Kelapa Application: Local Culture-Based Learning Media for Character Strengthening of Pancasila Student Profiles

Ni Made Diah Ariusnita[1*], Gede Wira Bayu[2] ⓘD

1,2 Program Studi Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

A R T I C L E   I N F O

A B S T R A K

Menurunnya nilai karakter Pancasila siswa SD dan kurang optimalnya pemanfaatan budaya lokal Indonesia dalam kegiatan pembelajaran. Penelitian ini bertujuan untuk menghasilkan media pembelajaran aplikasi berbasis budaya lokal untuk penguatan karakter profil pelajar Pancasila pada siswa kelas IV SD. Penelitian pengembangan ini menggunakan model pengembangan ADDIE. Subjek dalam penelitian ini, yakni 2 orang ahli isi materi pelajaran, 2 orang ahli desain pembelajaran, 2 orang ahli media pembelajaran, seorang praktisi, dan siswa yang terbagi dalam 3 orang uji perorangan dan 9 orang uji kelompok kecil. Teknik pengumpulan data yaitu analisis deskriptif kualitatif dan analisis deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa media pembelajaran aplikasi yang dikembangkan dinyatakan valid berdasarkan hasil review ahli isi materi pelajaran skor 98,33%, ahli desain pembelajaran 98,75%, serta hasil review ahli media pembelajaran 95%. Adapun tingkat pencapaian kepraktisan media berdasarkan hasil respon praktisi sebesar 99% (kategori sangat praktis), hasil respon siswa dalam uji perorangan memperoleh skor 100% (kategori sangat praktis), dan hasil respon siswa dalam uji kelompok kecil memperoleh skor 98,33% (kategori sangat praktis). Disimpulkan media pembelajaran aplikasi berbasis budaya lokal layak dan praktis digunakan dalam proses pembelajaran.

A B S T R A K

The decline in the Pancasila character values of elementary school students and the less optimal use of local Indonesian culture in learning activities. This study aims to produce application learning media based on local culture to strengthen the character profile of Pancasila students in fourth-grade elementary school students. This development research uses the ADDIE development model. The subjects in this study were two subject matter experts, two learning design experts, two learning media experts, a practitioner, and students divided into three individual test persons and nine small group test persons. Data collection techniques are descriptive qualitative analysis and quantitative descriptive analysis. The results showed that the application learning media developed was declared valid based on the expert review of the subject matter score of 98.33%, the learning design expert's 98.75%, and the expert review of the learning media 95%. As for the level of practicality of the media based on the results of practitioners' responses of 99% (very practical category), student responses in the individual test obtained a score of 100% (very practical category). The results of student responses in the small group test obtained a score of 98.33% (the category very practical). It was concluded that local culture-based application learning media is feasible and practical for the learning process.

1. INTRODUCTION

The independent curriculum development was prepared as a form of improving teacher quality. Technology will not be able to replace the teacher's role in the learning process. However, technology can be used as a tool by teachers to increase self-potential and support the learning process. Current technological developments have come to the idea of independent learning. The demands of global competition make the world of education expected to be able to adapt technological developments to efforts to improve the quality of education, especially in adjusting the use and utilization of technology for

*Corresponding author.
E-mail addresses: diah.ariusnita@undiksha.ac.id (Ni Made Diah Ariusnita)

the world of education, especially in the learning process (Budiman, 2017; R. Raharjo, 2020; T. Raharjo, 2020). The demands of global competition make the world of education able to adapt technological developments to efforts to improve the quality of education, especially in adjusting the use and utilization of technology for the world of education, especially in the learning process (Maritsa et al., 2021; Suryadi, 2019). Teachers as educators are required to have creative and innovative abilities in developing learning media so that the learning process is not monotonous and only utilizes conventional learning methods, such as listening to the teacher explaining material and learning based on books (Rudiawan & Asmaroini, 2022; Sulastri et al., 2022). Learning media can stimulate students' interest in learning new things related to the subject matter and facilitate students' understanding of the material presented by the teacher (Jauhari, 2018; Juhaeni, dkk, 2020; Nurrita, 2018). So, therefore, learning media is very important to support the learning process.

However, rapidly developing technology makes it easy for humans to access things with a wider range. However, this convenience also has negative effects, such as information that is often spread which cannot be accounted for. In addition, the ease of accessing information allows everyone to access everything without filtering. These things often make the convenience of technological progress have its dangers. If the use of learning media in schools is still not optimal, it will cause the class atmosphere to be less conducive, making students quickly bored and less interested during the learning process (Windiyani et al., 2018). Advances in information and communication technology influence the decline in the character of the nation's children. Character is a pattern of behavior that is individual to one's circumstances (Dalyono Bambang & dkk, 2017; Ismail et al., 2021). The character inherent in children is obtained from hereditary traits inherited by genetics or the influence of their social environment, so often, individuals have to change characters caused by positive or negative influences given by their environment. The decline in the character values of the nation's children cannot be underestimated, bearing in mind that the nation's children will later become the successors of the nation's progress. The crisis of character strengthening happening in this country is very worrying and involves more children (Citra Ningrum et al., 2019; Zahranie et al., 2020). Therefore, it is necessary to have the role of various layers of society to ensure that the nation's children receive structured character education from educational institutions. Educational institutions are expected to be responsible for instilling good character values while at the same time forming and building their character with good values and paying attention to the application of these values in their own lives (Komara, 2018; Risdiany & Dewi, 2021; Sujatmiko et al., 2019). Based on the results of observations at SD Negeri 4 Pendem, it can be seen that there are still many students who need to be more disciplined in implementing Pancasila values in everyday life. The lack of character strengthening that evokes the implementation of Pancasila characteristics is caused by the limited availability of infrastructure related to the profile of Pancasila students as a character that students should have throughout their lives. This results in a need for students' understanding of Pancasila character values and how to implement character values by the aspects contained in the Pancasila student profile in everyday life (Tonaiyo et al., 2020; Widiyono et al., 2022). The easiest and most appropriate character strengthening to do is when children are at the basic education level (Widodo, 2019).

Solutions to overcome these problems with the development of science and technology can be used to support the technology-based learning process. One technology-based learning media that can be used in the learning process is the application (Joon Woei et al., 2021; Prasetya & Harjanto, 2020). An application is a program deliberately created and developed to meet the needs of its users in carrying out a particular job or activity (Huda & Priyatna, 2019; Kinaswara et al., 2019; Siregar & Melani, 2019). Utilization of applications in the world of education can be utilized in various ways based on the creativity and innovation possessed by its users (Kharisma & Arvianto, 2019; Prastyo et al., 2021). Learning media can function as a tool for creating an effective learning situation in helping accelerate the teaching and learning process and helping students to understand the message (material or concept) conveyed by the teacher as the messenger (Hs & Suriningsih, 2021; Jauhari, 2018; Nirmala et al., 2021). Learning that is carried out by utilizing applications as learning media makes the learning process that is created into modern learning and is based on digital technology (Huda & Priyatna, 2019; Kinaswara et al., 2019; Siregar & Melani, 2019; Sutikno & Isa, 2010). Being complacent with the conveniences of technological advances makes people more comfortable gathering friends in cyberspace than engaging directly in real organizational activities that provide a more concrete and intense friendship quality. The findings of previous research also stated that increasing the character strengthening of Pancasila student profiles can be done through the selection and use of appropriate technology-based learning media and by student characteristics (Qoidah & Paksi, 2021; Wijayaningputri, 2022). Learning media that are used in learning activities and directly function to strengthen the character profile of Pancasila students can take advantage of the cultural elements of a region (Lubaba & Alfiansyah, 2022; Oktavianti & Ratnasari, 2018;

Pingge, 2017). The Pancasila student profile means the character and competence Indonesian students should have in the learning process and when directly involved in the community (Irawati et al., 2022; Kahfi, 2022). Local culture is the whole human activity associated with habits that are owned and grow naturally in the local community (Romarak Ap, 2018; Triyanto, 2018; Yusria, 2021). Culture-based education implemented in Indonesia aims to develop students' affective abilities to become individuals with character (Nafisah, 2016; Rasyid, 2017).

This indicates that the educational process, especially in Indonesia, believes that education is not solely for creating intelligent students but also for students with character and love for the country, which is reflected through an attitude of love for one's culture. Given the limited availability of technology-based learning support facilities as learning resources in strengthening the character profile of Pancasila students in fourth-grade students at SD Negeri 4 Pendem, a local culture-based application learning media was developed, from now on referred to as the Kelapa application. This study aimed to produce application learning media based on local culture to strengthen the character profile of Pancasila students in fourth-grade elementary school students. It is hoped that Kelapa application media will make it easier to provide variations in the delivery of material by innovating learning media that are relevant to student needs so that it can strengthen the character of the Pancasila student profile of students as well as increase learning outcomes in the learning content of Civics or Pancasila in the independent curriculum.

2. METHOD

Research with this type of development aims to produce local culture-based Kelapa application products to strengthen the character profile of Pancasila students in fourth-grade elementary school students. The model used in this study is the ADDIE development model, which consists of 5 stages, namely, analysis or the initial information gathering stage of data in product development so that it conforms to the needs of the school as an educational institution and the characteristics of students. Design or design based on the development of ideas and concepts in products to facilitate the product manufacturing process so that the products developed have a specific design. Development is physically making all designs prepared beforehand into a real product. 4) Implementation is carried out after the product has passed the validity stage so that the product will be used in the learning process. Evaluation is carried out in the form of evaluating the product to find out the final result of the product that has been developed. The selection of this model is based on the fact that this model can be used for various forms of product development, ranging from learning models, methods, learning strategies, media, and other teaching materials (Hadi & Agustina, 2016; Puspasari, 2019). The stages of the ADDIE development model are shown in Figure 1.
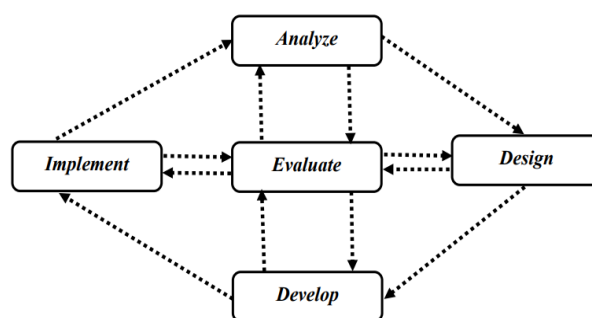

Figure 1. Stages in the ADDIE Model
(Source: Arifin, dkk, 2018)

The population in this study were fourth-grade students at SD Negeri 4 Pendem, totaling 35 students. The existence of time, cost, situation and condition factors resulted in this research being limited only to the development or development stage with the stages of feasibility testing through testing the validity of the subject matter content, testing the validity of learning designs, and testing the validity of learning media, as well as testing the practicality of media through trials of practitioners and students. The media practicality trial stage is based on student responses consisting of two test stages: individual trials of 3 students with high, medium, and low ability. As well as the small group trial phase consisting of 9 students divided into three groups with different abilities from high, medium, and low. This research has two types of data: qualitative and quantitative. The data collection method used in this study is the questionnaire method. Data collection was carried out using a closed questionnaire sheet instrument with

a Likert scale which was then given to respondents related to the research problem to be resolved and measured to obtain information (Sugawara & Nikaido, 2014). Questionnaires were given to determine the feasibility and practicality of the Kelapa application, which was developed based on the reviews of material content experts, learning design experts, learning media experts, practitioners and students in individual trials and small group trials. The instruments used in collecting research data were observation sheets, interviews, and closed questionnaires with a Likert scale. Observation sheets and interviews were used in collecting data at the analysis stage. Questionnaire sheets were used to collect data regarding student needs, reviews from subject matter experts, instructional design experts, instructional media experts, practitioner responses, and student responses in individual tests and small group tests. The following is a lattice of subject matter expert instruments, learning design experts, learning media experts, practitioner responses, and student responses, described in Tables 1, 2, 3, 4, and 5.

Table 1. Material Content Expert Instruments

Aspect	Component	Question Number	Total Item
Material	Material attractiveness	1	1
	The material is easy to understand	2	1
	Material accuracy	3	1
	Clear delivery of material	4	1
	The material presented motivates students	5	1
	The appropriateness between objectives and learning materials	6	1
	It helps to remember previous abilities and	7	1
	The material is useful for students in real life	8	1
Language/ Komunikasi	Appropriateness of the use of language rules	9, 10, 11	3
	Use language that is easy for students to	12	
Evaluasi	Provide an evaluation to measure the ability and strengthening student character	13	1
	Provide feedback on student evaluation results	14, 15	2
Total		**15**	

Table 2. Learning Design Expert Instruments

Aspect	Component	Question Number	Total
Objective	General purpose clarity	1	1
	Appropriateness of learning outcomes	2	1
	Clarity of learning objectives	3	1
Strategy	Submission of material provides logical steps and free flow of navigation	4	1
	It helps to remember previous abilities and knowledge	5	1
	Give examples in the presentation	6	1
	Interesting presentation of material	7	1
Evaluation	Provide an evaluation to measure the ability and strengthening of student character	8	1
	Clarity of instructions for working on the problem	9	1
	The questions presented are in accordance with the learning outcomes	10	1
Total		**10**	

Table 3. Instruments of Learning Media Experts

Aspect	Component	Question Number	Total Item
Appearance	Screen display	1	1
	Display quality	2	1
	Cover dis[lay	3	1
Text	Font use	4	1
	Use of font size	5	1
	Use of spaces in writing	6	1

Aspect	Component	Question Number	Total Item
Image	Interesting use of images	7	1
Color	The right composition and color combination	8	1
Videos	Interesting use of videos	9	1
	Sound and pictures in high-quality video	10	1
Total			**10**

Table 4. Practitioner Response Instruments

Aspect	Component	Question Number	Total
Material	Material attractiveness	1	1
	The material is easy to understand	2	1
	Material accuracy	3	1
	Presentation of material clearly	4	1
	The material presented motivates students	5	1
	The appropriateness between objectives and learning materials	6	1
	It helps to remember previous abilities and	7	1
	The material is useful for students in real life	8	1
Language/ Communication	Appropriateness of the use of language rules	9, 10, 11	3
	Use language that is easy for students to understand	12	1
Evaluation	Provide an evaluation to measure the ability and strengthening student character	13	1
	Provide feedback on student evaluation results	14, 15	2
Display	Screen display	16	1
	Display quality	17	1
	cover view	18	1
Text	Font use	19	1
	Use of font size	20	1
	Use of spaces in writing	21	1
Image	Interesting use of images	22	1
Color	The right composition and color combination	23	1
Video	Interesting use of videos	24	1
	Sound and pictures in high-quality video	25	1
Total			**25**

Table 5. Student Response Instruments

Aspect	Component	Question Number	Total Item
Appearance	The attractiveness of learning media	1	1
	Ease of use of learning media	2	1
Text	Text readability	3	1
	Use of font sizes and fonts	4	1
Image	The use of attractive images in accordance with the material	5	1
Motivation	Learning media can generate student motivation	6	1
Material	The material is easy to understand	7	1
	Learning objectives are easy to understand	8	1
Evaluation	The suitability of the questions with the material and character strengthening	9	1
	Provide feedback on evaluation results	10	1
Total			**10**

Instruments are assessed by experts or competent judges on the variable being studied. Testing the instrument's validity is carried out to know the quality of the instrument to be used. Therefore, so that the designed instrument can be said to be valid, it is necessary to test the validity of the contents of the instrument. The validity test used the Gregory formula with a testing mechanism. The expert clarified the

instrument items, and the results of the expert's assessment were tabulated in the form of a matrix; 2 x 2 cross-tabulations were made. The instrument's content validity was calculated (Angriani et al., 2018). The content validity value obtained reflects all the test items tested. The grouping of content validity levels can be seen based on the content validity coefficient categories contained in Table 6.

Table 6. Criteria for the Coefficient of Content Validity of the Instrument

Coefficient	Validity
0,00 – 0,19	Very low content validity
0,20 – 0,39	Low content validity
0,40 – 0,59	Medium content validity
0,60 – 0,79	High content validity
0,80 – 1,00	Very high content validity

This development research used two data analysis techniques, namely qualitative descriptive analysis techniques and quantitative descriptive analysis techniques. Qualitative descriptive analysis techniques were used to process data resulting from reviews by experts, both subject matter experts, learning design experts, and learning media experts, as well as the responses of practitioners and students. The analysis results obtained can later be used as materials to improve and perfect the product being developed (Widiana, 2016). Meanwhile, quantitative descriptive analysis is used to process information from qualitative data obtained through questionnaires that respondents have answered in the form of scores, according to Table 7.

Table 7. Percentage Score Criteria

Score	Description
4	Strongly Agree/SS
3	Agreed/S
2	Disagree/TS
1	Strongly Disagree/STS

The results of the media review questionnaire from experts on media content validation and practitioners' and students' trials on the practicality of the media were then analyzed to find the percentage. In giving meaning and making decisions regarding the content validity of local culture-based Kelapa application media, the following references are used according to Table 8.

Table 8. Conversion of Achievement Levels

Achievement Level (%)	Qualification	Description
90 – 100	Very good	No need to revise
75 – 89	Good	Few revisions
65 – 74	Enough	Adequately revised
55 – 64	Less	Many things were revised
0 – 54	Very less	Repeated product creation

(Source: Agung, 2018)

Meanwhile, in giving meaning and making decisions regarding the practicality of local culture-based Kelapa application media, the following references are used according to Table 9.

Table 9. Percentage and Qualitative Criteria

Criteria (%)	Category	Description
81 – 100	Very Practical	It can be used without revision
61 – 80	Practical	Usable with minor revisions
41 – 60	Pretty Practical	It is recommended not to use
21 – 40	Impractical	It cannot be used
0 – 20	Very Impractical	It cannot be used

(Source: Irawan & Hakim, 2021)

3. RESULT AND DISCUSSION
Result

The results of the research will be discussed in three main areas, namely: describing the design and construction of local culture-based Kelapa application media, analyzing the results of the validity of local culture-based Kelapa application media, and analyzing the practical results of local culture-based Kelapa application media in practitioner trials, students in individual tests, and students in small group tests. Design and build local culture-based Kelapa application media using the ADDIE development model, which consists of 5 stages. The first stage of analysis (Analyze). At this stage identification of needs is carried out to support the development of local culture-based Kelapa application media to strengthen the profile character of Pancasila students through a process of observation and interviews with fourth-grade teachers at SD Negeri 4 Pendem regarding issues related to strengthening the character profile of Pancasila students, including analysis of the initial conditions for implementing Pancasila character values and the use of learning media related to the character profile of Pancasila students, analysis of student characteristics, analysis of needs, analysis of learning outcomes, and analysis of the media to be developed. The second stage of design (Design) carried out at this stage includes data collection in the form of materials for making Kelapa applications starting from material, images, video, audio, and animation to software that will be used in the application development process, making flowcharts and making sketches (storyboards) to facilitate the process of developing local culture-based Kelapa application learning media products.

The third stage is the development stage. At this stage, the product that has been designed and designed is then developed into an application product that is ready to be tested based on the flowcharts and storyboards that have been made. Things that are carried out at this stage include making the application logo, then making the application interface and adding material and content previously collected into the application interface, adding interactivity to the interface, and adding interactive quizzes to the application as learning evaluation material. After that, the PowerPoint data is converted into an HTML 5 form, which is then converted back into an application form. The Kelapa application is installed on a smartphone with the Android operating system. Next, the preparation of a product validation test questionnaire was carried out by experts and a media practicality trial questionnaire by practitioners and students. At this stage, the products will be assessed by experts (subject matter experts, learning design experts, and learning media experts), practitioners, and students (in individual and small group tests). The development of local culture-based Kelapa application media has gone through the validity testing stage by subject matter content experts, learning design experts, and learning media experts, as well as media practicality trials by practitioners and students in individual and small group tests. The validity test aims to test the feasibility level of local culture-based Kelapa application media to strengthen the character of the Pancasila student profile.

In contrast, the media practicality test aims to test the practicality of local culture-based Kelapa application media through media trial simulations. The instrument for developing local culture-based Kelapa application media was a questionnaire that had previously been prepared to determine the validity and practicality of the product. The instrument was first tested for the validity of the items by two competent judges, with the results of the instrument validity described in Table 10.

Table 10. The Results of the Instrument Content Validity Test

Instrument type	Result	Qualification
Content validity of the subject matter	1	Very high
The validity of the learning design	1	Very high
The validity of learning media	1	Very high
Media practicality by practitioners	1	Very high
Media practicality by students	1	Very high

The results of the validity of the instrument content of the subject matter by the judges obtained a value of 1, a very high validity qualification. The results of the judges' validity of the learning design instrument obtained a 1, so it is in a very high validity qualification. The results of the judges' validity of the learning media instrument obtained a 1, so it is in a very high validity qualification. The results of the validity of the media practicality instrument by practitioners obtain a value of 1, so it is in a very high qualification validity, as well as the results of the validity of the media practicality instrument by students obtain a value of 1, so it is in a very high validity qualification. After testing the instrument's content validity, the next step is to evaluate the products developed by experts (subject matter content experts, instructional design experts, learning media experts) and practitioners and students (individual and small

group tests). The following results of the validity test of the developed local culture-based Kelapa application media can be seen in Table 11.

Table 11. Media Validity Test Results

No	Subjects for Testing the Validity of Local Culture-Based Kelapa Application Media	Validity Results (%)	Qualification
1.	Review of subject matter content experts	98.33%	Very good
2.	Review of learning design experts	98.75%	Very good
3.	Review of learning media experts	95.00%	Very good

Based on the assessment results carried out by the subject matter content expert using the questionnaire data collection method with the questionnaire sheet instrument. The result obtained is a percentage score of 98.33%, then this result is converted in the achievement level conversion table so that it is in very good qualification and does not need to be revised. The assessment results were carried out by learning design experts using a questionnaire data collection method with a questionnaire sheet instrument. The result obtained is a percentage score of 98.75%, then this result is converted in the achievement level conversion table so that it is in very good qualification and does not need to be revised. Learning media experts conducted the assessment results using a questionnaire data collection method with a questionnaire sheet instrument. A percentage score of 95% is obtained, then this result is converted in the achievement level conversion table so that it is in very good qualification and does not need to be revised. Even though all assessments of Kelapa application media obtained very good qualifications and did not need to be revised, experts provided several comments, suggestions, and suggestions. These comments, inputs and suggestions are then used as a reference in making improvements or revisions to the product to improve the quality of the local culture-based Kelapa application media being developed. The results of practical trials of local culture-based Kelapa application media that were developed can be seen in Table 12.

Table 12. Media practicality trial results

No	The practical test subjects for Kelapa application media based on local culture	Practicality Test Results (%)	Category
1	Media practicality trials by practitioners	99%	Very Practical
2	Media practicality trials by students in individual tests	100%	Very Practical
3	Media practicality trial by students in small group tests	98,33%	Very Practical

Based on the assessment results carried out by practitioners using a questionnaire data collection method with a questionnaire sheet instrument. The results of a percentage score of 99% were obtained. These results were converted to the percentage table and qualitative criteria to be in the practical category and could be used without revision. The assessment results were carried out by students in individual tests, using the questionnaire data collection method with questionnaire sheet instruments. The result of a percentage score of 100% is then converted to the percentage table and qualitative criteria so that it is in the very practical category and can be used without revision. The assessment results were carried out by students in small group tests, using the questionnaire data collection method with questionnaire sheet instruments. The results of a percentage score of 98.33% were obtained. These results were converted to percentage tables and qualitative criteria to be in the practical category and could be used without revision. Although all assessments of the practicality of Kelapa application media were categorized as very practical and could be used without revision, some comments, suggestions and suggestions were provided by experts. These comments, inputs and suggestions are then used as a reference in making improvements or revisions to the product to improve the quality of the local culture-based Kelapa application media being developed. From the media content validity test and the media practicality test, it can be concluded that local culture-based Kelapa application media is feasible and practical and does not need to be revised. However, based on the input provided by material content experts, instructional design experts, learning media experts, and practitioners, it is used to improve the quality of the developed local culture-based Kelapa application media. The following are comments, input,

suggestions, and the results of revisions to Kelapa application media products presented in Tables 13, 14, 15, and 16.

Table 13. Revision of Kelapa Application Media by Subject Matter Content Experts

No	Comments, Feedback and Suggestions	Revision
1.	Add audio to unclear images so that there is a connection between the material, images and audio	Adding audio to the "Meaning of Pancasila Values sub-material in the Value of Justice section associated with supporting images
2.	Add pictures of figures in the formulation of the state's basis in the"Value of Fighting" sub-material in the Formulation of Pancasila	Adding pictures of figures from the basic formulation of the Indonesian state in the sub-material "Fighting Value in the Formulation of Pancasila

Table 14. Revision of Coconut Application Media by Learning Design Experts

No	Comments, Feedback and Suggestions	Revision
1.	In the Pancasila student profile section, remove the arrows so that the navigation is clear and not ambiguous.	Remove arrows and adjust navigation to make it clearer.

Table 15. Revision of Kelapa Application Media by Learning Media Experts

No	Comments, Feedback and Suggestions	Revision
1.	Text and background should be contrasting or dark and light.	Adjusts the background color and text for contrast (dark and light)
2.	Provide a source for the video or image.	Provides the source of the video presented in the media application
3.	Pay attention again to the spacing in"Instructions" so the writing is not tight and easy to read	Adjust the spacing in the "Instructions" section so that the writing is clear and easy to read

Table 16. Revision of Coconut Application Media by Practitioners

No	Comments, Feedback and Suggestions	Revision
1	Pay attention to the presentation learning outcomes and objectives so that they look clearer and easier to read	The presentation of learning achievements and objectives are changed to separate into two slides

The results of the development of local culture-based coconut application media in this study are shown in Figure 2.

Figure 2. Local Culture-Based Kelapa Application Media Developed

The fourth stage of implementation (Implementation) and the fifth stage of evaluation (Evaluation) were not carried out in this study due to limited funds and time which hindered the implementation of this research.

Discussion

Based on the validity test of local culture-based Kelapa application media by experts, the overall qualification is very good, so it is feasible to be applied in the learning process. As well as practical trials of local culture-based Kelapa application media by practitioners and students, obtaining the overall category is very practical, so it is practically used in the learning process. One of the factors that resulted in the very good qualifications of the media that was developed was the design and construction of local culture-based Kelapa application media using the ADDIE model so that local culture-based Kelapa application media was very attractive and of high quality. The choice of the ADDIE development model is also because each step in this model is carried out but has a systematic and integrated sequence of activities so that it is always possible to carry out evaluations to achieve a better quality of the media produced (Puspasari, 2019). Kelapa application learning media based on local culture is feasible and practical to be applied in the learning process due to several factors.

First, the results of the analysis of the data collected in product validation by experts and the results of product practicality trials by practitioners and students, it was found that local culture-based Kelapa application learning media obtained very good qualifications, were very practical, and were suitable for use in the learning process to strengthen the character profile of Pancasila lessons in fourth-grade elementary school students. In addition, this Kelapa application media can also be applied in the learning process of PPKn chapter I material on Pancasila as a guide in life. Regarding subject matter content, relevance, material attractiveness, choice of language in media delivery, and overall evaluation, it is classified as very good. The advantages of this local culture-based Kelapa application learning media in the material aspect lie in the suitability of the content and presentation of the material according to the characteristics of the students and the learning outcomes to be achieved. Adjustment to the characteristics of students has the goal of making it easier for students to understand the material presented in the media (Daulae, 2019; Kharisma & Arvianto, 2019; Prastyo et al., 2021). Previous findings also show that local culture-based Kelapa application learning media with content appropriate to student characteristics is effectively used in enhancing the strengthening of the Pancasila character and Civics learning outcomes (Qoidah & Paksi, 2021; Wijayaningputri, 2022). Student characteristics are an important aspect and become a reference in achieving learning objectives.

Second, local culture-based Kelapa application learning media can be used by students in the learning process directly and can also be used in the online learning process. Kelapa application media can motivate students to enjoy learning more and not get bored easily in participating in the learning process. This can be seen from the results of product practicality trials based on student responses in individual trials and small group trials after students use the application learning media that has been developed. Very good qualifications in the learning design aspect were obtained based on the advantages of local culture-based Kelapa application media in facilitating students in the learning process independently, increasing the character strengthening of students' Pancasila student profiles, and being able to arouse student learning motivation (Andayani et al., 2020; Khotimah et al., 2019; Saprudin et al., 2016). The developed local culture-based Kelapa application media contains strengthens the character profile of Pancasila students with a combination of complex PPKn content and is packaged through illustrations and animations that are interesting and contextual to the daily environment of elementary school students (R. Raharjo, 2020; Yuniarni et al., 2020). Packaging media, in this way, makes students more varied in understanding the material to avoid the boredom experienced by students. Interesting and contextual animations and the interactivity presented to make the learning situations fun and increase student interest and focus in learning (Syamsijulianto et al., 2022; Widiyono et al., 2022). A combination of displays that appeal to the senses of sight, such as pictures, videos, and animations, will help students remember material longer because students are directly involved in the learning process (Jauhari, 2018). In addition, the cultural elements contained in this application media also provide a reference in increasing student activity and creativity in the learning process.

Local culture, in this case, is all human activities related to habits that are owned, grown and developed in the community environment and are recognized by the local community, which are formed naturally and obtained through a learning process from time to time (Prayogi & Danial, 2016; Yusria, 2021). The addition of cultural elements in this media is local culture in Indonesia and contains contextual values related to strengthening the character profile of Pancasila students. The local culture contained in this media application includes the traditional musical instrument "Gong Kebyar," the traditional game "Gobak Sodor," and the local tradition "Ngayah." All local culture contained in this media is fully related not only to increasing students' sense of love for culture and homeland but also rich in Pancasila values as the implementation of the six dimensions of the Pancasila student profile (Hidayati, 2020; Rasyid, 2017). Instilling cultural values contained in this media application can make the material presented in the media more easily absorbed and understood by students because it is contextual and close to students while

avoiding feelings of boredom and boredom experienced by students in the learning process (Nurgiansah, 2022; Putriningsih & Putra, 2021). Strengthening the character of the Pancasila student profile can be implemented in three education centers: the family, school and community (Mohd Saiboon et al., 2021). Therefore, Kelapa application media can attract student activity, interest in learning, and cultural love in a media display that attracts students' attention. In the aspect of learning media, the developed Kelapa application media obtained very good qualifications. It has resulted in the advantage of the application, which lies in attractive visual quality with appropriate text and dark light and contains free navigation. Aesthetics and educational elements are the basis for making application designs, so the feasibility of Kelapa applications in strengthening the character of the Pancasila student profile is one of the reasons for the attractiveness of the visual elements, as well as the integration of content into a single unit that is attractive to students.

The findings of previous research also stated that increasing the strengthening of the character of Pancasila student profiles can be done through the selection and use of technology-based learning media containing cultural elements that can increase the strengthening of Pancasila character as well as improve the learning atmosphere and learning outcomes on an ongoing basis (Qoidah & Paksi, 2021; Wijayaningputri, 2022). Local culture-based Kelapa application media can help strengthen the character of Pancasila student profiles. The advantages of local culture-based Kelapa application media based on the assessment of experts, practitioners, and students lie in their suitability with the characteristics and needs of students and increasing the character strengthening of the Pancasila student profile as well as understanding the subject matter of Civics. This research implies that teachers can use the developed local culture-based application learning media to improve fun learning situations and impact the character of students' Pancasila student profiles.

4. CONCLUSION

Kelapa application learning media based on local culture to strengthen the character profile of Pancasila students obtains very good qualifications and is very practical, so it is suitable for use in the learning process. Using local culture-based Kelapa application media in the learning process can assist teachers and students in carrying out effective, fun and meaningful learning to motivate students in strengthening and increasing the character values of the Pancasila student profile.

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