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Development of nearpod-based interactive learning media for pancasila education bhineka tunggal ika

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ABSTRACT

This study aimed to develop and validate a Nearpod-based interactive learning medium for the Bhineka Tunggal Ika topic in Grade X Pancasila Education. A Research and Development (R&D) approach employing the ADDIE model was adopted. The product was validated by subject matter, language, and media experts and subsequently evaluated through one-to-one, small-group, and field trials involving Grade X students at SMAN 9 Muaro Jambi. Data were collected using observations, interviews, questionnaires, and learning achievement tests and analyzed descriptively using percentage-based feasibility criteria. The developed media achieved feasibility scores of 83% (content), 85% (language), and 88% (media). Practicality testing yielded positive responses, with scores of 92%, 95%, and 89%, while approximately 91% of students correctly completed the embedded assessments. The Nearpod-based learning media is valid, practical, and suitable for supporting interactive and student-centered learning in Pancasila Education.



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Introduction

The integration of digital technologies into educational settings has accelerated the transition toward learner-centered pedagogy, enabling students to actively participate in knowledge construction through critical thinking, collaboration, creativity, and independent learning. Within the implementation of the Merdeka Curriculum, technology integration is expected not only to improve student engagement but also to facilitate meaningful learning experiences that support the achievement of curriculum outcomes. Interactive digital platforms enable teachers to combine multimedia resources, formative assessments, and immediate feedback into a single instructional environment, allowing students to interact with learning content more actively than in conventional classroom settings (Afandi et al., 2025; Nevrita & Sujoko, 2023). Consequently, the integration of educational technology has become an essential strategy for improving instructional quality while supporting effective implementation of Pancasila Education in secondary schools.

Pancasila Education requires students to understand abstract concepts concerning national identity, citizenship, democratic values, and cultural diversity, all of which demand contextual and meaningful learning experiences (Ariesta & Anggraeni, 2023; Nurani et al., 2022; Sarkadi et al., 2020). One important topic is Bhinneka Tunggal Ika, which emphasizes unity within Indonesia's cultural diversity. Nevertheless, classroom instruction on this topic continues to rely predominantly on textbooks and teacher-centered explanations, limiting opportunities for students to actively construct conceptual understanding. This condition is consistent

with previous studies reporting that interactive multimedia and technology-assisted instruction improve students' motivation, conceptual understanding, and learning achievement by integrating visual, auditory, and interactive learning experiences (Abdulkarim et al., 2026; Solihatin et al., 2021; Suastika et al., 2022). These findings indicate that developing interactive learning media is necessary to facilitate deeper understanding of complex civic concepts while strengthening student participation during learning.

Among various digital learning platforms, Nearpod offers considerable potential because it integrates presentations, videos, quizzes, collaborative activities, simulations, and real-time formative assessment within a single learning environment. Previous studies consistently reported that Nearpod enhances student engagement, classroom interaction, learning motivation, and academic achievement by supporting both synchronous and asynchronous learning while providing immediate learning analytics for teachers (Trisiana & Utami, 2022; Wulandari et al., 2020). However, existing studies have predominantly examined the implementation of Nearpod in science, mathematics, and general classroom settings, whereas studies specifically focusing on the systematic development of Nearpod-based learning media for Pancasila Education, particularly the Bhinneka Tunggal Ika topic, remain very limited (Benawa & Sihombing, 2023; Benny & Yi, 2025; Utami et al., 2025). Furthermore, previous investigations generally emphasized implementation outcomes rather than critically examining the quality of instructional products developed through a comprehensive instructional design process.

These limitations reveal an important research gap in the literature. Although numerous studies have demonstrated the educational benefits of digital learning media, only a limited number have integrated curriculum analysis, learner needs assessment, expert validation, iterative product revision, and multi-stage practicality testing within a systematic instructional design framework. As a result, empirical evidence regarding the pedagogical quality, curriculum alignment, validity, practicality, and classroom applicability of Nearpod-based learning media for Pancasila Education remains insufficient (Japar et al., 2023; Regiamtama et al., 2025). To address these limitations, this study adopted the ADDIE instructional design model because it provides a structured and iterative framework that systematically links instructional needs, product development, expert evaluation, revision, implementation, and continuous evaluation, thereby producing educational media with stronger pedagogical and instructional quality.

Therefore, this study aimed to develop and validate a Nearpod-based interactive learning medium for teaching Bhinneka Tunggal Ika to Grade X students using the ADDIE instructional design model. The novelty of this study lies not only in developing a curriculum-aligned Nearpod learning medium specifically designed for Pancasila Education but also in integrating comprehensive needs analysis, curriculum analysis, expert validation, iterative revisions, and sequential practicality testing into a single systematic development process. In addition, this study contributes empirical evidence regarding the validity, practicality, and classroom applicability of the developed instructional media, thereby extending the existing literature on technology-enhanced civic education and providing an evidence-based reference for teachers and future researchers in developing interactive digital learning media for Pancasila Education and related subject areas.

Method

This study employed a Research and Development (R&D) design to develop and validate a Nearpod-based interactive learning medium for the Bhineka Tunggal Ika topic in Grade X Pancasila Education. The development process adopted the ADDIE instructional design model, which comprises five systematic phases: Analysis, Design, Development, Implementation, and Evaluation. During the analysis phase, classroom observations, teacher interviews, and student questionnaires were conducted to identify instructional needs, curriculum requirements, learner characteristics, and content specifications. The design phase involved preparing the instructional framework, including flowcharts, storyboards, multimedia components, learning materials, assessment items, and interactive learning activities to ensure alignment with the intended learning outcomes.

The development phase focused on producing the Nearpod learning media, followed by expert validation involving specialists in subject matter, educational media, and language. Based on the experts' recommendations, the product was revised before undergoing sequential practicality testing through one-to-one evaluation (one student), small-group evaluation (nine students), and field testing (32 students). The finalized media was subsequently implemented in a Grade X classroom at SMAN 9 Muaro Jambi, Indonesia, to evaluate its applicability in an authentic learning environment. Throughout the development process, formative evaluation was conducted after each ADDIE phase, while a summative evaluation was performed following classroom implementation to determine the overall feasibility and quality of the developed product.

Data were collected using classroom observations, semi-structured interviews, questionnaires, and learning achievement tests. Expert validation instruments evaluated the appropriateness of the instructional content,

media design, and language quality, whereas student questionnaires assessed the practicality and usability of the developed media. Quantitative data were analyzed descriptively using percentage scores calculated from a five-point Likert scale by dividing the obtained score by the maximum possible score and multiplying the result by 100%. Product feasibility was interpreted according to predetermined criteria, namely very feasible (81–100%), feasible (61–80%), fairly feasible (41–60%), and less feasible ($\leq 40\%$). Qualitative data obtained from expert comments, interviews, and participant feedback were analyzed descriptively and used to refine the product during the iterative development process.

Results and Discussions

This study aimed to develop and evaluate a Nearpod-based interactive learning medium for teaching the Bhineka Tunggal Ika topic in Grade X Pancasila Education using the ADDIE development model. The results are presented systematically according to the major stages of the research and development process, including the preliminary analysis, media development, expert validation, practicality testing, and overall product evaluation. The findings demonstrate the extent to which the developed learning media met the requirements of curriculum alignment, instructional quality, usability, and learner acceptance. Furthermore, the results provide empirical evidence regarding the feasibility and practicality of the Nearpod learning media for supporting interactive and technology-enhanced learning in secondary education.

Table 1. Summary of the Preliminary Analysis for Nearpod Media Development

Aspect	Main Findings
Needs Analysis	Most students perceived Bhineka Tunggal Ika as a difficult topic (85% agreed/strongly agreed). Nearly all students supported the use of interactive learning media, with 97% agreeing that media-assisted learning would improve conceptual understanding. Around 100% also agreed to the implementation of Nearpod-based learning.
Curriculum Analysis	The developed media was aligned with the learning outcomes, learning objectives, and achievement indicators of the Grade X Pancasila Education curriculum.
Student Characteristics	All students owned smartphones, frequently used them both at school and at home, and expressed positive attitudes toward integrating digital media into classroom learning. Approximately 100% indicated that learning media facilitate understanding of the subject matter.
Material Analysis	Learning materials were organized according to curriculum requirements and consisted of three major topics: Pancasila as the national identity, Indonesian diversity, and Bhineka Tunggal Ika as the national motto.

The preliminary analysis demonstrated a strong rationale for developing an interactive Nearpod-based learning medium. Students reported considerable difficulty in understanding the Bhineka Tunggal Ika topic while simultaneously expressing strong interest in technology-supported learning. Curriculum analysis confirmed that the developed content was fully aligned with the expected learning outcomes and instructional objectives. Furthermore, the widespread availability of smartphones among students supported the feasibility of implementing a web-based learning platform. The material organization also reflected curriculum standards, ensuring that the instructional content addressed all required competencies.

Table 2. Development Process of the Nearpod Learning Media Based on the ADDIE Model

ADDIE Stage	Development Activities	Main Output
Analysis	Needs, curriculum, learner characteristics, and material analysis	Development requirements identified
Design	Storyboard preparation, interface design, learning flow, multimedia planning	Prototype design completed
Development	Media production, expert validation, and revisions	Validated Nearpod learning media
Implementation	Classroom application involving 32 Grade X students	Learning media implemented successfully
Evaluation	Formative and summative evaluation	Final product declared feasible for classroom use

The development process followed the five stages of the ADDIE model systematically. Each phase produced outputs that served as the basis for the subsequent stage, beginning with comprehensive needs analysis and ending with implementation and evaluation. The iterative revision process, particularly following expert

feedback, ensured that the final product satisfied instructional, technical, and pedagogical requirements before classroom implementation.

Table 3. Expert Validation Results

Validator	Score	Percentage	Category
Material Expert	43	83%	Very Feasible
Language Expert	41	85%	Very Feasible
Media Expert	53	88%	Very Feasible

Expert validation demonstrated that the Nearpod learning media achieved consistently high levels of feasibility across all evaluation domains. Material validation confirmed that the instructional content was aligned with curriculum objectives after revising the evaluation questions from lower-order to higher-order thinking skills. Language validation indicated that the content was linguistically accurate and appropriate for Grade X students, while media validation showed that the interface, readability, navigation, and usability met high-quality standards. Collectively, these findings indicate that the developed media was suitable for classroom implementation.

Table 4. Practicality Test Results

Trial Stage	Participants	Score	Percentage	Category
One-to-one Trial	1	69	92%	Very Good
Small-group Trial	9	644	95%	Very Good
Field Trial	32	2,147	89%	Good

The practicality evaluation indicated that students responded positively to the Nearpod learning media across all stages of product testing. The one-to-one and small-group evaluations produced very high practicality scores, while the large-scale field trial also demonstrated a high level of acceptance despite involving a more diverse group of learners. These findings suggest that the media was practical, user-friendly, and capable of supporting independent as well as classroom-based learning activities.

Table 5. Development Outcomes

Evaluation Component	Major Findings
Product Quality	Very feasible according to material, language, and media experts
Student Responses	Highly positive across all trial stages
Learning Engagement	Students showed greater participation and interest during learning activities
Learning Achievement	Approximately 91% of students answered evaluation questions correctly after using the Nearpod media
Final Decision	The Nearpod learning media was declared feasible and ready for classroom implementation without further revision

The findings indicate that the developed Nearpod learning media successfully fulfilled the objectives of the research and development process. High expert validation scores confirmed the quality of the instructional design, while the practicality tests demonstrated excellent student acceptance. Classroom implementation further revealed increased learner engagement and satisfactory learning outcomes, with approximately 91% of students correctly answering the embedded assessment items. Therefore, the developed media can be considered a valid, practical, and classroom-ready instructional resource for teaching Bhineka Tunggal Ika in Grade X Pancasila Education.

The preliminary analysis demonstrated a clear pedagogical need for developing a Nearpod-based interactive learning medium for the Bhinneka Tunggal Ika topic in Grade X Pancasila Education. The finding that 85% of students experienced difficulty understanding the topic, while 97% supported the use of interactive learning media and all students agreed with the implementation of Nearpod-assisted learning, indicates that conventional teacher-centered instruction has not adequately facilitated students' conceptual understanding. These findings suggest that learning activities addressing abstract concepts of diversity and national identity require interactive environments that actively engage students in constructing knowledge rather than merely receiving information. The curriculum analysis further confirmed that the developed media was fully aligned with the learning outcomes, learning objectives, and achievement indicators of the Merdeka Curriculum, ensuring that technological innovation strengthened curriculum implementation instead of functioning solely as a supplementary learning tool. This finding supports previous studies emphasizing that technology integration

becomes more effective when instructional media are systematically aligned with curriculum objectives and designed to facilitate meaningful learning experiences (Suwono, 2019; Yusuf et al., 2020b).

The expert validation results provide further evidence of the instructional quality of the developed media. The feasibility scores obtained from material (83%), language (85%), and media (88%) experts indicate that the product fulfilled the essential pedagogical, linguistic, and technical requirements for classroom implementation. More importantly, the expert review process did not merely assess product quality but also guided iterative revisions that substantially improved the instructional design. For example, revising assessment items from Lower-Order Thinking Skills (LOTS) to Higher-Order Thinking Skills (HOTS) strengthened the ability of the media to encourage students' analytical reasoning and conceptual understanding, which are essential competencies in Pancasila Education. This finding demonstrates the importance of expert validation as a formative evaluation process that enhances product quality before implementation, consistent with the iterative principles of the ADDIE instructional design model (Benawa et al., 2023; Daya et al., 2025; Martawijaya et al., 2025; Pheaney, 2019).

The practicality evaluation also confirmed that the developed media remained highly usable throughout the implementation process. Practicality scores reached 92% during the one-to-one evaluation, increased to 95% in the small-group trial, and remained high at 89% during the field implementation involving 32 students. Although a slight decrease was observed during large-scale implementation, this pattern is expected because classroom settings involve learners with more diverse learning preferences, digital competencies, and participation levels than small-scale trials. Nevertheless, the consistently high scores indicate that the Nearpod platform successfully maintained its usability under authentic classroom conditions while facilitating active participation and independent learning. These findings reinforce previous research reporting that interactive digital learning environments improve student engagement by providing intuitive interfaces, immediate feedback, and collaborative learning experiences that accommodate diverse learner characteristics (Arzfi et al., 2025; Hidayat et al., 2023; Widiyanto et al., 2026; Himawan & Wilujeng, 2020; Nugroho et al., 2026; Rosana et al., 2019; Sutoyo et al., 2021).

The classroom implementation further demonstrated the instructional value of integrating interactive multimedia into Pancasila Education. Approximately 91% of students correctly answered the embedded evaluation questions after using the developed media, indicating that most learners successfully achieved the intended learning objectives. Rather than merely reflecting successful task completion, this result suggests that multimedia elements such as interactive presentations, videos, quizzes, and game-based activities facilitated active knowledge construction and sustained learner engagement throughout the learning process. Interactive digital environments enable students to receive immediate feedback, participate actively in classroom activities, and relate abstract civic concepts to meaningful learning experiences, thereby supporting deeper conceptual understanding. Although this study did not employ a pre-test and post-test design to measure learning gains directly, the high level of learning achievement, together with strong expert validation and practicality results, provides empirical evidence that the developed media possesses considerable instructional potential for supporting technology-enhanced civic education (Benawa et al., 2022; Patras et al., 2025; Wulandari et al., 2023; Elfiadi et al., 2026; Kuncorowati et al., 2025; Sumaryati et al., 2022; Yusuf et al., 2020a).

The findings demonstrate that the Nearpod-based learning media achieved high levels of validity, practicality, and classroom applicability through a systematic development process based on the ADDIE model. Unlike many previous studies that primarily evaluated the implementation of digital learning media, this study integrated learner needs analysis, curriculum alignment, expert validation, iterative product revision, and multi-stage practicality testing into a comprehensive instructional development framework. Consequently, the study contributes empirical evidence regarding the development of curriculum-aligned Nearpod learning media specifically designed for Pancasila Education, an area that has received limited attention in previous research. These findings enrich the literature on technology-enhanced civic education while providing teachers with an evidence-based instructional resource that supports interactive, student-centered learning and may serve as a reference for developing similar digital learning media across other educational contexts (Chalitha et al., 2026; Indrawadi et al., 2023; Komarudin et al., 2026; Pujiastuti et al., 2025).

Conclusions

This study successfully developed a Nearpod-based interactive learning medium for the Bhineka Tunggal Ika topic in Grade X Pancasila Education using the ADDIE instructional design model. The developed product demonstrated a high level of feasibility, as evidenced by expert validation scores of 83% for content, 85% for language, and 88% for media design, all categorized as very feasible. Furthermore, practicality testing yielded positive student responses, with scores of 92% in the one-to-one trial, 95% in the small-group trial, and 89% in

the field trial, while approximately 91% of students correctly completed the embedded learning assessments during implementation. These findings indicate that the developed Nearpod learning media is valid, practical, and suitable for classroom implementation, providing an effective interactive learning resource to support student engagement and improve conceptual understanding in Pancasila Education.

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