila education, as one of the compulsory subjects in the national curriculum, has an important role in shaping the character

of students so that they have a strong understanding of national values (Lubis & Najicha, 2022). However, the reality in the field shows that Pancasila Education learning in junior high schools is still carried out conventionally with a one-way lecture method (Baehaqi & Andriyani, 2023; Ritonga & Saleh, 2024). This causes a lack of active participation of students in the learning process and their low interest in understanding and applying Pancasila values in daily life. The ineffectiveness of this conventional method is the main problem in achieving the ideal learning goals of Pancasila Education (Purnama & Fauzi, 2024).

The rapid development of information and communication technology has changed the way students obtain and process information. The current generation, often referred to as digital natives, is more accustomed to using technological devices such as computers, tablets, and smartphones in their daily lives (Jones, 2011; Putra et al., 2023). But the gap between technological developments and learning methods used by teachers is still quite wide. Many educators still do not make full use of technology in the teaching and learning process, especially in subjects such as Pancasila Education which is often considered theoretical and less interesting (Andarwati & Pujilestari, 2023; Widyatama et al., 2024). As a result, students tend to feel bored and less actively involved in the learning process, which ultimately has an impact on their low understanding of the material being taught.

Several previous studies have shown that the use of multimedia in learning Pancasila Education can increase the effectiveness and motivation of students. Research (Angraeni et al., 2022) revealed that multimedia-based teaching materials such as LKPD can increase students' learning independence and help them understand Pancasila concepts more interactively. In addition, research conducted by (Aini et al., 2022) highlighting the importance of using media such as PowerPoint in PPKn learning, which has been proven to improve student engagement as well as their learning outcomes. This research shows that digital media can change learning methods that were previously passive to active and participatory, which can ultimately increase students' understanding of Pancasila values. However, there are still limitations in the implementation of learning technology in schools, such as the lack of facilities and the readiness of teachers to adopt digital methods. The need to explore how junior high school students specifically view the effectiveness of multimedia in learning Pancasila Education and the obstacles to its implementation can be overcome properly.

On the other hand, although previous studies have shown the positive impact of the use of multimedia in learning, there are still few studies that specifically explore students' perception of this innovation, especially in the context of Pancasila Education at the junior high school level. Most of the existing research focuses more on the effectiveness of multimedia use in general, without delving deeper into how students respond to this approach and the extent to which they feel helped in understanding the values of Pancasila through interactive media. There is still a research gap that needs to be filled, namely understanding how students perceive the application of multimedia in learning Pancasila Education in junior high school.

To overcome a problem that has been identified, concrete efforts are needed to integrate multimedia technology in the learning process of Pancasila Education. The application of engaging and interactive multimedia, such as educational videos, digital simulations, creative worksheets, and technology-based presentations, can help bridge the gap between conventional learning methods and the learning needs of today's students (Ilham et al., 2023; Ali et al., 2024). The proper use of multimedia is also expected to increase student engagement, activate their participation in class discussions, and help them understand the values of Pancasila in a more contextual and relevant way (Jatiyasa et al., 2024; Miranda et al., 2024).

In addition, the support from teachers as facilitators in the use of multimedia is an important factor that can determine the effectiveness of this technology-based learning (Sugiharto et al., 2022; Mea, 2024). Teachers need to be given training and insight on how to develop and utilize various forms of multimedia so that they are later in line with the goals of Pancasila Education learning. So that this innovation in learning will not only provide benefits for students but also improve teachers' competence in adapting more modern teaching methods and in accordance with the needs of an increasingly advanced and developing era.

Based on these problems, this study aims to explore students' perception of the use of multimedia in learning Pancasila Education in junior high schools. By understanding how students respond to these innovations, this research is expected to provide deeper insights into educators and policymakers in designing more effective learning strategies. In addition, the results of this research are expected to be the foundation for the development of a more adaptive technology-based curriculum, so that Pancasila Education can be taught in a more interesting, meaningful, and relevant way for the younger generation of the nation's successors.

2. Literature review

Multimedia is a combination of various elements such as text, images, audio, video, and animation that are used to convey information and improve the learning experience. Etymologically, the word multimedia comes from the word multi which means a lot and the medium means an intermediary or an introduction to information (Atmawarni, 2012). In the context of learning, multimedia is defined as the use of various technologies to present material in a more interesting and interactive way. Multimedia allows users to navigate, interact, and communicate in the learning process, making it more dynamic than conventional methods (Saputra, 2014; Jamaludin et al., 2024). Multimedia menjadi tiga jenis utama, yaitu multimedia interaktif, multimedia hiperaktif, dan multimedia linear (Duwika & Paramasila, 2019). In learning Pancasila Education at the junior high school level, several types of multimedia that are often used are PowerPoint, Student Worksheets (LKPD), and educational videos (Purwanti et al., 2024). The use of PowerPoint in PPKn learning can improve student learning outcomes because it is more interesting than the conventional lecture method while the use of LKPD can be used to increase student learning independence. Meanwhile, the use of educational videos is considered capable of visualizing abstract concepts in Pancasila Education, so that students can more easily understand the materials taught (Jannah, 2024).

Pancasila education has an important role in shaping the character and morals of students (Natalia & Saingo, 2023; Putri et al., 2023). Pancasila education not only teaches theory, but also instills national values such as nationalism, democracy, and social responsibility. The current Pancasila Education learning emphasizes active and collaborative methods rather than memorization methods (Ramadhan et al., 2024). The learning model applied includes group discussions, simulations, and the use of digital technology such as interactive multimedia and e-learning. However, in its implementation, there are still obstacles faced, such as the lack of innovation in teaching methods and limitations in the use of technology-based media (Yunita et al., 2023). So that the use of multimedia is a solution to increase the effectiveness of learning and student motivation in understanding and internalizing the values of Pancasila.

Junior high school students are in the formal operational stage according to Piaget's theory of cognitive development, where they begin to be able to think abstractly but still need concrete experience in understanding concepts in depth

(Aini & Hidayati, 2017; Asdar & Barus, 2023). Students at this stage begin to have the ability to think logically and critically and have a high curiosity about new things. They are also more interested in experiential learning than lecture methods that tend to be passive. With these characteristics, multimedia can act as a learning medium that is able to provide a more interesting and interactive learning experience. The use of media such as PowerPoint, educational videos, and LKPD can help students relate abstract concepts to real-life situations, thereby improving their understanding of the material being taught (Novianto et al., 2024).

In the context of multimedia effectiveness, the Cognitive Theory of Multimedia Learning (CTML) developed by Richard E. Mayer explains that humans have two information processing channels, namely verbal and visual, as well as limited capacity in processing information on each channel (Mayer, 2005). Mayer formulated several main principles in multimedia learning, namely the principle of modality, the principle of coherence, the principle of segmentation, and the principle of redundancy. The principle of modality states that the combination of audio and images is more effective than written text and images because it can reduce the cognitive burden of students. The coherence principle emphasizes that irrelevant additional elements should be avoided so as not to overload students' cognitive capacity. The principle of segmentation implies that information must be presented in small parts to be easily understood, while the principle of redundancy explains that excessive delivery of information, such as written texts that are read aloud, hinders students' comprehension. By applying these principles, this multimedia-based learning process can be optimized to increase students' understanding and involvement in the learning process of Pancasila Education in the junior high school environment.

3. Methods

This study uses a qualitative research method with a descriptive approach. The qualitative method was chosen because this study aims to deeply understand how junior high school students respond to the use of multimedia in Pancasila Education learning. A descriptive approach that aims to describe and analyze phenomena that occur in the field, especially in the context of the application of multimedia as an innovation from learning in the classroom. Using this approach, the research focuses on students' experiences, perceptions, and understanding of the effectiveness of multimedia in helping them to better understand the values of Pancasila in a more

interactive and interesting and entertaining way as well as knowing their interest in learning (Sugiyono, 2022).

The population in this study is junior high school (SMP) students who have experienced the learning process of multimedia-based Pancasila Education. Research samples are taken using convenience sampling techniques, which is the selection of samples based on the availability and ease of access for researchers (Etikan et al., 2016). The sample used in this study are 20 students from class 8B at SMPN 16 Surabaya, who have participated in Pancasila Education learning with various digital media such as PowerPoint, educational videos, and Student Worksheets (LKPD). Data collection techniques involving in-depth interviews, participatory observations, and documentation studies. The interviews were conducted to explore students' understanding and experiences related to the use of multimedia in learning. Observation aims to observe firsthand how multimedia is applied in the classroom and how students interact with the material presented. The documentation study was carried out by collecting learning tools, Learning Implementation Plans (RPP), and teaching modules used by teachers in integrating multimedia into the learning process in the classroom.

The data analysis in this study uses the Miles and Huberman model, which consists of four main stages, including data reduction, data presentation, conclusion drawn, and verification (Sugiyono, 2022). Data reduction is carried out by sorting and simplifying data from interviews, observations, and documentation, so that only relevant information is further analyzed. The presentation of data was carried out in the form of a descriptive narrative that described the findings of the research systematically, including patterns of student interaction with multimedia. Conclusions are drawn by identifying patterns that emerge from the data that have been analyzed. The last stage is verification, which is comparing and confirming findings with other data to ensure the accuracy and consistency of research results so that it becomes relevant research.

To ensure the validity of the data, this study applies various techniques, such as source triangulation, triangulation techniques, and member checking (Zamili, 2015; Husnullail & Jailani, 2024). For source triangulation, it is carried out by comparing data from interviews, observations, and documentation of learning tools to see the consistency of information. Triangulation techniques are carried out by comparing the results of various data collection methods to ensure the validity of the findings. In addition, the study also used member checking, where participants were given

the opportunity to review the results of interviews or preliminary analysis to ensure that the researcher's interpretation was in accordance with their experience. By applying these techniques, this research is expected to produce credible and reliable findings with data results to be used as a reference in the future.

4. Results

This study aims to explore how grade 8B students at SMPN 16 Surabaya respond to the use of multimedia in learning Pancasila Education. Research data was obtained through the process of observation, interviews, and documentation to provide a comprehensive overview of the implementation of the use of multimedia in the learning process of Pancasila Education at the junior high school level.

Figure 1. The teacher showed a video of someone throwing careless garbage on a public street. *Source*: Researcher documentation, 2024.

Based on the results of observations that have been made during the learning process, it was found that teachers used various forms of multimedia, such as PowerPoint, learning videos, videos of Surabaya city folk songs, printed images prohibiting littering, as well as digital individual LKPD based on Google Form and print-based group LKPD. PowerPoint used in learning features a combination of text, images, and animations that make the material more engaging for students. The

technology in the form of multimedia applied is also known to the public by students. In addition, teachers also show learning videos containing illustrations of the concept and practice of Pancasila in daily life, which helps students understand these values more concretely and relevant to their lives as shown in Figure 1.

In learning, teachers also use videos of Surabaya city folk songs to connect the material with the local cultural context, which aims to make students better understand the values of unity and cooperation contained in typical regional songs as shown in Figure 2. In addition, the printed image of the prohibition of littering is used as a medium to teach environmental awareness and social responsibility as part of the implementation of Pancasila values Figure 3.

Figure 2. The teacher played the song *Rek Ayo Rek* from Surabaya. *Source*: Researcher documentation, 2024.

Figure 3. The teacher showed the picture that it was forbidden to litter. *Source*: Researcher documentation, 2024.

Figure 4. Teachers direct students to scan the digital LKPD barcode. *Source*: Researcher documentation, 2024.

Figure 5. Teachers who give printed LKPD to their students. *Source*: Researcher documentation, 2024.

The results of interviews with students showed that most of them felt more interested in learning using multimedia compared to conventional lecture methods. Those who stated that the use of PowerPoint and learning videos made it easier for them to understand the material because there were visual illustrations that supported comprehension. Some students also stated that the video of the Surabaya city regional song that was played was also interesting because they could connect the learning materials with the culture they were familiar with. However, some students experience obstacles in accessing the digital individual LKPD based on Google Form, especially due to unstable internet connections. On the other hand, they feel more comfortable working on the print-based group LKPD because they can discuss and understand the material with their friends. The group LKPD encourages students to respect and care for each other while strengthening their love for the homeland for themselves.

5. Discussion

The results of this study show that the use of multimedia in learning Pancasila Education has a positive impact on the involvement and understanding of students.

The use of PowerPoint as the main medium in delivering material is in line with research conducted (Aini et al., 2022), who found that the use of PowerPoint in PPKn learning can improve student learning outcomes because visual media is more interesting than conventional or traditional lecture methods. The PowerPoint used in this study contains a combination of text, images, and animations that help students understand the material more clearly, in accordance with the principle of modality in the Cognitive Theory of Multimedia Learning developed by Mayer (Laksana, 2017).

In addition to PowerPoint, learning videos also play a very important role in improving students' understanding of the materials they are learning (Salsabila et al., 2020; Febriari, 2023). Mayer's theory states that the combination of visual and audio elements in learning can help students remember information better compared to using only text or oral lectures (Mulia, 2019; Ali et al., 2024). In this study, learning videos help students see firsthand how the implementation of Pancasila values is applied in real life, so that they can more easily understand the concepts taught by teachers.

The use of the video of the Surabaya City folk song, *Rek Ayo Rek*, in learning shows that the integration of local culture in learning can help students understand national values in a more relevant way. This is in line with the concept of anchored instruction put forward by Bransford, who states that learning is more effective when it is associated with real examples that are close to students' lives (Ariyanto, 2011; Sukestiyarno, 2013). The *Rek Ayo Rek* folk song contains moral and social messages related to a sense of unity and a form of togetherness, so its use in learning Pancasila Education is very relevant and can strengthen students' understanding of these values.

The results of the interview also showed that the digital individual LKPD based on Google Form was preferred by some students because of its flexibility in accessing and doing assignments independently. However, technical constraints such as unstable internet access are challenges in its implementation. These findings are relevant to the research (Angraeni et al., 2022), which found that the use of technology-based LKPD in Pancasila Education can increase students' learning independence but requires adequate infrastructure readiness. On the other hand, print-based group LKPDs provide a more collaborative learning experience, which supports the principle of discussion-based learning. Pancasila Education learning

that involves working in groups can improve student understanding through social interaction and reflective discussion (Mufidah & Tirtoni, 2023; Novitasari et al., 2024).

The use of printed images containing the prohibition of littering as a learning medium supports the concept of real-life example-based learning. Bransford states that learning is more effective when it is linked to students' daily experiences, as they can see firsthand the relevance of the concepts learned to their lives (Rahayu & Fathiyah, 2023). In the context of this research, the use of images of prohibition of littering helps students understand the application of the values of caring for the surrounding environment and social responsibility in real life to become good citizens.

The results of the students' reflections also showed that most of them felt more motivated to learn using multimedia, although there were some who were still more comfortable with traditional learning methods. This shows that teachers need to implement learning differentiation, namely adjusting learning methods to different learning styles among their students. This differentiation in the learning process is in line with the principle that not all students have the same way of learning, so the need for variety in learning approaches is indispensable to ensure that all students can understand the material well.

So that the results of this study show that the use of multimedia in the learning process of Pancasila Education can increase student involvement, understanding, and motivation to learn. However, there are several challenges in implementation, such as technological readiness and diverse student learning preferences, which must be considered by educators so that the use of multimedia can be optimized to achieve maximum student learning outcomes and educators who are literate about the existence of technology.

6. Conclusion

Based on the results of the research that has been conducted, it can be concluded that the use of multimedia in learning Pancasila Education at SMPN 16 Surabaya has a positive impact on student involvement, understanding, and learning motivation. The integration of various media such as PowerPoint, learning videos, videos of Surabaya city regional songs, printed images of the prohibition of littering, as well as digital individual LKPD based on Google Form and print-based group LKPD has helped students understand the material more easily and interactively. The use of

PowerPoint slides and learning videos supports the Cognitive Theory of Multimedia Learning theory that the combination of visual and audio elements can significantly improve student understanding. In addition, the use of video of regional songs shows that learning associated with the local cultural context can make students more interested and understand the values of Pancasila in real life, as supported by the theory of anchored instruction. However, several challenges are still found in the application of multimedia, such as internet access constraints in the use of digital LKPD and different student preferences for learning methods. Therefore, further efforts are needed to improve school infrastructure and teacher competence in integrating technology into learning so that the use of multimedia runs more effectively and inclusively for all students. So that innovation in multimedia-based learning can be a solution to improve the quality of education, especially in Pancasila Education learning, so that students can understand and internalize national values in a more contextual and relevant way.

Conflict of interest

The author declares that they have no conflict of interest.

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