



Building Student Character Through Pancasila Learning with an Interactive Visual Approach

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ABSTRACT

The main problem in teaching Pancasila values in elementary schools is the use of learning methods that are less varied and lack concrete media, resulting in students being less active, quickly bored, and character values not yet optimally internalized in daily life. This study aims to analyze the application of interactive visual media in Pancasila learning and its contribution to character building among students at SDN Mori 1 Trucuk. Using a descriptive qualitative approach, this study examines how visual media such as animations, illustrations, and interactive displays enhance students' understanding of Pancasila values and encourage positive behavioral changes. Data were collected through classroom observations, interviews with teachers, the principal, and students, as well as documentation of learning activities. The results of the study show that before the use of interactive visual media, Pancasila learning was still conventional, with students mostly memorizing without internalizing the values. After using interactive visual media, students showed higher engagement, stronger understanding, and more positive character behaviors such as cooperation, discipline, and mutual respect. Teachers and principals stated that visual media makes abstract concepts more concrete and easier to relate to students' daily lives. This study concludes that interactive visual media is very effective in supporting cognitive understanding as well as character development in accordance with the values of Pancasila.

Keywords

Interactive visual media, Pancasila learning, character education

INTRODUCTION

Character education today has become one of the main focuses in improving the quality of national education because the world of education is not only responsible for shaping academic intelligence, but also for building individuals with moral character, responsibility, and integrity (Utamirohmahsari, 2024). Efforts to shape character are expected to be able to prepare the younger generation to face increasingly complex challenges, especially in the context of technological development and rapid socio-cultural changes. The Indonesian government, through various regulations, has emphasized the importance of internalizing the noble values of the nation into the formal learning process in schools (Rasidi & Istiningsih, 2025). One of the main instruments in character building is the values of Pancasila, which serve as the moral and ethical foundation of national life. The application of these values is not only aimed at



developing students who are intellectually intelligent, but also at producing a generation capable of appreciating diversity and behaving according to norms (Aderibigbe et al., 2023; Firdaus & Suwendi, 2025; Zalli, 2024). Thus, Pancasila-based character education becomes an important foundation in creating an educational environment that is harmonious and oriented towards humanity. Through the right approach, character learning can shape students into individuals who have mature social-emotional abilities and are in line with the goals of national education.

As educational technology develops, learning patterns in schools are beginning to shift from conventional methods to more interactive and creative methods. Interactive visual media has become one of the increasingly popular approaches because it can present learning material in a more engaging and easily understood way by students (Tuma, 2021). The use of digital media such as presentation slides, educational animations, and multimedia presentations has been proven to help students focus their attention and increase learning motivation (Abdulrahman et al., 2020; Utaminingsih et al., 2024). In the context of character education, visual media can play an important role in conveying moral messages more concretely through images, symbols, illustrations, and real-life situations that are easily understood by children (Sijabat, 2025). Teachers are able to combine narrative, discussion, and visualization to create an active and participatory learning atmosphere (Cervenec et al., 2022; Reyes & Villanueva, 2024). Strengthening character values through digital media is also considered more relevant to the world of today's children who are already familiar with technology.

Although many efforts have been made to strengthen character education, in reality, various obstacles are still found in the field that cause the learning of Pancasila values to be less than optimal, especially at the elementary school level. One of the problems that often arises is the dominance of lecture methods and one-way learning that make students less actively involved. Students become quickly bored, have difficulty understanding abstract concepts, and are unable to relate Pancasila material to their daily lives. A similar condition is also seen in SDN Mori 1, Trucuk, where some students show minimal enthusiasm and lack of focus when Pancasila learning is conducted using traditional methods. Teachers often face challenges in explaining philosophical character values to elementary school students who still need concrete and visual forms of learning. In addition, the limited variety of media makes the process of internalizing values less strong and not impressive for students. As a result, the understanding of character traits such as discipline, responsibility, and mutual respect has not been fully ingrained in students' daily practices.



The research results of Bustomi, Khosiah, and Fathurrohman (2025) show that the development of Pancasila learning strategies through culturally-based interactive media is effective in increasing students' understanding of Pancasila values in elementary schools, in line with the research conducted by the researcher that the use of interactive and contextual learning media can strengthen the cultivation of students' character more optimally (Bustomi et al., 2025). Rifai's research (2026) shows that the development of interactive learning media based on Canva for Pancasila material is able to increase the engagement and understanding of elementary school students, in line with research conducted by researchers that the use of interactive visual media can help instill Pancasila values and student character more effectively (Rifai, 2026). Fitri's research (2025) shows that Pancasila character education based on visual media is effective in strengthening the nationalism and patriotism of elementary school students, in line with research conducted by the researcher that the utilization of visual media can enhance understanding of character values as well as foster positive attitudes of students towards Pancasila values (Fitri, 2025).

Seeing this condition, there is an important gap that needs to be filled, namely the need for innovation in Pancasila learning models that are more suitable for the learning characteristics of elementary school students. Most previous studies have focused more on the use of digital media for thematic or science subjects, while its application in character education is still relatively limited. In addition, many studies have focused on delivering Pancasila material theoretically without linking it to interactive approaches that can increase student participation. The novelty of this research lies in the direct application of interactive visual media in the Pancasila-based character learning process at SDN Mori 1, Trucuk. This approach is designed to transform previously passive learning into a more active, communicative, and meaningful experience for students. By presenting illustrations, real situations, and examples of behavior through visualization, students are expected to gain a deeper understanding of the values of Pancasila. This innovation also provides an alternative method that is practically used by teachers to overcome boredom and low student activity.

This study aims to analyze how the use of interactive visual media can enhance the effectiveness of Pancasila learning in building students' character at SDN Mori 1, Trucuk. The study also aims to identify the extent to which this approach can increase student engagement, deepen their understanding of Pancasila values, and shape positive behavior in everyday life. The main argument underlying this research is that engaging visualization can help students understand abstract values more concretely and closer to their experiences. In addition, the use



of interactive media is believed to create an enjoyable learning environment, thereby strengthening students' interest and motivation in participating in learning. This study is also based on the belief that character education will be more effective if delivered through active and meaningful learning experiences, rather than mere memorization or verbal instructions.

METHOD

This study uses a descriptive qualitative approach because the main focus of the research is to provide an in-depth description of the process of implementing interactive visual media in Pancasila learning and how it affects the formation of students' character at SDN Mori 1 Trucuk. This approach allows the researcher to understand phenomena holistically and naturally without any manipulation of variables (Masrukhin, 2014). Data collection was carried out through direct observation during the learning process, in-depth interviews with teachers, the principal, and students, as well as documentation in the form of activity photos, learning tools, and student evaluation results. Observation was used to capture the real behavior of students and classroom dynamics after the use of interactive visual media. Meanwhile, interviews aimed to explore the perceptions and experiences of the informants regarding the impact of media use on understanding Pancasila values and character formation.

The data analysis process follows the stages of data reduction, data presentation, and conclusion drawing as recommended by Miles and Huberman. In the data reduction stage, the researcher selects, classifies, and simplifies information from observations and interviews according to the research focus (Huberman & others, 2019). Next, the data is presented in the form of descriptive narratives that illustrate the relationship between the use of interactive visual media and changes in students' behavior and understanding. Data validity is strengthened through source triangulation, that is, by comparing information from teachers, principals, and students so that the research results can be accountable. In addition, the researcher also conducts technique triangulation by comparing the results of observations, interviews, and documentation to ensure the accuracy of the data.

RESULT AND DISCUSSION

Result

The implementation of interactive visual media in Pancasila learning

The research results show that the teaching of Pancasila at SDN Mori 1 Trucuk before the implementation of interactive visual media was still conducted conventionally, so several character values had not developed optimally in the students. Some teachers mostly used lecture methods and reading textbooks without the support of engaging supplementary media, causing



students to appear less actively involved and tend to lose focus easily. In several learning sessions, it was found that students memorized the principles of Pancasila without truly understanding their meaning and application in daily life. This phenomenon raises the issue that the teaching of Pancasila is only received as cognitive material, not as a process of value internalization. Additionally, teachers acknowledged that some students were less enthusiastic about attending lessons, especially during sessions explaining abstract concepts such as tolerance or mutual cooperation.

Researchers found that student character issues in the field are also influenced by the low emotional involvement and learning experiences they have during the learning process. Some students have not shown disciplined behavior, are still less able to cooperate, and have not had the drive to respect differing opinions among friends. Teachers revealed that when learning takes place verbally and monotonously, students more often talk to themselves, play, or even show indifferent behavior. This indicates that students need concrete visual stimulation to understand the fundamental values of Pancasila, such as respect, responsibility, and unity. Meanwhile, researchers' observations also found that students are more responsive to images, videos, or simulations on the screen compared to regular verbal instructions. This condition strengthens the argument that interactive visual approaches are relevant for improving the quality of character education.

The implementation of interactive visual media is carried out gradually with several systematic steps so that learning becomes directed and has a more significant impact on understanding the values of Pancasila.

1. The first step is for the teacher to choose appropriate visual content such as animated videos about each principle, illustrations of commendable behavior at school, and interactive images about mutual cooperation activities.
2. The second step is for the teacher to prepare equipment in the form of an interactive LCD screen that allows students to see animations, visual quizzes, and social situation simulations directly.
3. The third step is the implementation of learning by involving students in activities such as answering visual questions, selecting examples of actions according to the principles, and watching short videos about the practice of applying character values.
4. The fourth step is the reflection session where students are asked to explain real examples of applying Pancasila values in daily life.



5. The final step is learning evaluation using a simple digital quiz that assesses students' understanding of the material content.

From direct observation, it can be seen that the use of interactive visual media significantly increases students' enthusiasm. At the beginning of the lesson, the teacher played a short animation about the meaning of the first to the fifth principles, and the students appeared more focused compared to when only using textbooks. When the teacher conducted a question-and-answer session based on what was displayed on the screen, almost all students raised their hands to answer, showing that the visual material successfully stimulated student engagement. Some students even provided examples of behaviors they saw in the video, such as helping friends, respecting parents, and keeping the classroom clean. Visual activities also made it easier for the teacher to relate Pancasila values to everyday life, allowing students to better understand the relevance of the material. The researcher found that the moment when students were able to independently mention examples of behavior was an important indicator of the development of character awareness within them. This condition shows the positive and direct impact of using visual media on the process of internalizing values. Thus, interactive visual media makes a significant contribution to the success of the learning process.

The researcher's interview with the class teacher revealed that interactive visual media greatly helps the teacher in delivering Pancasila material, which has so far been considered abstract by some students. The teacher said:

“When I use animations and interactive images, the children understand better. They not only memorize the principles, but also can provide examples of the behaviors in real life.” The teacher also added that visual media can overcome the limitations of the lecture method, which has so far been less effective in character education.

Based on the interview, it appears that teachers perceive an improvement in students' ability to remember and apply Pancasila material through a visual approach. In addition, teachers also assess that the use of media makes learning feel more lively, not boring, and easy to relate to students' daily experiences. These findings reinforce that teachers have a positive perception of visual media as a tool for character education. Therefore, practically, the use of visual media provides direct benefits for the Pancasila learning process.



Figure 1 Visual-based learning

Interviews with the school principal also revealed views supporting the implementation of interactive visual media in Pancasila learning. The principal stated:

"We have observed positive developments in students' attitudes after classes used visual displays. The children are more disciplined, more confident in speaking, and seem to begin understanding the values being taught."

This statement shows that interactive visual media not only influences cognitive understanding but also impacts students' real behavior. The principal also emphasized that character education must be relevant to technological developments, so teaching methods should not only focus on lectures. He believes that visual media can be a strategy that bridges moral material and the needs of 21st-century learning. In addition, the principal is committed to encouraging other teachers to apply the same strategy so that the whole class can benefit. Overall, this interview demonstrates institutional support for this innovative learning model.

Meanwhile, an interview with a student provides a direct picture of how interactive visual media is received and understood from the learner's perspective. A fourth-grade student said:

"I like learning with a screen because it has videos and cute pictures. So I quickly understand about Pancasila, for example about helping each other and harmony."

This statement indicates that visual media increase students' motivation and interest in learning material. Students also stated that they find it easier to remember the material because they see examples of behavior directly through animations or images. When asked whether they applied these values, the student responded that they now help friends more often and are more polite to teachers. This answer shows that visual learning is capable of influencing students' real behavior, not just their knowledge. These findings serve as an important indicator that the



interactive visual approach has a direct impact on character formation. Thus, students' perceptions also reinforce the results of other observations and interviews.

Researchers also found that interactive visual media make a significant contribution to improving students' abilities to understand Pancasila values comprehensively. Students can mention the meaning of each principle, provide examples of appropriate behavior, and distinguish actions that are inappropriate. Visual media help break down abstract material into more concrete representations, making it easier to understand. When watching a video about *gotong royong* (mutual cooperation), students can directly relate it to activities such as cleaning the classroom or helping friends who are struggling. They even demonstrate deeper understanding by giving examples of personal experiences related to Pancasila values. This shows that visual media not only provide cognitive understanding but also shape affective awareness and moral behavior. This process of internalizing values occurs because visual media can stimulate students' imagination and empathy.

The impact of using interactive visual media on the formation of students' character is very noticeable in daily behavior both in the classroom and in the school environment. Teachers report that students are now easier to guide, grasp instructions more quickly, and show a willingness to help each other without being told. Visual learning that presents various moral situations encourages students to imitate the behavior shown in the videos or animations. Students become more active in discussing Pancasila values, something that rarely happened before. In addition, an increase in empathy is seen when students observe examples of respecting differences through visual presentations. Teachers state that these changes are clear signs of the development of positive character in students. In other words, visual media not only enhances theoretical understanding but also promotes behavioral transformation. This condition becomes evidence that interactive visual media is very effective in building students' character in elementary school.

The results of this study indicate that the implementation of interactive visual media greatly contributes to the quality of Pancasila learning and the development of student character at SDN Mori 1 Trucuk. The use of visual media helps teachers deliver material more easily, attractively, and in a way that is relevant to students' daily lives. Interviews with teachers, the principal, and students showed that they felt the direct benefits of using this media. In addition, observations showed an improvement in students' ability to understand the values of Pancasila as well as the emergence of positive behaviors such as discipline, responsibility, and the habit of



helping friends. Interactive visual learning also increases student participation and creates a more lively and collaborative classroom atmosphere.

the use of interactive visual media to improve understanding of Pancasila values and shape students' character

The research results show that the use of interactive visual media provides a significant improvement in students' understanding of Pancasila values (Istiqomah & Wibowo, 2024). Before the use of visual media, students tended to understand Pancasila as a verbal memorization without understanding its applicable context in daily life. However, after the implementation of interactive visual media in the form of animations, videos, story illustrations, and digital quizzes, students' understanding increased because the presentation of the material was more concrete, interesting, and easy to digest. Visual media can present real situations in the context of school, home, and the social environment so that students can connect Pancasila values with relevant behavior. This aligns with previous research emphasizing that visual stimuli can strengthen the transfer of moral and social values. Thus, the use of interactive visual media has been proven to be an effective approach in reinforcing the understanding of Pancasila values in a deeper way.

The increase in understanding of Pancasila values that emerged after interactive visual interventions is not only seen in cognitive aspects but is also reflected in students' attitudes and behavior. Students began to show a better understanding of the meaning of respect for teachers, tolerance of differences, and responsibility in maintaining classroom cleanliness. Through videos and animations depicting real-life situations, students could see examples of good and bad behavior, enabling them to distinguish which actions align with Pancasila values. Student responses in class discussions were also more active because they had easily remembered visual representations. This indicates that visual media facilitate the internalization of values through visual and emotional experiences. Thus, visual media serve as a bridge between abstract concepts and practical understanding in students' lives.

The improvement in students' character after using interactive visual media is also seen through behavioral changes observed by teachers. These changes include an increased sense of care among students, willingness to cooperate in group assignments, and increased awareness of following class rules. When videos display examples of mutual cooperation or other good deeds, students begin to imitate those behaviors in daily life. Visual learning encourages students to experience emotional engagement because they directly see expressions, situations, and consequences of various actions in visual presentations. The internalization of meaning through



this emotional visual pathway becomes an important factor in character development. Teachers report that changes in students' behavior begin to form consistently after four sessions using interactive visual media. This indicates that visual media not only enhances knowledge but also affects students' moral and social development.

This study found that interactive visual media affects students' reflective abilities in understanding Pancasila values. After the learning process, students were able to retell the values they had learned and provide real examples from their own experiences. They did not just simply mention 'mutual cooperation', but were able to explain how they applied it when helping a friend struggling to carry books or when cleaning the classroom. Reflective abilities like this increased after students viewed visual scenes depicting the process of moral decision-making. Visual media activates higher-order thinking processes such as analysis, evaluation, and moral reflection. Therefore, the use of interactive visual media has improved the understanding of Pancasila values at the conceptual, operational, and reflective levels.

The teacher who became a research informant stated that students find it easier to absorb the material when presented through visual media because the format is more in line with the learning characteristics of elementary school-aged children. According to the teacher, students appear enthusiastic whenever the material is displayed in the form of animations or interactive illustrations. The teacher conveyed that: 'Visual media helps children understand the meaning of each principle through examples, not just memorization. They understand faster and can give examples from their own lives.' This statement clarifies that visual media not only increases students' interest but also deepens their conceptual understanding. Through the teacher's observation, there is a clear significant increase in the way students understand and apply Pancasila values in classroom activities. The teacher's role as a facilitator becomes more effective because it is supported by media that suits the students' developmental needs.

Interactive visual media also strengthens students' ability to consistently practice Pancasila values. Observations show that after students watch videos about tolerance, they find it easier to accept differing opinions during group discussions. When the video shows examples of responsibility, some students start taking the initiative to tidy the classroom without being instructed. This demonstrates that visual media not only functions as an explanatory tool but also as a behavioral modeling tool. With attractive visual characteristics, students tend to imitate the positive behaviors displayed in the media. Such behavioral changes indicate the success of character learning programs based on visual media. Therefore, interactive visual media has been



proven capable of shaping students' character more effectively compared to traditional learning methods.

The role of visual media in enhancing the understanding of Pancasila values is also evident from the improved moral communication skills of students. In class discussions, students are able to explain the reasons why an action is considered in accordance with or not in accordance with Pancasila values. They provide more logical and relevant arguments because they have visual references that help their memory. Visual presentations in the form of simple social conflict illustrations make it easier for students to understand the moral consequences of an action. In addition, image-based question-and-answer activities also encourage students to think critically. These changes show that visual media not only enhance understanding but also support students' ability to express their moral thinking. Thus, interactive visual media play a role in developing more comprehensive character proficiency.

The students themselves conveyed that they found it easier to understand Pancasila because visual media made learning feel like watching a movie or a picture story. One student said: "I realized that working together is important because I saw it in the video; everything went faster and the classroom was clean. So I also helped." This statement from the student indicates a direct connection between visual understanding and real action. Visual experiences help them form a positive perception of Pancasila values. Students also said that they preferred answering questions when learning was conducted with visual media because they felt more confident. This shows that visual media also increases learning motivation, which indirectly strengthens the internalization of character values. Therefore, students' perceptions support the findings that interactive visual media is very effective in character education.

From the results of data triangulation, it can be seen that interactive visual media contributes to the improvement of students' character in aspects of discipline, responsibility, cooperation, and empathy. Teachers observed a reduction in passive behavior and an increase in collaborative behavior after visual learning was conducted repeatedly. The principal also stated that the school atmosphere became more conducive because students were more aware of maintaining order and helping each other. This change shows that the understanding of Pancasila values does not stop at the level of knowledge but develops into positive habits. Visual media accelerates the process of internalizing values because it provides students with strong sensory experiences. Thus, the contribution of visual media to character building can be categorized as very high. This proves that interactive visual media is a pedagogical approach that meets the needs of character education in elementary schools.



Table 1 Indicators of Achievement in Improving Students' Understanding and Character

Measured Aspect	Indicators Before Visual Media	Indicators After Visual Media	Form of Improvement
Understanding the Values of Pancasila	Students only memorize the principles without understanding the examples	Students are able to mention examples of behavior according to each principle	Improvement of conceptual and applicative understanding
Moral Reflection Ability	Difficult to give examples of actual behavior	Can tell personal experiences based on Pancasila values	Improvement of reflective and evaluative abilities
Cooperation	Passive students and reluctant to cooperate	Students are actively involved in group activities	Improvement of collaborative behavior
Discipline	Still not disciplined enough in studying	Paying more attention to instructions and class rules	Improvement of discipline and orderliness
Empathy and Tolerance	Lacking understanding of the meaning of appreciating differences	More accepting of friends' opinions and helping friends in difficulty	Increase in empathy and tolerance
Learning Motivation	Lacking focus and easily bored	Enthusiastic in following the learning and actively asking questions	Increase in intrinsic motivation
Responsibility	Ignoring class assignments	Finishing tasks faster and caring about classroom cleanliness	Increased sense of responsibility

Research shows that interactive visual media provide a significant improvement both in the understanding of Pancasila values and in the character development of students at SDN Mori 1 Trucuk. The use of visual media facilitates students in understanding abstract concepts, making them more concrete and relevant to everyday experiences. Positive behavioral changes serve as evidence that visual media are effective in the internalization of moral values. Teachers, school principals, and the students themselves give positive assessments regarding the use of this media. The research findings also emphasize that interactive visual-based learning has become a necessity in today's digital era. Therefore, the use of interactive visual media can be recommended as an effective learning model to enhance students' understanding and character in the context of Pancasila education.



Discussion

The research results on the implementation of interactive visual media in Pancasila learning at SDN Mori 1 Trucuk showed a significant increase in students' understanding of Pancasila values, as well as in the moral behavior that emerged after the learning process. Compared to Lickona's (1991) character education theory, these findings align with his idea that character education is not only oriented towards moral knowledge but also towards moral appreciation and action. The condition before using visual media showed that learning was still focused on the shallow moral knowing domain—merely memorizing the Pancasila principles without understanding their practical context. This contradicts Lickona's concept, which emphasizes that understanding moral values must be rooted in meaning and not stop at the cognitive aspect alone. The application of interactive visual media then overcomes these limitations because students can see concrete representations of moral values, thereby supporting a deeper internalization process.

The finding that students are more enthusiastic, focused, and able to provide concrete examples of behavior in accordance with Pancasila values after watching videos and animations is very much in line with the moral feeling dimension in Lickona's theory. According to this theory, character will not form without moral feelings such as empathy, care, self-awareness, and commitment to certain values. Interactive visual media, especially animations and videos depicting moral situations close to students' lives, evoke strong emotional engagement. When students watch illustrations of cooperation or tolerance, they not only understand the concept but also experience emotional resonance that fosters a sense of care. This is evident from students' responses of feeling interested, happy, and motivated to follow the behavioral examples they see. According to Lickona's theory, it is these moral feelings that serve as the bridge between knowledge and action.

The third aspect in Lickona's theory, namely moral action, is very clearly seen from the changes in student behavior after using interactive visual media. Observations show that students become more disciplined, more frequently help their friends, more orderly, and more actively cooperate in groups. The results of interviews with teachers and the principal reinforce that these behavioral changes are not just a temporary phenomenon, but are beginning to become consistent habits. This shows that interactive visual learning can move students from merely knowing to wanting and being able to perform moral actions. Lickona mentions three components in moral action: moral competence, moral will, and moral habit. Visual media



strengthens all three simultaneously—competence through concrete examples, will through visual motivation, and habit through repeated behavior in the classroom.

Compared to the learning process before visual media was implemented, it is clear that the conventional model did not equally fulfill the three elements of character according to Lickona. Learning that focuses solely on lectures and reading books prevents students from being emotionally or practically engaged. They merely memorize the principles, but do not understand their meanings; they know good behavior, but do not feel motivated to practice it. From Lickona's theoretical perspective, this condition shows that the old learning method only touches the moral knowing dimension, and even that very limitedly. With the presence of interactive visual media, learning begins to integrate all three character dimensions. Students not only understand the concepts but also feel and practice them. This is the main transformation in character formation that aligns with modern character education theory.

The results of interviews with teachers, principals, and students further emphasize the alignment of this study's findings with Lickona's theory. Teachers stated that students now find it easier to understand and relate the material to everyday life, which indicates the development of moral knowing. Principals observed real behavioral changes such as increased discipline and the courage to speak, which serve as evidence of the emergence of moral action. Meanwhile, students' statements about their enjoyment of the videos and their desire to imitate good behavior reflect the growth of moral feeling. These three groups of informants demonstrate that interactive visual media works on all dimensions of character in a balanced way. In the context of character education, such findings indicate a success of interventions that are relatively difficult to achieve through traditional lecture methods.

In addition to fulfilling the three dimensions of character, the use of interactive visual media also aligns with Lickona's principle about the importance of a learning environment that supports character development. Lickona emphasizes that schools should be moral communities that provide examples, stimulation, and valuable interactions. Through animation, visual simulations, and reflective activities, Pancasila learning becomes more lively and collaborative. Teachers are no longer the sole source of values, but the media functions as a modeling agent that enriches students' experiences. The classroom environment also becomes more conducive: students actively discuss, help one another, and appreciate their peers' opinions more. All of this reflects that visual media successfully creates a moral education atmosphere in accordance with Lickona's theory. Thus, the success of applying visual media does not solely lie in the media itself, but in the changes in learning culture that it brings about.



If analyzed using Lickona's character education theory (1991), the results of this study show that interactive visual media is a very effective learning approach in building students' character in elementary schools. Visual media not only enhances students' understanding of each principle of Pancasila (moral knowing), but also evokes feelings of empathy and care through visual experiences (moral feeling). Furthermore, this media encourages students to apply these moral values in real actions (moral action). The alignment between the research findings and Lickona's theory proves that character education will be more effective if delivered through engaging, contextual, and emotion-involving methods. Thus, the application of interactive visual media is not only a pedagogical innovation but also a theoretically strong approach in shaping the character of the younger generation, especially in the context of Pancasila learning at SDN Mori 1 Trucuk.

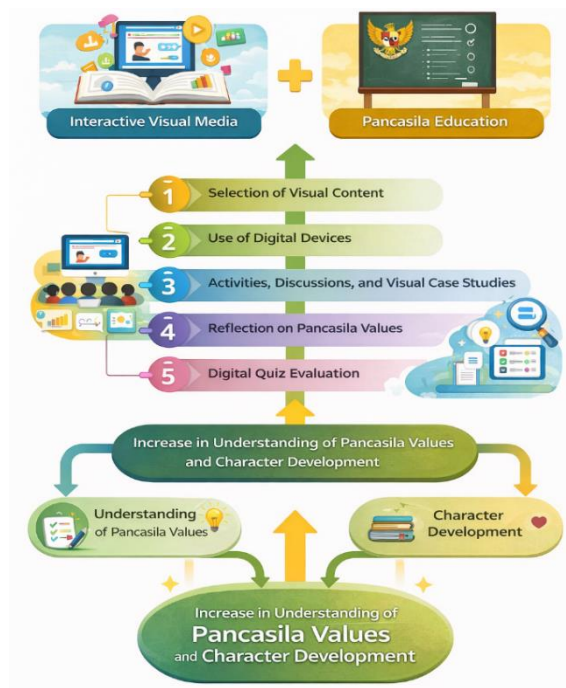


Figure 2 Implementation of Interactive Visual Media

CONCLUSION

The use of interactive visual media in Pancasila learning at SDN Mori 1 Trucuk is able to enhance students' understanding of Pancasila values in a deeper and more meaningful way. Visual media provides a concrete learning experience, helping students understand abstract concepts through images, animations, and simulations that are relevant to daily life. The implementation of this media has also been proven to increase students' enthusiasm, participation, and active engagement during the learning process. The impact is not only seen



in the cognitive domain but also in the development of students' character, such as discipline, cooperation, tolerance, and responsibility. Interviews with teachers, the principal, and students confirm that the interactive visual approach is more effective compared to conventional lecture methods. The use of interactive visual media can serve as an effective learning strategy to strengthen character education through understanding Pancasila values in students.

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