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The Implementation of Interactive Learning Media Based on the S.ID Microsite in Pancasila Education Learning

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Abstract

Digital transformation in education requires teachers to develop instruction that goes beyond using technology merely as a tool for information delivery; it must also create active, contextual, and meaningful learning experiences. This is particularly crucial for Pancasila Education, which aims not only for knowledge acquisition but also for shaping students' attitudes, character, and ability to apply Pancasila values in daily life. This article analyzes the implementation of interactive learning media based on the S.ID microsite within Pancasila Education, focusing on instructional strategies, the integration of school and home environments, supporting and inhibiting factors, and the evaluation of its impact on students. The study employs a qualitative approach using an integrative literature review method, analyzing educational regulations, international agency reports, and scholarly articles published since 2020. The findings indicate that the S.ID microsite has the potential to serve as a centralized learning resource hub, integrating materials, videos, images, quizzes, worksheets, evaluation links, and other resources into a single access point. Its use can enhance student engagement when designed around learning objectives and combined with contextual approaches, problem-based learning, discussions, reflection, and real-life activities. However, the media's effectiveness is not determined by technology alone but by teacher competence, content quality, device availability, internet access, family support, and evaluation systems that assess knowledge alongside attitudes and skills. Thus, the S.ID microsite is best positioned as a supporting ecosystem for Pancasila Education rather than a replacement for the teacher's role.

Keywords

Interactive Learning Media, S.ID Microsite, Pancasila Education, Digital Learning, Learner Character.

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INTRODUCTION

The development of digital technology has changed the ways students acquire, process, and share information. These changes have consequences for learning practices in schools. Technology can no longer be adequately understood as an additional tool for delivering material; rather, it needs to be positioned as part of the learning ecosystem that enables students to gain more flexible, interactive, collaborative, and contextual learning experiences. OECD (2023) asserts that digital transformation in education should not stop at the digitalization of materials or the transfer of teaching materials from printed to electronic form. Meaningful transformation occurs when technology is used to improve pedagogical processes and create more effective learning experiences.

In the Indonesian context, this development is highly relevant to the implementation of the Merdeka Curriculum. Pancasila Education is positioned as a subject that is oriented not only toward conceptual understanding but also toward shaping students so that they are able to apply Pancasila values in social, national, and state life. The Decision of the Head of BSKAP Number 032/H/KR/2024 affirms that Pancasila Education develops knowledge, attitude, and skill competencies through learning that connects students with their surrounding environment (BSKAP, 2024). Thus, learning in Pancasila Education requires strategies capable of bridging abstract concepts with students' concrete experiences.

The problem that arises is that Pancasila Education learning still has the potential to take place in a verbalistic manner when teachers rely more on lectures, textbooks, and assignments that emphasize memorization. Yet values such as mutual cooperation (*gotong royong*), responsibility, tolerance, deliberation, justice, and social care cannot be sufficiently understood through definitions. These values need to be learned through experience, habituation, reflection, and practice. Research on Pancasila Education learning shows that the use of interactive digital media can increase student engagement and make material easier to understand (Azis & Ahmad, 2022; Khairunnisa & Apoko, 2023).

One alternative that can be used is the S.ID microsite. Unlike learning media that display only one form of content, a microsite can be used to organize various learning resources on a single page. S.ID provides facilities for collecting materials, videos, links, forms, quizzes, and other digital resources so that students do not have to move continuously from one internet address to another. S.ID itself provides the use of microsites for educational needs, including the arrangement of materials and various learning links on a single page (S.ID, 2024).

Several previous studies have shown the potential of the S.ID microsite as a learning

medium. Azizi, Pristian, and Suciptaningsih (2025) developed the S.ID microsite as a digital learning platform for Pancasila Education in elementary schools. The study by Tiningrum, Suciptaningsih, and Pristiani (2025) also showed that the S.ID microsite can be used as digital teaching material for Pancasila Education through the ADDIE model. Astuti and Suciptaningsih (2024) developed interactive multimedia based on the S.ID microsite on the topic of rights and obligations and demonstrated the feasibility of using the media. Other studies have also shown that the S.ID microsite can combine text, video, worksheets, and interactive activities to increase student engagement.

Nevertheless, research on the S.ID microsite in Pancasila Education is still largely oriented toward product development and media feasibility testing. Studies that specifically discuss how the media is implemented as part of a pedagogical strategy, how its use is connected to the school, home, and family environment, and how supporting and inhibiting factors affect the formation of students' character remain relatively limited. This gap is important because the success of Pancasila Education cannot be measured solely by students' interest in digital media.

Based on this gap, this article aims to analyze the implementation of interactive learning media based on the S.ID microsite in Pancasila Education learning. The analysis is directed at five main aspects: the foundations of Pancasila Education, the strategy for implementing the media, school–home–family integration, supporting and inhibiting factors, and evaluation and its impact on students.

METHOD

This article employs a qualitative approach using an integrative literature review method. This method was chosen because the purpose of the study is not to measure the effect of the S.ID microsite through experimentation, but rather to analyze the concept, the findings of previous research, and the possible implementation of the microsite in Pancasila Education learning.

The data sources consist of scholarly journal articles, education policy documents, reports from international organizations, and official S.ID sources relevant to digital learning, Pancasila Education, interactive learning media, character education, and microsites. Primary literature was prioritized from publications between 2020 and 2026 so that the discussion reflects the latest developments in educational research and technology.

The analysis was conducted through four stages. First, identifying literature related to Pancasila Education and digital learning. Second, selecting sources based on their relevance to interactive media, microsites, student engagement, character, and educational environments. Third, synthesizing research findings with curriculum policy and the concept of digital transformation in education. Fourth, providing critical interpretation to formulate an implementation model for the S.ID microsite in Pancasila Education learning.

The analysis is not intended to produce new causal claims. Therefore, the findings of this article should be understood as a conceptual and empirical synthesis of previous research, rather than as the results of a new field experiment.

FINDINGS AND DISCUSSION

Findings

The Concept and Foundations of Pancasila Education in Schools

Pancasila Education is an important part of national education because it serves to develop students as citizens who possess civic knowledge, character, and the ability to participate in collective life. In the Merdeka Curriculum, Pancasila Education is not directed merely toward memorizing the precepts of Pancasila, but toward understanding values, norms, rights and obligations, diversity, democracy, and the relationship between Pancasila and national life (BSKAP, 2024).

Consequently, learning in Pancasila Education needs to move from an approach that positions students as recipients of information toward learning that provides space to experience, question, discuss, and practice values. Farwati, Iskhak, and Mahnun (2023) show that the integration of Pancasila into character education requires learning capable of connecting normative values with real-life issues.

From this perspective, learning media occupy a strategic position. Media are not merely visual aids, but pedagogical means for building context, providing stimuli, presenting problems, and creating space for interaction. Digital media become relevant because they can provide various forms of information representation while also enabling learning to take place more flexibly.

Interactive Learning Media and the S.ID Microsite

Interactive learning media are media that provide opportunities for students not only to receive information but also to respond, choose activities, complete tasks, obtain feedback, and

interact with learning resources. The study by Nkomo, Daniel, and Butson (2021) shows that student engagement in technology-based learning environments has behavioral, affective, and cognitive dimensions. Therefore, well-designed digital media need to be designed to activate all three dimensions.

The S.ID microsite has characteristics that support these needs. A microsite can serve as a centralized page containing materials, videos, images, documents, quizzes, forms, and other links. Teachers can use it as an entry point to various learning activities. These advantages make the microsite more flexible than the use of a single medium that has only a single function. The study by Azizi et al. (2025) shows that the S.ID microsite can be developed as teaching material for Pancasila Education. Tiningrum et al. (2025) also show that the use of S.ID can support teaching materials that are more flexible, contextual, and engaging. In another field, Anwar, Khotimah, and Iksam (2025) show that learning media based on the S.ID microsite can be used to integrate various digital learning resources.

However, digital media do not automatically produce quality learning. UNESCO (2023) asserts that technology should be used to support human interaction in learning, not replace it. Thus, the S.ID microsite must still be positioned within a learning design led by the teacher.

Discussion

Implementation of the S.ID Microsite as a Learning Media for Pancasila Education

The implementation of the S.ID microsite in Pancasila Education learning can be designed through three main stages: planning, implementation, and evaluation. At the planning stage, teachers first determine the learning outcomes and learning objectives. This step is important because the use of technology often fails to produce a pedagogical impact when teachers select the media first and then look for suitable materials.

A microsite should be built based on learning needs. For example, in the topic of applying Pancasila values, the main page can contain an introduction to the material, a video on social problems, a short reading, trigger questions, discussion activities, digital worksheets, and evaluation. Such a structure enables students to move from acquiring information toward processes of analysis and reflection.

At the implementation stage, teachers can begin the lesson by providing the microsite link through students' devices or a QR code. Students are then directed to observe audiovisual material or read a case. After that, teachers can develop a discussion based on the issues that emerge. This

pattern is more consistent with the character of Pancasila Education because students are not only asked to know values but also to assess problems and determine actions.

For example, the topic of *gotong royong* (mutual cooperation) can be presented through a video about community activities. Students are then asked to identify forms of *gotong royong*, explain the Pancasila values contained therein, and compare them with conditions in their own environment. The following activity can take the form of a simple project to document *gotong royong* practices at school or at home.

In this way, the microsite does not become a "digital book" that merely transfers text to the internet. The microsite becomes a learning space that connects information, interaction, experience, and reflection.

Findings from previous research reinforce this argument. The use of digital media in Pancasila Education is known to increase variation in learning and student engagement (Widyana, Asyraf, & Fithri, 2024). Research on interactive digital media also shows that media combining visuals, games, and activities can provide more engaging learning experiences (Aprima, Agustini, & Sudatha, 2025).

Integration of the Microsite with Contextual Learning

Pancasila Education has characteristics that require contextual learning. Pancasila values will be more meaningful when students are able to connect them with situations they experience.

The S.ID microsite can support this approach because content can be updated and adjusted to the context of students' environments. Teachers can include local news, photographs of school activities, interview videos, documentation of social activities, or simple cases occurring in the surrounding environment.

In the topic of diversity, for example, teachers can provide a video about cultural diversity in the local area. Students are then asked to identify forms of diversity, explain the importance of tolerance, and discuss potential conflicts that may occur if differences are not managed wisely.

Thus, technology functions as a bridge between concepts and reality. This is in line with UNESCO's (2023) view that educational technology must be used based on educational goals and students' needs, not merely because the technology is available.

Implementation through the School Environment

The school is the main space for habituating Pancasila values. The implementation of the microsite can be expanded from classroom learning activities to school culture.

The microsite can be used to display documentation of *gotong royong* activities, environmental care projects, class deliberation activities, tolerance programs, and students' social activities. In this way, students see that Pancasila Education is not merely a subject matter but part of school life.

Teachers can also provide a space for reflection. After certain activities, students can write about their experiences regarding the Pancasila values they have practiced. These reflections can become discussion material in the following meeting.

This strategy is important because character formation requires consistency between what is taught and what is done. Research on strengthening character education in Pancasila Education learning shows that values will be more effective when integrated into school activities and not merely delivered through learning materials (Martini, Putra, & Rahmaniati, 2023).

Implementation through the Home and Family

One of the main potentials of the microsite is its ability to extend learning beyond the classroom. The same link can be accessed by students from home, so parents have the opportunity to know the material being studied. In the topic of responsibility, for example, teachers can assign a home activity in the form of a simple journal about students' duties within the family. In the topic of deliberation, students can hold family conversations to make simple decisions. The results of these experiences are then brought back to school for discussion.

This strategy changes the relationship between school and family. Parents do not only act as supervisors of homework but can become partners in the process of character formation.

However, family integration must be carried out proportionally. Teachers should not assume that all families have the same devices, internet access, time, and digital skills. The principle of equity of access must be considered when assigning technology-based tasks.

Supporting Factors for Implementation

The implementation of the S.ID microsite is influenced by several factors. The first factor is teachers' digital competence. Teachers need the ability to select sources, organize content, manage navigation, and connect digital activities with learning objectives. The second factor is the availability of devices and internet access. Digital media cannot function optimally if students experience limited access. UNESCO (2023) places access, governance, and teacher readiness as important conditions for the success of educational technology.

The third factor is school support. The use of the microsite will be more sustainable if schools

provide space for teacher innovation, provide infrastructure, and encourage collaboration among teachers. The fourth factor is the quality of materials. A microsite that is visually attractive but poor in substance will not produce meaningful learning. Content must be accurate, age-appropriate, contextual, and direct students toward thinking activities.

Inhibiting Factors for Implementation

The first obstacle is the digital literacy gap. Not all teachers have the same experience in designing digital learning. Research on the competence of Pancasila Education teachers shows that the ability to use technology remains a challenge in developing engaging learning media (Nababan et al., 2026). The second obstacle relates to infrastructure. Limited internet access, devices, or data quotas can cause unequal learning experiences. Therefore, teachers should provide offline alternatives or materials that can be accessed with minimal data usage. The third obstacle is digital distraction. Devices used for learning also provide access to social media, games, and various other content. Therefore, the use of the microsite must be accompanied by a class agreement regarding device use.

The fourth obstacle is the tendency of teachers to make media an end in themselves. The use of technology can become merely a decorative activity if it is not connected to students' thinking processes. In this context, the existence of a microsite does not automatically indicate that learning has undergone digital transformation.

CONCLUSION

The implementation of interactive learning media based on the S.ID microsite has strong potential to support Pancasila Education learning that is more contextual, interactive, flexible, and student-centered. The microsite enables teachers to integrate materials, videos, images, readings, quizzes, worksheets, evaluation links, and reflective activities into a single, easily shareable digital space. The results of the study indicate that the success of microsite use does not lie in the technology itself. Its pedagogical value is determined by how teachers design content and learning activities. The microsite will contribute more significantly when combined with contextual learning, problem-based learning, discussion, reflection, projects, and students' real experiences.

The implementation of Pancasila Education also needs to be expanded from the classroom to the school environment, home, and family. The microsite can serve as a connector that allows learning to continue at home and provides opportunities for families to participate in the formation

of students' character. However, its implementation needs to consider the digital access gap, teacher competence, infrastructure, device-use distraction, and content quality.

Evaluation of implementation should not only measure cognitive learning outcomes but also engagement, skills, reflection, and the practice of Pancasila values. Thus, the S.ID microsite should be positioned not as a substitute for teachers or face-to-face interaction, but as a supporting learning ecosystem that expands the learning space and helps connect knowledge with real-life experiences. Future research is recommended to conduct field studies using mixed methods or case study approaches to empirically test the effectiveness of the S.ID microsite on learning engagement, learning outcomes, digital literacy, and strengthening students' character. Research also needs to compare the use of microsites with other digital media and analyze differences in impact based on educational level, socioeconomic conditions, and students' digital literacy levels.

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