"Cultural Interactive Media: Elevating Pancasila Learning in Elementary Schools"

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Abstract

This study explores the impact of interactive culture-based media on fostering cooperation and respect for diversity among elementary students in Pancasila Education. Conducted over 10 weeks with 45 students and 2 teachers in a rural setting, the research utilized the ADDIE model for Research and Development. By integrating digital applications and local cultural activities into the curriculum, the study collected data through observations, interviews, and surveys, analyzed with qualitative and inferential statistical methods. The findings revealed a 35% improvement in cooperation and a 20% increase in cultural understanding compared to traditional methods. These dynamic interactions nurtured a harmonious learning environment. Challenges included tailoring materials to local contexts and providing adequate teacher training. The research underscores the potential of interactive media to enrich Pancasila Education and recommends developing sustainable training modules and adaptable learning aids. Further research is suggested to evaluate long-term impacts and broader educational applications.

Introduction

In the quest to enhance Pancasila Education among elementary students, this study explores the integration of culture-based interactive media into the curriculum. Pancasila, as the foundational philosophy of Indonesia, emphasizes the importance of unity, tolerance, and diversity. This research addresses the gap in current educational practices by proposing a strategy that incorporates local cultural elements into learning activities. The central question we aim to answer is: How can interactive media enhance cooperation and respect for diversity among students in a Pancasila Education context?

Methodology

The study employed the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) over 10 weeks, involving 45 students and 2 teachers in a rural elementary school. Methods included:

- Interviews: Conducted with teachers to understand challenges in current Pancasila Education.
- Surveys: Distributed to students to assess baseline cultural understanding.
- Observations: To evaluate student interaction and engagement with the new media.
- Comparison Studies: Compared results with control groups using traditional teaching methods.

Figure 1. Research Paradgm

Results

The intervention led to a 35% improvement in student cooperation and a 20% increase in cultural understanding compared to traditional methods. Key findings include:

- Students exhibited greater respect for diversity.
- Teachers noted an increase in student engagement and interest.
- The interactive media provided flexibility in lesson delivery.

Analysis

The data analysis utilized qualitative methods and inferential statistics. Key points include:

- Improved Engagement: Interactive media kept students more engaged than traditional methods.
- Cultural Relevance: Integration of local culture made learning more relatable.
- Teacher Adaptability: Required additional training and resources.

Graphs and illustrations showed a significant improvement in student cooperation and cultural understanding, with visual data supporting the effectiveness of the interactive media.

RECOMMENDATION

This study recommends the development of a comprehensive and sustainable teacher training module to facilitate the use of culture-based interactive media. This module should be designed to improve teacher competency in integrating media into the daily curriculum and ensure the adaptation of materials that are appropriate to various local cultural contexts. In addition, learning aids should be designed to be more flexible and responsive to local needs, so that they can be applied in various regions with different cultural backgrounds. Further studies are needed to explore the long-term impact of the use of this interactive media and its potential adaptation in various other educational contexts in Indonesia. Through an adaptive and contextual approach, it is hoped that Pancasila Education learning can be more effective in shaping students'characters who respect diversity and canwork together in a multicultural environment

Conclusion

This study highlights the potential of culture-based interactive media to enrich Pancasila Education. The dynamic interactions fostered a harmonious learning environment, with notable improvements in cooperation and cultural understanding. Moving forward, sustainable training modules and adaptable learning aids should be developed. Further research is recommended to assess long-term impacts and explore broader educational applications

References