

## CONSTRUCTION OF CIVIC KNOWLEDGE ABOUT MORALITY THROUGH THE DEVELOPMENT OF DIGITAL-BASED LEARNING MATERIALS

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### ABSTRACT

Moral education has become an urgency in shaping students' character through school learning. The purpose of this research is to produce a digital-based learning material product that is suitable for use by Pancasila Education teachers in the learning process for students. The research method used is research and development using the 4D development model consisting of the define, design, develop, and disseminate stages. Product validation will be conducted by content validator, media validator, Pancasila Education teacher, and 33 seventh-grade students. The results of the study show that moral education is a need for students to overcome deviant behavior. Teachers must also be able to create effective, efficient, and enjoyable learning activities. The developed digital-based website learning material obtained a very suitable category from the content expert validation with a score of 91%, media expert validation 98%, Pancasila Education teacher assessment 92% and was considered very interesting by students with a score of 91%. It can be concluded that the digital learning material with the material on the position, function, and application of Pancasila values is highly suitable and recommended for use in the Pancasila Education learning process.

### ABSTRAK

Pendidikan moral menjadi urgensi dalam membentuk karakter peserta didik melalui pembelajaran di sekolah. Tujuan penelitian ini yaitu untuk menghasilkan produk berupa materi pembelajaran berbasis digital yang layak digunakan oleh guru Pendidikan Pancasila dalam proses pembelajaran pada peserta didik. Jenis Penelitian yang digunakan yaitu research and development dengan menggunakan model pengembangan 4D yang terdiri dari tahap *define*, *design*, *develop*, dan *disseminate*. Uji validasi produk akan dilakukan oleh validasi materi, validasi media dan guru Pendidikan Pancasila serta siswa kelas VII sebanyak 33 siswa. Hasil penelitian menunjukkan bahwa edukasi moral menjadi kebutuhan siswa untuk mengatasi perilaku menyimpang. Guru juga harus dapat menciptakan kegiatan pembelajaran yang efektif, efisien, dan menyenangkan. Materi pembelajaran berbasis digital website yang dikembangkan memperoleh penilaian kategori sangat layak dari validasi ahli materi dengan skor 91%, validasi ahli media 98%, penilaian guru Pendidikan Pancasila 92% dan diperoleh kategori sangat menarik dari siswa dengan skor 91%. Dapat disimpulkan bahwa materi pembelajaran digital dengan matan materi kedudukan, fungsi dan penerapan nilai-nilai Pancasila sangat layak dan direkomendasikan untuk digunakan dalam proses pembelajaran Pendidikan Pancasila.

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## INTRODUCTION

In the current era, it is crucial to instil moral values in every citizen, as moral principles serve as an investment in a nation's future. However, the degradation of moral values has become a critical issue in Indonesian education today (Revalina, Moeis, & Indrawadi, 2023b). Thomas Lickona (2013) highlights several signs of moral decline that can lead to a nation's downfall, including increased violence among young people, widespread use of offensive language, rising alcohol consumption, casual sexual practices, and drug abuse. Additionally, the blurred line between moral and immoral, decreased respect for educators and parents, weak personal responsibility, and the normalization of lying are important indicators of this decline in moral values.

Forms of moral deviations committed by students in schools include using offensive and vulgar language towards peers within the school environment, disregarding teachers' guidance as parental figures in the school setting, imposing their own will on others, academic dishonesty demonstrated by students cheating during assignments, and a decline in unity reflected in students still being involved in fights (Revalina et al., 2023b). Two factors influence the occurrence of these moral deviations among students. First, family-related factors include parents paying insufficient attention to their children, broken families, overprotective parenting, and expressing disappointment. Second, external environmental factors, including the place of residence, peer associations, and exposure to negative media (Ningrum, 2015; Revalina, Moeis, & Indrawadi, 2023a; Saleh, Latif, & Ramli, 2023).

Teachers play a crucial role in addressing moral issues among students. They are responsible for creating a positive learning environment and teaching ethical values. Through their teaching and exemplary behavior, teachers can help students develop into moral, accountable, and well-rounded individuals (Batubara, Enderwati, Siagian, Yunita, & Hodriani, 2022). As one of the factors influencing student success, teachers also have their limitations (Winarno et al., 2020). Developing instructional materials challenges educators during teaching (Winarno et al., 2020). This challenge is particularly pronounced during curriculum changes, where teachers must adapt to new curricula (Fauzi, Sawitri, & Syahrir, 2020). Additionally, teachers face difficulties selecting effective teaching methods and dealing with limited supplementary materials (Fauzi et al., 2020; Winarno et al., 2020). Furthermore, many teachers lack knowledge in developing instructional media and encounter challenges when using such media (Mukarromah & Andriana, 2022; Winda & Dafit, 2021). The absence of instructional media often makes students feel drowsy, unmotivated, and bored, resulting in a less lively and enjoyable classroom atmosphere, which challenges educators (Mukarromah & Andriana, 2022).

In the continually evolving digital landscape, it is crucial for educators, especially in the field of Pancasila Education, to constantly hone their technological skills. This enables them to remain relevant and meet modern education's demands, emphasizing 21st-century competencies. This technological advancement has led to innovations in learning that will allow teaching and learning processes to be more effective, efficient, and engaging (Bila, Wahyuni, & Nurgiansah, 2023). In this rapid technological development era, technology, information, and communication are necessary (Fanny, 2020; Hutagalung & Rachman, 2023; Rachman, Nurgiansyah, & Kabatiah, 2021). 21st-century learning contributes to changes in the teaching process, shifting from teacher-centered to student-centered learning and from informative knowledge transfer to interactive, inspiring, and enjoyable learning experiences (Cik'ani, 2021; Hutagalung & Rachman, 2023).

In the teaching process, educators can utilize interactive, innovative, and creative instructional media to provide new experiences for students and enhance their interest and motivation to learn. Instructional media serves as both a container and a tool for delivering learning materials to achieve educational objectives (Audie, 2019; Junaidi, 2019; Khairunnisa & Apoko, 2023). One interactive medium that can be used in the teaching process, leveraging technology, is digital-based instructional media (Farhana, Suryadi, & Wicaksono, 2021).

Research related to digital learning materials has been widely conducted. Among them are studies carried out by Farhana et al. (2021). Farhana developed teaching materials based on learning theory and principles derived from Miarso's ideas, including multimedia, autonomy, flexibility, relevance, suitability, and efficiency principles. Farhana's instructional material development aimed to assess student learning outcomes after implementing the product. Additionally, the research of Arista Indariani et al. (2018) was based on the development theory of mathematical problem-solving abilities proposed by Lestari. Thus, Indariani's study aimed to measure students' mathematical problem-solving abilities following the implementation of the product. Furthermore, Husna et al. researched the development of digital comic-based materials, guided by the interest in reading theory, according to Sandjaja, 2006 (as cited in Husna, Putra, & Alim, 2022). The goal of Husna's digital comic-based material development was to enhance students' reading interest.

Based on research related to digital learning materials, it can be concluded that the products produced are suitable for implementation and utilization by educators in the teaching process. The development of digital-based teaching materials is crucial for educators. Besides leveraging technology, using digital materials in the learning process is highly effective in improving student learning outcomes, fostering student interest, enhancing their learning experiences, and is suitable for use across all subjects in schools (Farhana et al., 2021; FH, Fatimah, & Barlian, 2021; Husna et al., 2022; Indariani, Amami Pramuditya, & Firmasari, 2018). In this study, digital-based teaching materials for the subject of Pancasila Education were presented through a website. The website contains materials that support classroom learning. Utilizing a website as a medium for instructional materials allows both teachers and students to engage in learning. Students can directly access and participate in the website's forum. Accessing digital materials is convenient across various devices connected to the internet, including Android or PC. These materials' simplicity, effectiveness, and interactivity make them adaptable to diverse educational needs

Unlike previous research, this study focuses on constructing civic knowledge related to morality through the development of teaching materials in the context of the position, function, and application of Pancasila values. The foundation for knowledge construction is adopted from Jean Piaget's theory (as cited in Schunk, 2012). The stages of knowledge construction consist of four phases. The first is the schema stage, which represents a set of perceptions, ideas, and associated actions. These schemas are the basis for cognitive development (Nurhidayati, 2017). Next is the assimilation stage, a cognitive process through which an individual integrates new perceptions, concepts, or experiences into existing schemas or patterns in their mind (Nurhidayati, 2017). Following that is the accommodation stage, where individuals adjust to new information by adapting their schemas to their environment. Finally, the equilibration stage aims to balance assimilation and accommodation, helping us build better knowledge structures that align with our experiences (Nurhidayati, 2017).

In this study, the construction process focuses on the construction of civic knowledge. Margaret Stimman Branson (1999) proposed three main components that must be mastered

in Civic Education: civic knowledge, civic skills, and civic disposition. The nomenclature for civic education in the current Indonesian education curriculum is Pancasila education. Civic knowledge encompasses understanding concepts, principles, values, norms, laws, human rights, and history related to community life, nationhood, and statehood. Constructing civic knowledge is collaboratively integrated with moral components conveyed by Thomas Lickona (2013), namely moral knowing, moral feeling, and moral action. Knowledge of morality includes our understanding of what is right and wrong, as well as moral values. Feelings about morality involve emotions and our attitudes toward moral actions, such as empathy, respect, and a sense of responsibility. Moral action refers to how we apply our knowledge and feelings in everyday actions, including our moral decisions.

The purpose of developing this material is to construct civic knowledge with integrated moral components within the content related to the position, function, and application of Pancasila. Within this content, students will learn about the position and function of Pancasila and understand the application of Pancasila values, enabling them to behave and act in accordance with virtues based on Pancasila. Through the development of digital-based moral materials, students are expected to acquire moral knowledge and engage in moral actions both within the school environment and society. This way, students can become the next generation of citizens who understand their rights and responsibilities and can peacefully coexist in the global community (Branson, 1999).

This research is interesting to explore within the scope of assessing the suitability of digital learning materials aimed at constructing civic knowledge about morality through the content related to the “Position, Function, and Application of Pancasila Values”. The primary research question is: To what extent is the developed product feasible?, and how is the response of teachers and students after field testing?. This research aims to both assess the feasibility of the developed product and gather feedback from teachers and students following field testing. This research is highly relevant within the context of national character education, which is currently a focal point. By examining the suitability of digital learning materials focused on Pancasila values, this study aims to contribute to efforts to develop a younger generation that is character-driven, moral, and possesses a high sense of citizenship (Aryani, Fadjarin, Azzahro, & Fitriyono, 2022). With the rapid advancement of technology, the demands on education have become increasingly high. This research aligns with efforts to develop curricula that are oriented towards 21st-century competencies (Prayogi, 2020). Upon successful evaluation, the developed resource can be integrated into Pancasila Education to enhance student engagement and learning outcomes. Therefore, it is very important to explore and develop effective digital learning content for Pancasila Education subjects to be used in teaching and learning activities.

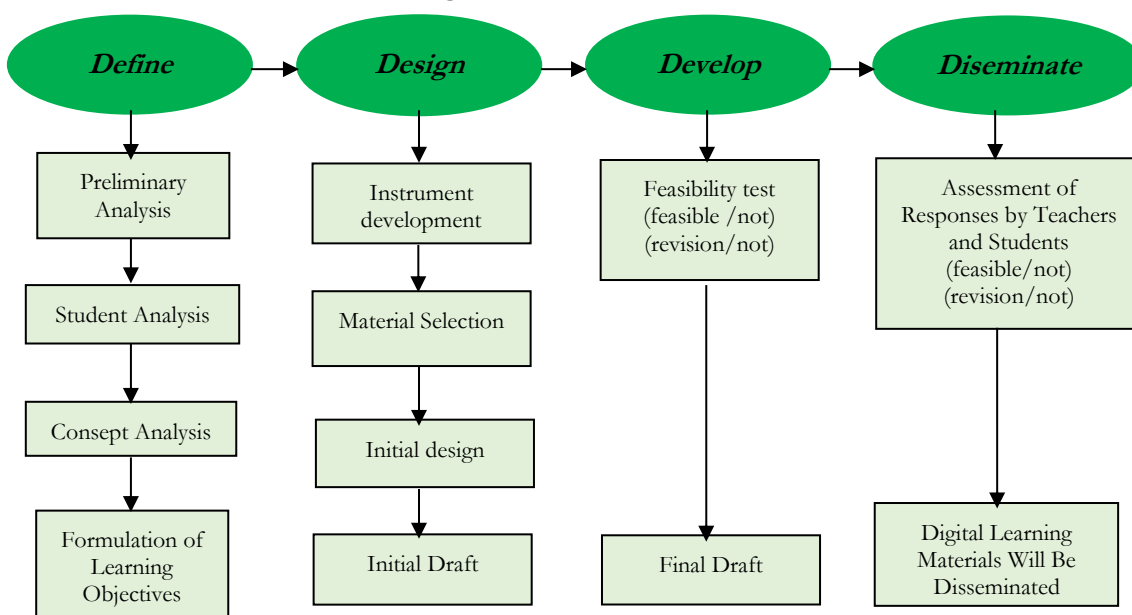
## **METHOD**

This study employs a research and development methodology. This research and development aims to create a digital-based learning material product for Pancasila Education. The model employed in this study is the 4D model by Sivasilam Thiagarajan et al., which consists of four stages: define, design, develop, and disseminate (Maulida, Murtinugraha, & Arthur, 2023; Winaryati, Munsarif, Mardiana, & Suwahono, 2021). The define stage involves identifying and examining educational issues and student needs. The design stage focuses on creating an initial design for the product. The development stage evaluates the effectiveness of the developed product. Finally, the dissemination stage aims to distribute a suitable product for learning activities (Maulida et al., 2023; Winaryati et al., 2021). The 4D model design procedure can be observed in Chart 1.

This study was conducted at State Junior High School 4 Medan (*SMP Negeri 4 Medan*) in the seventh-grade classes. The subjects were determined using the simple random sampling technique. The total number of seventh-grade students was 351, distributed across 11 classes. A sample of 33 students was selected to represent the population, with 10% representation from each class (approximately 3 (three) students per class). Material and media validation tests were conducted by one content expert and one media expert to assess the suitability of digital-based learning materials. The selected validators were professionals in their respective fields, holding at least a Master’s degree and possessing competency certificates. Teachers and students then piloted and evaluated the validated materials and media during Pancasila Education classes.

Data collection methods included classroom observations during Pancasila Education lessons for seventh-grade students, document analysis (including learning modules and teacher’s guides), and interviews to ascertain the challenges and requirements teachers and students face in the teaching-learning process. Additionally, questionnaires were distributed to content experts, media experts, teachers, and students to assess the suitability and appeal of digital-based learning materials. The questionnaire items provided to experts, teachers, and students are detailed in Table 1.

Figure 1. 4D Model Procedure



Source: Adapted from Maulida et al., 2023; Winaryati et al., 2021

Table 1. Criteria Instrument for Material Feasibility

Suitability	Aspect
Material	Content Feasibility
	Presentation Feasibility
	Material Principle
	Moral Concept
	Knowledge Construction
	Civic Knowledge
Media	System Quality



	Display Design
	Digital Media Websites Based on Google Sites
	Media Principle

**Source:** Modified from BSNP in Purwanto, 2006

The data obtained from the questionnaire distribution will be evaluated using the basic percentage statistical method according to Purwanto (2006) as shown in Table 2. Furthermore, the data will be classified and presented in Categories according to Arikunto (2018) in Table 3.

**Table 2.** Data Processing Formula for Each Item and Overall Items

Item Analysis Formula	
$P = \frac{x}{xi} \times 100\%$	Description: P: Percentage (%) x: Sum of respondents' answer scores xi: Maximum possible score for the item
Formula for Processing Overall Item Data	
$P = \frac{\sum x}{\sum xi}$	Description: P = Validation percentage $\sum x$ = Sum of all item responses $\sum xi$ = Sum of all ideal item scores 100 = constant

**Source:** Purwanto, 2006

**Table 3.** Eligibility Category of Digital-based Learning Materials

Score	Score Weight in Percent (%)	Qualification
4	80 – 100 %	Highly suitable/Highly interesting
3	66 – 79 %	Suitable/Interesting
2	56 – 65 %	Moderately suitable/Moderately interesting
1	< 55 %	Unsuitable/Uninteresting

**Source:** Arikunto, 2018

## RESULT AND DISCUSSION

Research and development of digital-based learning materials on the position, function, and application of Pancasila values are first carried out in the define phase. The define phase involves data collection, including initial data analysis, identification of student needs, concept exploration, and the creation of learning objectives. The initial analysis involves examining the problems that arise during the Pancasila Education learning process in schools (Maulida et al., 2023; Putri, 2021) The initial analysis revealed that, within the classroom, students were observed disrupting their peers during lesson time, engaging in idle chatter, and acting as if no teacher was present.

Student need analysis is performed to identify the obstacles students face during Pancasila Education learning and to understand student learning needs (Maulida et al., 2023; Putri, 2021). Based on the initial analysis, students require a more engaging learning process that utilizes interactive learning media to enhance their participation. Furthermore, due to the observed deviant behaviors, it is necessary to provide moral education by developing learning materials integrated with moral concepts and taught to students.

Concept analysis involves identifying the core components of the material and defining the desired learning outcomes. The developed material expands the Pancasila Education textbook material, which discusses the position, function, and application of Pancasila values. The developed material will focus more specifically on the function and position of Pancasila, as well as the understanding, values contained within, and application of Pancasila values in real life. This material will be delivered in three sessions using digital-based learning media. Learning objectives are formulated to determine and detail the indicators achieved after the learning material is delivered. The learning objectives are for students to understand the position of Pancasila as the state ideology, the nation's philosophy of life, and the state ideology, and to apply Pancasila values in their daily lives.

The analysis revealed that certain students exhibited disruptive behaviors, including interrupting classmates and disregarding classroom rules. Additionally, there are instances of students speaking rudely, disrespecting teachers, and arriving late to school. Teachers often rely solely on textbook materials during the learning process and use limited interactive teaching media within the classroom. Students also struggle to concentrate due to lacking an engaging classroom atmosphere. Based on the initial analysis, efforts are needed to construct knowledge about morality and design more interactive learning experiences. The developed product also aims to provide moral education for students and to create effective learning. After the definition stage, the design stage will follow.

The design phase involves the preparation of instruments, the selection of materials and media, and the initial design of teaching materials. The preparation of instruments aims to collect data from experts, teachers, and students (Putri, 2021) (Check the research outline). While selecting materials and media, researchers choose appropriate content and media. The selected materials are suitable for development, and the choice of media presents the instructional content engagingly. The selection of materials and media is based on the analysis conducted previously. The chosen material is derived from the Pancasila Education textbook, covering the positions, functions, and applications of Pancasila throughout history. However, considering the earlier analysis, the researcher adjusted the analyzed content that will be developed. The material was modified using the “modification” approach Simarmata (2022) to align with students’ needs and the intended teaching concepts. Consequently, the researcher opted to develop content related to the positions, functions, and applications of Pancasila, integrating it with knowledge construction concepts and collaborating with moral components. As for the chosen media, a digital platform a website will be designed to present the Pancasila Education learning material.

The initial design focuses on engaging content, considering presentation aspects, learning material principles, moral components, knowledge construction, and digital concepts for the designed learning experience. The initial design is carried out to create attractive learning media before testing its validity. The design phase results indicate that the instruments developed are suitable and can effectively collect data on developing digital learning materials. Additionally, the preparation of instruments should consider the suitability of both the content and the media used.

The development phase involves creating and testing the developed product, digital learning material using a website based on Google Sites. The content focuses on the positions, functions, and applications of Pancasila values. The feasibility testing of this digital learning material is conducted by validators who hold at least a Master’s degree and possess competency certificates. Validation is also carried out by teachers and students of Pancasila Education. The analysis results indicate that the digital learning material is highly suitable,

with a score of 91% from content experts and 98% from media experts, falling into the “highly suitable” category. Detailed validator assessments are presented in Table 4.

**Table 4.** Assessment by Subject Matter Experts and Media Experts

Validation	Aspect	Percentage	Criteria
Content Expert	Content Feasibility	90%	Highly Suitable
	Presentation Feasibility	95%	Highly Suitable
	Material Principle	91%	Highly Suitable
	Moral Concept	89%	Highly Suitable
	Knowledge Construction	91%	Highly Suitable
	Civic Knowledge	90%	Highly Suitable
Media Expert	System Quality	100%	Highly Suitable
	Display Design	96%	Highly Suitable
	Digital Media Websites Based on Google Sites	95%	Highly Suitable
	Media Principle	100%	Highly Suitable

**Source:** Research Data, 2024

Classroom learning will be more effective if the teaching materials used are adapted to the characteristics of the learning material (Rizqiyani, Dewi, & Legiani, 2022). Regarding content validity, the developed learning materials demonstrate a high degree of alignment with Learning Outcomes (LO) and Learning Objectives (LO). This is evident in the well-structured material that aligns with the established basic competencies. The material indicates what students are expected to learn and achieve, providing a clear direction for the learning process. The accuracy of the material is also a major strength. The material is guaranteed to be correct and free from misinformation, building a solid knowledge foundation for students. Concepts and definitions are explained accurately and following scientific standards, ensuring accurate understanding. Using relevant and contextual images, videos, and illustrations helps students visualize concepts and enhance understanding. The well-structured and logical flow of the material ensures a smooth and easy-to-understand transition between subtopics (Vebrianto & Osman, 2011). The use of appropriate and context-specific terminology avoids misunderstandings and ensures comprehensive understanding. The material also presents information comprehensively, from the introduction of concepts to summaries, helping students to understand the material better.

The developed learning materials demonstrate a strong and comprehensive quality in terms of presentation. This is evident in the well-structured, logical, and easily understandable material structure, reflecting a serious and professional approach to its development. The materials are also supplemented with a complete range of presentation supports, such as relevant practice questions, group and individual assignments to encourage collaboration and the development of interpersonal skills, clear introductions to stimulate student interest and motivation, summaries to help understand key points, a complete bibliography to demonstrate credibility and provide references for students who wish to learn more, and the inclusion of author identities to demonstrate professionalism and accountability for the created materials. Another factor supporting the high value of these materials is the effective learning presentation, where the materials are designed to encourage active student engagement in the learning process, making them more focused, enthusiastic, and motivated.

In terms of moral concepts, this learning material is designed to help students understand and apply fundamental moral values in their daily lives. Through this material,



students will learn to distinguish right and wrong, develop empathy for others, understand moral dilemmas, and resolve them appropriately. This material also trains students to communicate their moral thoughts and feelings effectively to others. By understanding and applying this learning material, students are expected to develop into moral, responsible individuals who can make the right decisions in given situations.

In terms of knowledge construction, this learning material is designed to help students comprehensively understand and apply moral values. The material begins by activating students' prior knowledge through basic questions and images/videos. Then, the material explains moral concepts clearly and encourages students to understand them deeply through various learning methods. Students are given independent tasks and group discussions to apply the learned knowledge to solve moral problems. At the final stage, students are allowed to ask questions and reflect to ensure their understanding and how they can apply moral values in their daily lives.

In terms of civic knowledge, this learning material is designed to cultivate students' understanding of rights and responsibilities, national identity, and the role of individuals in society based on Pancasila values. This material connects rights and responsibilities with Pancasila values, explains national identity and the values of each sila of Pancasila, and helps students understand their role in society and how they can contribute based on the principles of Pancasila. By understanding and applying this learning material, it is expected that students can develop into moral, responsible individuals with a strong sense of nationalism.

Overall, this learning material is of high quality and commendable quality. The reliability and comprehensiveness of this material make it an effective tool for achieving learning objectives and enhancing student understanding. Digital learning materials deemed suitable by content and media experts can then be piloted in schools to receive assessments from teachers of Pancasila Education and seventh-grade students. The data analysis results from the evaluation by Pancasila Education teachers on the developed digital learning materials reached a score of 92% and were categorized as highly suitable, allowing the digital learning materials to be tested on students. The pilot study involved 33 students who received an assessment score of 91% from students, categorized as highly suitable/ highly interesting. More detailed results of the teacher and student assessments are presented in Table 5.

**Table 5.** Teacher and Student Assessment

Validation	Aspect	Percentage	Criteria
Teacher	Content Feasibility	96%	Highly Suitable
	Presentation Feasibility	100%	Highly Suitable
	Material Principle	90%	Highly Suitable
	Moral Concept	89%	Highly Suitable
	Knowledge Construction	88%	Highly Suitable
	Civic Knowledge	92%	Highly Suitable
	Digital Media Websites Based on Google Sites	92%	Highly Suitable
Student	Display Design	95%	Highly Suitable
	Material Principle	91%	Highly Suitable
	Moral Concept	90%	Highly Suitable
	Knowledge Construction	90%	Highly Suitable
	Civic Knowledge	91%	Highly Suitable

	Digital Media Websites Based on Google Sites	92%	Highly Suitable
	Benefits of Digital-Based Materials	90%	Highly Suitable

**Source:** Research Data, 2024

After obtaining assessments from validators, teachers, and students regarding digital learning materials with a highly suitable and exciting rating, the next step is the dissemination phase. The digital learning materials, which cover the content related to the position, function, and application of Pancasila values, are handed over to schools for use in the Pancasila Education teaching process. Additionally, they will be disseminated through scholarly works.

Identified student problems and requirements are the foundation for developing digital learning materials (Ferdianto & Setiyani, 2018; Maulida et al., 2023; Putri, 2021). Some of the issues that serve as the basis for designing digital-based Pancasila Education learning media include monotonous content delivery, underutilization of interactive digital learning media, teacher-centered instruction, low student concentration, and a less dynamic classroom environment (Haliza, Dewi, & Mulyana, 2024). Additionally, deviant behaviors such as disrupting classmates during class, chatting in the classroom, and acting impulsively are observed. Outside the classroom, behaviors like using inappropriate language, disrespecting teachers, and arriving late to school are also concerns (Revalina et al., 2023a). Based on the identified problems, the educational needs of students include making the learning process more enjoyable by using engaging methods. Furthermore, it is essential to consider deviant behaviors, integrate moral concepts into learning materials, and teach them to students. Therefore, solutions that enhance the effectiveness of learning and address student deviant behavior need to be explored.

The development of learning materials has become necessary for Pancasila Education in response to the identified problems. The development of these materials is based on existing textbook content related to the position, function, and application of Pancasila throughout history. However, specific adjustments or modifications are necessary during material development considering student needs. This approach, known as 'development by modification,' involves building upon existing material while making specific changes to meet the required needs (Simarmata, 2022). Based on student needs, these adjustments include integrating moral concepts Lickona (2013), such as moral knowing, moral feeling, and moral action, into the content to be taught within the framework of Pancasila values.

Additionally, the material integrates civic knowledge concepts through content related to the position and function of Pancasila. Furthermore, the development process incorporates knowledge construction principles, following Jean Piaget's stages of schema, assimilation, accommodation, and equilibration (Schunk, 2012). The developed material also adheres to relevance, consistency, and adequacy (Simarmata, 2022). As a result of modifying the content related to the position, function, and application of Pancasila over time, it becomes content focused on the position, function, and application of Pancasila values.

The developed learning materials will be presented in a digital-based learning medium designed through the Google Workspace application, specifically using Google Sites. Digital media, when utilized through Google Workspace with its diverse features, provides comprehensive and integrated tools to support an interactive and informative learning environment. Leveraging this media, the learning process can become more interactive, dynamic, and engaging for students (Novfirman & Aulia, 2023). With its interactive features,

the use of Google Sites will serve as the platform for delivering content related to the position, function, and application of Pancasila values. The learning media design aligns with the principles of instructional design, visual aesthetics, and digital media. It emphasizes the need for internet connectivity to access and utilize the media, which can be accessed on various devices, including PCs, laptops, and Android smartphones (Novfirman & Aulia, 2023).

This digital learning material can meet the needs of Pancasila Education by constructing civic knowledge (for students) related to morality. The reason lies in integrating and aligning the learning material with moral concepts. Moral knowing encompasses moral reasoning and an individual's ability to observe their environment (Lickona, 2013). In the material context, students need to understand the moral values embedded in Pancasila and how to apply them in daily life. Moral feeling relates to emotions, sympathy, and concern for others (Lickona, 2013). When teaching Pancasila, students should develop empathy toward Pancasila values. For instance, students engage in discussions about moral dilemmas.

Moral action pertains to individual behavior or actions based on will, competence, and habits (Lickona, 2013). In the context of Pancasila, students need to apply moral values in real actions, such as speaking politely both within and outside the school environment, collaborating on tasks, and demonstrating honesty and responsibility. Overall, the moral concept received a highly suitable and exciting rating. The materials received "highly suitable" ratings from content experts and Pancasila Education teachers, scoring 89% in both cases. Students rated the materials as "highly interesting" with a score of 90%. Therefore, it can be concluded that integrating moral concepts into the developed material is categorized as highly suitable/ highly interesting.

In constructing knowledge integrated for presenting learning materials, we use Jean Piaget's theory of knowledge construction. The schema stage represents a set of perceptions, ideas, and actions associated with a particular form. In learning materials, schemas are presented through images and initial statements to stimulate existing knowledge or understanding (Nurhidayati, 2017; Schunk, 2012). The assimilation stage is a cognitive process where an individual integrates new perceptions, concepts, or experiences into existing mental schemas or patterns (Nurhidayati, 2017; Schunk, 2012). In the developed learning material, this stage corresponds to the core content. Next, the accommodation stage involves adapting to new information. Students adjust existing schemas or knowledge based on what they have learned (Nurhidayati, 2017). In this stage, the product includes problem-solving assignments related to Pancasila values to align schema development with assimilation. Finally, equilibration aims to balance assimilation and accommodation (Nurhidayati, 2017; Schunk, 2012). It helps us build a better knowledge structure that aligns with our experiences. In the last stage, the product provides instructional videos for reflection and discussion forums to assist student learning. Overall, integrating the concept of knowledge construction into the developed material is categorized as highly suitable/highly interesting, with ratings of 91% from content experts, 88% from Pancasila Education teachers, and 90% from students.

Integrating civic knowledge encompasses understanding concepts, principles, values, norms, laws, human rights, and history related to communal, national, and state life (Branson, 1999). In the learning material, students explore topics such as rights and responsibilities, national identity, and the role of individuals as citizens in applying Pancasila values. Through developing digital-based materials with content related to the position, function, and application of Pancasila values, learners are expected to acquire moral knowledge and engage

in moral actions both within the school environment and in society. Consequently, students can become future generations who understand their rights and responsibilities as citizens, living harmoniously in the global community (Branson, 1999). The overall suitability ratings for the civic knowledge concept are highly suitable, with scores of 90% from content experts, 92% from teachers, and 91% from students.

The suitability level of digital learning materials is also aligned with material principles and media principles, and Google Sites is used as a digital website platform. According to Simarmata (2022), material principles include relevance, consistency, and adequacy, which received highly suitable ratings 91% from content experts, 90% from teachers, and 91% from students. Regarding media principles, the assessment yielded a highly suitable rating of 100% from media experts. Additionally, for Google Sites as a digital website platform, the assessment resulted in highly suitable ratings: 95% from media experts, 92% from teachers, and 92% from students. Based on evaluations of these three indicators, we can conclude that the alignment of material principles, media principles, and the use of Google Sites as a digital platform categorizes the resulting product as highly suitable.

Overall, the level of suitability of the digitally developed learning material has received assessments in the category of highly suitable/ highly interesting. The 'highly suitable' category was obtained from the expert validation with a score of 91% for content experts, 98% for media experts, and 92% from the assessment by Pancasila Education teachers. Meanwhile, the 'highly interesting' category was obtained from the student assessment with a score of 91%. Consequently, the developed digital learning material, focusing on the position, function, and application of Pancasila values, fulfills the requirements for implementation in Pancasila education.

In the rapidly evolving digital era, educators, especially in Pancasila Education, need to sharpen their technological skills continually. This enables them to remain relevant and meet modern education's demands, emphasizing 21st-century skills. Amidst rapid technological advancements, technology, information, and communication have become necessary (Fanny, 2020; Hutagalung & Rachman, 2023; Rachman & Azam, 2021). 21st-century learning contributes to changes in the learning process, including a shift from teacher-centered to student-centered learning, as well as a transition from purely informative instruction to interactive, inspiring, and enjoyable learning experiences (Cik'ani, 2021; Hutagalung & Rachman, 2023).

Unlike previous research, this study introduces novel aspects. Previous studies primarily focused on developing materials using existing content from textbooks or teaching materials without modification or changes (Arifin, 2015; Narmoatmojo et al., 2020; Yuliatin, Rispawati, Muhammad Mabur Haslan, & Basariah, 2024). However, no one has yet developed learning materials specifically addressing the position, function, and application of Pancasila values as a modification of the historical content related to Pancasila. The development approach used here is through modification, which involves adapting existing teaching materials by making necessary adjustments (Simarmata, 2022). Notably, prior research lacks integration of concepts such as Jean Piaget's theory of knowledge construction, Lawrence Lickona's (2013) moral concepts, and Branson's (1999) civic knowledge in the development of Pancasila Education materials. The digital learning materials developed are presented through a Google Sites-based website, allowing students to construct knowledge through content, images, videos, and assignments. Furthermore, these digital learning materials serve as a form of moral education, emphasizing Pancasila values for students during classroom learning. The materials also explore civic education,

including rights and responsibilities, national identity, and the role of students as individuals and citizens in applying Pancasila values.

Digital learning materials are not only focused on classroom instruction but also align with principles such as reliability, self-containment, adaptability, and usability (Depdiknas, 2008). These digital media are adjusted based on indicators such as content quality, loading speed, and interactivity. The materials developed using digital media demonstrate suitability, categorized as highly appropriate. Consequently, teachers find it easier to deliver the developed content. Moving forward, researchers will conduct further studies to assess the effectiveness of digital-based learning materials covering the position, function, and application of Pancasila values. After the initial suitability assessment, this evaluation will focus on improving learning outcomes, student morality, civic knowledge, and student motivation. Monotonous and rigid teaching occurs when educators lack experience and competence in creating creative learning experiences (Rachman & Azam, 2021). In this digital age, it is crucial for teachers, especially those in Pancasila Education, to adapt to technology to avoid falling behind. By leveraging technology, teachers can create more engaging and interactive learning experiences for students (Hutagalung & Rachman, 2023).

## CONCLUSION

Based on the results and discussion, digital learning materials have been developed with content related to the position, function, and application of Pancasila values. These materials can be used in the Pancasila Education teaching process. The assessment by content experts, media experts, teachers, and students overall categorizes the product as highly suitable. According to these evaluations, the developed product is well-suited for constructing civic knowledge (among students) related to morality through classroom learning. Additionally, the developed materials serve as a form of moral education for students during implementation. Moreover, the product fosters an engaging and interactive atmosphere, directly involving students through the use of web-based digital media. As a result, Pancasila Education can be optimally facilitated.

The digitally-based learning materials developed with content on the position, function, and application of Pancasila values received a score of 91% from content experts, 98% from media experts, 92% from Pancasila education teachers, and 91% from students. Based on these assessments, it can be concluded that the digitally-based learning materials with content on the position, function, and application of Pancasila values are categorized as highly suitable. The developed digitally-based learning materials have been evaluated for the integration of knowledge construction, moral concepts, and civic knowledge concepts within the developed materials. For knowledge construction, a score of 91% was obtained from content experts, 88% from Pancasila education teachers, and 90% from students. For moral concepts, a score of 89% was obtained from content experts, 89% from Pancasila education teachers, and 90% from students. For civic knowledge concepts, a score of 92% was obtained from content experts, 96% from Pancasila education teachers, and 91% from students.

Based on the evaluations provided by content experts, media experts, teachers, and students, it can be concluded that the developed product has met the criteria of being highly suitable. Therefore, the product can be disseminated to be used and contribute to educating students about morals and creating a more engaging, effective, interactive, and enjoyable learning environment.



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