

ANALYSIS OF THE USE OF PANCASILA EDUCATION LEARNING MEDIA IN UNIVERSITY IN PEKANBARU CITY

Supentri^{1*}, Mujiono², Haryono³, Hamdi Abdullah Hasibuan⁴

^{1,2,3,4} Universitas Riau, Indonesia

[*supentri@lecturer.unri.ac.id](mailto:supentri@lecturer.unri.ac.id)

Abstract

This study aims to analyze the use of learning media in Pancasila Education courses at universities in Pekanbaru. The focus of the study is to identify the types of learning media used, their effectiveness, and their contribution to students' understanding and internalization of Pancasila values. This study uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation of ten students from various universities. The results show that the learning process is still dominated by conventional visual media such as PowerPoint, while the use of digital and interactive media is still limited. However, students showed a high interest in innovative learning media such as educational videos, online applications, and interactive simulations that can create a more interesting and contextual learning atmosphere. This study concludes that the integration of digital and interactive media can increase student motivation, participation, and understanding of Pancasila values.

Keywords: Pancasila Education, Learning Media, Digital and Interactive Media

INTRODUCTION

Pancasila Education is a compulsory course that serves to instill the basic values of the Indonesian nation in students. However, the main challenge in teaching Pancasila Education is the conceptual and normative nature of the material, which is often considered uninteresting to students.

The implementation of Pancasila education in formal educational institutions has not been fully optimized. Educational institutions still apply a conventional approach to teaching Pancasila, which tends to emphasize cognitive aspects only. Today, Pancasila education tends to be faced with a normative learning process that lacks contextualization. The result of this process is that the output of Pancasila education becomes less meaningful and difficult to internalize in everyday life (Abdullah Hasibuan et al., 2025).

Pancasila education, which is implemented in general courses at every university, is not limited to the material that is articulated. Rather, it is an indicator of the progress of the nation's civilization. The course must be thoroughly taught to every generation so that it can become a benchmark for the progress of the nation and education. This is in line with the national education goal of achieving a dignified civilization for the nation.

The quality of education is often in the spotlight, and the main factor in implementing quality education comes from the educators. Educators, both teachers and lecturers, have a central role in guiding and transferring knowledge based on their experience and knowledge (Jumili Arianto et al., 2025).

In this case, teaching Pancasila education must also take educators into consideration. Lecturers who teach Pancasila education courses must have good knowledge and teaching experience. They must not only be able to teach but also understand every aspect of Pancasila education.

Amidst the hegemony of technology and digitalization, every lecturer is forced to be able to teach in line with the times. Teaching Pancasila education can no longer rely solely on memorization, but must include learning innovations so that Pancasila education is not monotonous and boring. The central role of lecturers is tested in fulfilling one of their three duties, namely teaching, through an attractive and innovative learning process and the management of digital platforms.

In this context, the role of learning media becomes very important as a means of connecting concepts with concrete and contextual learning experiences. Innovation in the learning process is needed (Dewi et al., 2022). One effort to increase enthusiasm for learning Pancasila education is to integrate appropriate learning media. In this case, learning media serves as a visual and audio-visual aid in bridging the gap between abstract material and real experiences for various learning styles, including auditory, visual, and kinesthetic (Kusumawati & Mardianti, 2025).

Good media can help students understand teaching materials so that learning objectives can be achieved (Afrilia et al., 2022). Along with technological developments, digitalization, and even developments in the education curriculum, educators must master various types of learning media in order to be able to create learning that is in line with the times (Monitasari et al., 2021). Another requirement is that the intentions and objectives that educators want to convey must reach their students. At the same time, learning media helps every educator to understand their audience, communicators, or students from various generations.

Based on the issues outlined above, it is considered important to analyze the use of learning media used in Pancasila education courses at various universities in Pekanbaru. There is a need to formulate learning media that can increase interest in learning about Pancasila education. The learning media is expected to be able to create an innovative, active, and interesting learning atmosphere.

This study will explore in greater depth the use of Pancasila education learning media. It will formulate learning media strategies that can reach various generations in learning Pancasila education.

LITERATURE REVIEW

1. Constructivism

According to Schunk (2012, p. 384), the constructivist theory proposed by Piaget and Vygotsky directs teachers to organize teaching and learning experiences that challenge students' thinking so that they will be able to construct new knowledge. The essence of constructivism is that cognitive processes are situated in physical and social contexts.

This constructivist model guides learners to construct knowledge through experience and social interaction. Therefore, learning media are not merely teaching aids, but rather a means of creating an interactive and meaningful learning environment.

Constructivist classes do not emphasize superficial learning; rather, they focus more on deeper understanding. The learning principles take into account various factors such as cognitive, metacognitive, affective, developmental, innovative, and individual factors.

2. Pendidikan Pancasila

According to Halking (2022, p. 10), the urgency of Pancasila education is that it can strengthen the national spirit of students, thereby encouraging a leitmotif and guiding star for future leaders of the nation in various fields and levels.

The importance of Pancasila education in higher education is to respond to global challenges by preparing citizens who have knowledge, understanding, appreciation, appreciation, commitment, and patterns of practicing Pancasila. This is aimed at producing graduates who will become the core strength of development and the torchbearers of national leadership at every level of state institutions, state agencies, and other professions that uphold the values of Pancasila.

RESEARCH METHOD

This research uses a qualitative approach with a descriptive method. In this study, purposeful sampling was used to determine the data sources. Purposeful sampling is a technique for determining data sources that are deliberately selected because they are considered capable of providing relevant information (Ali, 2014). The sources in this study were 10 students who had taken Pancasila education courses from 27 universities in the city of Pekanbaru. This study used observation, interviews, document studies, and documentation as data collection techniques. After the data was collected, it was analyzed through the stages of data reduction, data presentation, verification, and conclusion drawing.

RESULT AND DISCUSSION

The results of the study indicate that the use of learning media in Pancasila education courses at various universities in Pekanbaru City is still dominated by visual media such as PowerPoint. Although this media is still relevant for use in learning, students expect innovation in the presentation of material so that learning becomes more interesting, interactive, and applicable to the values of national, state, and community life.

To achieve effectiveness in the use of learning media, the selection and utilization of learning media plays a crucial role. Some lecturers have begun to utilize digital media such as educational videos, YouTube, and online learning platforms such as Kahoot, Quizizz, BookWidgets, Google Classroom, Zoom Meetings, MS Teams, and Moodle. The use of digital

media can also increase student motivation and participation because it provides a more visual and communicative learning experience that is in line with the characteristics of the current digital generation. However, the level of utilization of these media still varies, depending on the ability and readiness of lecturers in mastering learning technology.

Based on the results of the research and explanation above, it can be explained that systematically there are several categories of learning media used in Pancasila education learning, which are presented in Table 1. The following:

Table 1. Classification of Pancasila Education Learning Media

No	Jenis Media	Contoh Media	Fungsi Utama
1	Visual Media	Images, Diagrams, Mind Mapping, Infographics.	Simplifying information into easy-to-understand visualizations
2	Audio-Visual Media	Documentary videos, animations, short films.	Enhancing contextual understanding and empathy
3	Digital & Online Media	Kahoot, Quizizz, BookWidgets applications	Creating an active, participatory, and reflective learning environment
4	Interactive Media	Games, Simulations, Role Play	Increasing student engagement with real-life situations and experiences

Table 1 illustrates that this category of learning media is the most preferred by students in implementing Pancasila education. Thus, the characteristics of Pancasila education, which are abstract, theoretical, and articulate, can be transformed into a more interesting, interactive, and applicable form.

Interviews with students revealed that the most effective learning media for improving their understanding of Pancasila values are digital, interactive, and visual media. Through this approach, students can relate Pancasila values to the social realities they encounter in their daily lives.

Thus, learning media is not only a tool, but also a means that helps lecturers visualize, a reflective means to instill a spirit of nationalism, and at the same time facilitates the transfer of knowledge that being a good citizen is reflected in one's behavior in various dimensions of life, including national, state, and community life.

Today's young generation is a digitally native generation that is very familiar with technology and digital platforms. Therefore, learning approaches must touch on interactive digital media that are more capable of entering the learning styles of the current generation, namely visual, auditory, and kinesthetic (Afrilia et al., 2022). The use of interactive digital media in learning facilitates the internalization of civic values through direct experience, while also addressing the challenges of digital literacy, social tolerance, and democratic decision-making.

In addition, the integration of information technology into Pancasila Education learning not only enables more interesting material delivery, but also opens up space for attitude and character building through meaningful learning experiences. Features in media such as visual materials, interactive quizzes, and contextual explanations also support the achievement of holistic learning objectives (Sari et al., 2025).

The analysis that reinforces the above findings is that today's students, who are predominantly Generation Z and Alpha, tend to prefer learning styles that use learning media. Learning media will help students understand courses that are primarily theoretical in nature. The learning media preferred by students tends to be visual, audio-visual, digital-online, and interactive. This helps students discover learning and experience firsthand. Thus, the application and substance of the material in Pancasila education will be illustrated.

Reinforced by constructivist theory, which emphasizes the importance of meaningful learning experiences through social interaction and individual reflection. In the context of Pancasila learning, digital and interactive media can serve as a bridge for students to independently and deeply develop an understanding of Pancasila values. Therefore, Pancasila education learning strategies in higher education should be directed towards an interactive model between technology, social context, and national values.

Learning that emphasizes meaningful learning can be packaged and assisted by using contextual learning models. This is in accordance with Komalasari (2017, p. 23), who states that there are five strategies for implementing contextual learning, namely:

1. Problem-based learning, an approach that involves students in solving problems by integrating concepts and skills from various disciplines.
2. Cooperative Learning, an approach that organizes learning using small study groups.
3. Project-based learning, an approach that focuses on the main principles and concepts of a discipline, involving students in solving problems and other meaningful tasks.
4. Service learning, an approach that provides practical application of new knowledge and skills for community needs.
5. Work-based learning, an approach in which the workplace and activities are integrated with classroom material for the benefit of students.

Based on the above explanation, to strengthen understanding of Pancasila education in higher education, all elements of learning can be combined. Currently, learning models that support the use of visual, audio-visual, digital-online, and interactive learning media can be assisted and packaged with using problem-based and project-based learning models. The expected outcome is a learning experience from Pancasila education, where the values of Pancasila are always remembered and internalized into daily habits.

CONCLUSION

Based on the results of the study, it can be concluded that the use of learning media in Pancasila Education courses at universities in Pekanbaru is still not optimal. Most lecturers still use PowerPoint, while the use of interactive digital media is still limited. In fact, innovative learning media has been proven to increase students' interest, understanding, and internalization of Pancasila values.

The implication of this study is the importance of increasing lecturers' capacity in the use of educational technology and the design of learning media that is in line with the characteristics of digital generation students. Higher education institutions need to provide continuous training in the development of technology-based media and the contextualization of Pancasila values in real life.

REFERENCES

- Abdullah Hasibuan, H., Handoko, T., Sri Susanti, R., & Putra, Y. (2025). Strategi dan Inovasi Pendidikan Pancasila Abad 21 Dalam Membentuk Sikap Nasionalisme. *INNOVATIVE: Journal Of Social Science Research*, 5(3), 4497–4510.
- Ali, M. (2014). *Memahami Riset Perilaku dan Sosial*. Jakarta: Bumi Aksara
- Afrilia, L., Arief, D., Amini, R., & Negeri Padang, U. (2022). Efektivitas Media Pembelajaran Berbasis Video Animasi Untuk Meningkatkan Motivasi Belajar Peserta Didik Kelas IV Sekolah Dasar. *Jurnal Cakrawala Pendas*, 8(3). <https://doi.org/10.31949/jcp.v8i2.2559>
- Dewi, N., Arianto, J., & Supentri, S. (2022). Pengaruh Pembelajaran PPKn Dalam Membentuk Karakter Kewarganegaraan Siswa/i Di SMA Negeri 1 Concong Kabupaten Indragiri Hilir. *Jurnal Kepemimpinan Dan Pengurusan Sekolah*, 7(1), 85–92. <https://doi.org/10.34125/kp.v7i1.726>
- Halking, et.al. (2022). *Panduan Pembelajaran Mata Kuliah Pendidikan Pancasila*. Medan: Universitas Negeri Medan.
- Jumili Arianto, Merry Aganmar, Anggara Pratakumbayan, A. M. D. A. M., Maulana Az-Zakiy, & Syifa Santrilia. (2025). Penerapan Media Pembelajaran Interaktif Quizizz Sebagai Upaya Peningkatan Motivasi Belajar Siswa Dalam Pembelajaran Pendidikan Pancasila Di Kelas XI ULP SMKN 1 Pekanbaru. *INNOVATIVE: Journal Of Social Science Research*, 5(3), 8336–8346.
- Komalasari, K. (2017). *Pembelajaran Kontekstual Konsep dan Aplikasi*. Bandung: Refika Aditama
- Kusumawati, I., & Mardianti, D. (2025). Media Pembelajaran dalam Pendidikan Pancasila dan Kewarganegaraan (PPKn). In *Academy of Education Journal* (Vol. 16, Issue 2)
- Monitasari, L., Wihidayat, E. S., & Aristyagama, Y. H. (2021). Efektivitas Penggunaan Media Pembelajaran Videoscribe Untuk Meningkatkan Motivasi Belajar dan Hasil Belajar Siswa Pada Mata Pelajaran Dasar Desain Grafis di SMK Negeri 5 Surakarta. *Jurnal Ilmiah Pendidikan Teknik Dan Kejuruan*, 14(2), 99. <https://doi.org/10.20961/jiptek.v14i2.46406>
- Sari, D., Ma, D., Jamil Ikhsan Harahap, M., Saputra, A., Mustaqim, A., Artikel, H., & Kunci, K. (2025). Desain Pembelajaran Interaktif Mata Pelajaran PPKn Berbasis Sistem Informasi Di SMPIT Insan Utama 2. *Jurnal Pendidikan Dan Pembelajaran* |, 3(1).
- Schunk, D. (2012). *Teori-Teori Pembelajaran: Perspektif Pendidikan*. Yogyakarta: Pustaka Pelajar.