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# Development of Smatapa Learning Media to Improve Fourth-Grade Students' Creativity in Pancasila Education

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**ABSTRACT**

Creativity is one of the key competencies of the 21st century that needs to be developed from the elementary school level. PISA 2022 data shows that only 31% of Indonesian students achieve a basic level of creative thinking proficiency, well below the OECD average of 78%. This condition is exacerbated by the lack of use of interactive learning media, especially in Pancasila Education subjects which are often taught conventionally through lectures and package books. Therefore, this study aims to: (1) test the feasibility of the Smatapa media (Smart box Taat Pancasila) in Pancasila Education learning; (2) measure students' creativity improvement; and (3) test the effectiveness of Smatapa media for Grade IV students of SD Negeri Sumberejo 2, Sragen Regency. The study employed a Research and Development (R&D) method with the ADDIE development model. Research subjects were 25 Grade IV students. Data were collected through validation questionnaires, creativity questionnaires, and pretest-posttest instruments. Results showed: (1) Smatapa media was declared highly feasible by content experts (89%) and media experts (94.67%); (2) student creativity improvement reached an N-Gain value of 0.496 (medium category); (3) cognitive learning outcomes improved significantly with an N-Gain of 0.72 (high category), posttest mean of 79.2 up from pretest mean of 25.76, and Wilcoxon test showing Asymp. Sig. (2-tailed) <0.001. Smatapa media is proven feasible and effective for Pancasila Education learning in elementary school.

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## INTRODUCTION

Education is one of the important pillars in the development of the nation and state as contained in Law No. 20 of 2003 concerning the National Education System. In Article 1 paragraph (1) it is explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state. This law stipulates that national education functions to develop the potential of students to become human beings who have faith, piety, noble character, are healthy, intelligent, and independent. The law also affirms that education is held democratically and fairly by building the will and developing the creativity of students in the learning process. This is the juridical basis for the importance of strengthening students' creativity, especially in elementary schools.

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The direction of the implementation of education is strengthened through Government Regulation of the Republic of Indonesia Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards article 40 paragraph 2 which reads that the curriculum for primary and secondary education must contain Pancasila Education. In article 40 paragraph 4, it is also emphasized that the content of the Pancasila Education curriculum is outlined in the form of mandatory subjects of Pancasila Education. Pancasila itself as a state ideology has become the foundation of the life of the nation and state in Indonesia. Therefore, Pancasila Education is one of the subjects that must be taught to students to create citizens who are in accordance with the 1945 Constitution that are quality and can be a solid foundation for sustainable national development.

Pancasila education has an important role in strengthening the character of students. The subject of Pancasila Education has undergone various developments in the education system in Indonesia as an effort to instill the noble values of the nation to the next generation. According to Murdiono (2021), strengthening Pancasila Education subjects is needed to form the character of students in accordance with the fundamental values of the Indonesian nation. This is in line with the statement of Dewantara et al. (2021) who stated that Pancasila Education in schools needs to be revitalized through a more contextual and meaningful learning approach. Meanwhile, Rachmadtullah's research (2022) shows that the effectiveness of Pancasila Education subjects is greatly influenced by teachers' creativity in developing learning models and media. Furthermore, Nurgiansah (2023) emphasized the importance of transforming Pancasila Education subjects that are more adaptive to technological developments and social changes. The latest study by Widiatmaka (2024) reveals that the implementation of the Independent Curriculum has opened up a wider innovation space for the development of Pancasila Education subjects that are more relevant to the needs of students in the digital era.

Furthermore, Permendikdasmen Number 13 of 2025 was issued as an amendment to Permendikbudristek Number 12 of 2024 concerning Curriculum. This regulation emphasizes that education units can use the 2013 curriculum and the Independent Curriculum according to the readiness and characteristics of the school. Learning is directed towards an in-depth learning approach, which is learning that emphasizes concept understanding, problem-solving, and high-level thinking skills (Ministry of Primary and Secondary Education, 2025).

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This latest curriculum policy is inseparable from efforts to strengthen character through the 8 dimensions of graduate profiles that must be mastered at the end of each level of education, namely: (1) faith and piety towards God Almighty; (2) citizenship; (3) critical reasoning; (4) creativity; (5) collaboration; (6) independence; (7) health; and (8) communication (Ministry of Primary and Secondary Education, 2025). The application of this dimension has become increasingly important in the last five years due to global changes that require the younger generation to have comprehensive competence, both in terms of morals and intellectuals. Research conducted by Numertayasa & Kusuma in 2025 shows that the "GSS Scholars: A Form of Implementation of the Health Dimension in the 8 Dimensions of Student Graduate Profiles in Deep Learning" has been successfully implemented effectively to increase the health awareness of elementary school students. This can be evidenced by the increase in student participation and enthusiasm in healthy gymnastics activities, the growing awareness of the importance of physical fitness, and behavioral changes towards a healthy lifestyle which is reflected in their daily activities at school. On the other hand, a literature study conducted by Lilihata et al. in 2023 shows that strengthening the creative and critical reasoning dimensions in the digital era has been going well, contributing, with the strengthening of Pancasila learning has a good influence because it can be implemented flexibly, in addition to that through the independent curriculum strengthening the creative dimension and critical reasoning in the digital era is running well.

Creativity is part of education that develops and improves through imagination, ways of thinking, and creating that can create unforgettable beauty. This points to the importance of increasing creativity to students, especially elementary school students where at this age is a period of student creativity development. (Fadlillah, 2023). Early childhood is the heyday of children learning while playing, therefore the process of receiving information or learning by playing (Putri et al., 2023). According to Hurlock (in Marfuah., 2023) defines creativity as a skill or way of thinking that allows a person to develop something new and different from what did not exist before, or to revive something that has existed in the form of ideas, artifacts, ideas and reactions to situations. Therefore, creativity needs to be instilled from an early age.

But ironically, currently there are still many educators who deliver learning materials in a monotonous manner such as only using package books or memorization. This certainly limits students' ability to be creative (Pramusinta & Rifanah, 2021). According to Yulianto, Haryati, and Sudrajat (2024), there are 2 factors that affect students' learning creativity, namely internal

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and external factors. Internal factors include interest and motivation, while external factors include a supportive school environment as well as support from family at home can also form a positive foundation for the development of students' creativity. On the other hand, based on a literature review by Novianti and Primana in 2022, there are several family factors that affect the development of children's creativity which can then be categorized into several categories, namely: (1) Demographic characteristics and family structure; (2) Personal characteristics of parents; (3) Values embraced in the family; (4) The climate of relationships and behavior of parents in the family; and (5) Family dynamics. In Indonesia, 31% of learners achieved at least basic proficiency in creative thinking (Level 3), significantly lower than the average across OECD countries (78%). At a minimum, these learners can generate the right ideas for simple to quite complex expressive and problem-solving tasks, and they also begin to demonstrate the ability to generate original ideas or solutions in the context of familiar tasks. In 21 countries and economies out of 64 tested, more than 1 in 2 learners do not achieve this basic level of proficiency in creative thinking (OECD, 2024). Based on this data, it can be said that the creativity ability of students in Indonesia is still relatively low. In order to improve the quality of education, various innovations are implemented, including changes in the curriculum that are responsive to the needs of students, community expectations, and the progress of the times. One of the important steps in this innovation is the development of learning media to increase students' creativity.

The survey shows a condition that is quite concerning for the world of Indonesian education, especially in terms of developing creative thinking skills. This means that the majority of students in Indonesia are not able to optimally develop ideas, solve problems, or express ideas originally, even in familiar contexts, the impact can be very widespread. In this ever-changing and challenging world, creative thinking skills are one of the key competencies of the 21st century. Students who do not have these skills will find it more difficult to adapt, solve problems, and compete in the world of work and real life. This is certainly a serious alarm that learning in our schools still tends to be oriented towards memorization and final results, not on the process of thinking or exploring ideas.

Similar conditions were experienced by researchers when conducting observations and interviews at SD Negeri Sumberejo 02 Sragen Regency and found that the creativity of students, especially in the subject of Pancasila Education, was relatively low. Students are not prepared to learn Pancasila Education because most students have not studied or read the material to be taught

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at school. This results in students being less able to understand the material taught at school. For example, students are not able to understand the material on the application of Pancasila in their daily lives. Most students are still confused about how much the application of the precepts to and what distinguishes the application of other precepts. This is due to several factors, namely teachers have not used interactive learning media as a means of supporting learning activities. The media used by teachers is still limited to package books and teachers still use conventional learning models such as lectures.

Media is a tool for learning. The media used in learning varies significantly according to the characteristics of the subject (Bulkani et al., 2022). The learning media developed must also be interesting, because interesting media can help students understand the learning material, the media can be in the form of digital or physical media. With physical media, it can provide a direct experience in learning, so that it is easier for students to remember the material being studied. Learning media that is used appropriately in the learning process will also be a more effective and efficient supporting tool in achieving learning goals.

One example of learning media is a Smart box or it can be called a smart box. Smart boxes are one of the three-dimensional media that can increase students' creativity. The researcher intends to develop Smart box media into a Smatapa in learning Pancasila Education. Smatapa itself stands for Pancasila Obedience Smart Box which is expected to make it easier for teachers in teaching and learning activities and also increase student creativity.

Learning using smart boxes can increase students' creativity, this is in accordance with the research of Luluk Faridatuz Zuhroh, Cholis Sa'dijah, and Sa'dun Akbar in 2021 entitled The Use of PjBL-Based Smart Boxes to Increase Creativity and Parental Involvement in Cubes and Blocks for Class V Students during the Covid-19 Pandemic. From the study, it can be concluded that the use of PjBL-based smart boxes can increase creativity and parental involvement in cube and block materials. The conclusion was drawn based on the results of the research by collecting data through observation and distributing questionnaires on parental involvement to 30 parents of class V students. Based on the data that has been collected, there was an increase in creativity and parental involvement in the use of smart boxes between cycle I and cycle II by 7.14%. The results of the creativity test obtained an increase in all measured creativity indicators. The fluency indicator obtained the highest increase, namely 9.58% from the first cycle of 72.50% to 82.08% in the second cycle. The novelty indicator increased by 7.08% from 77.92% in cycle I to 85.00%

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in cycle II. The lowest increase was in the flexibility indicator, which was 1.25%. The average flexibility in the first cycle was 88.75%, and the second cycle was 90.00%.

Smart box media is effectively used as a learning medium for Pancasila Education in grade 4. This is also in line with the research of Aurelia Pritania, R.H. Wargahadibrata, and Mita Septiani in 2024 entitled Development of 3d Smart Box Media in Pancasila Subjects for Grade 4 Students at Sdn Cijujung 01 Bogor Regency. The result of this study is that the 3D Smart box media, which has been validated by experts is a viable product to use. The results of the field trial showed that: (1) the small group trial with a score of 63.37% in the "effective" category, (2) the field test with a score of 66.59% in the "effective" category, (3) the results of the small group trial response questionnaire with a score of 97.1% in the "very valid" category, (4) the results of the field test questionnaire with a score of 95.2% in the "very valid" category. Furthermore, it can be concluded that Smart box Media can improve the learning comprehension of 4th grade students at SDN Cijujung 01 Bogor Regency, and Smart Box Media is effectively used as a learning medium for "Pancasila Education" in grade 4.

Based on the description of the background of the problem above, the author will conduct a research entitled "Development of Smatapa Media to Increase the Creativity of Pancasila Education for Grade IV Students of SD Negeri Sumberejo 2 Sragen Regency" with the hope that the results of this research can increase the creativity of students and also provide direct experience, especially in learning Pancasila Education which requires direct application in daily life.

## RESEARCH METHODS

This research uses the research and development method (Research and Development) because it focuses on the development of Smart box-based Smatapa learning media for Pancasila Education subjects. This method was chosen because it allows for systematic and validated product development before being implemented in the field (Sugiyono, 2021).

The approach used is a mixed approach, which is a research method that combines qualitative and quantitative approaches in the process of data collection and analysis (Nasution et al., 2024). Quantitative approaches are used to examine specific populations or samples, collect data using research instruments, and are analyzed quantitatively or statistically to test predetermined hypotheses. The qualitative method is used to describe the development process of Smart box-based Smatapa media which also aims to answer the first problem formulation in this study related to the feasibility of the developed media.

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The location of the research is at SD Negeri Sumberejo 2, Sumberejo Village, Mondokan District, Sragen Regency. This research was carried out in an even semester in the 2025/2026 academic year. The research population is all grade IV students totaling 25 people. The research subjects were divided into small-scale trials (6 students selected through heterogeneous purposive sampling techniques based on class rank) and large-scale trials (19 remaining students).

The development model used is ADDIE (Analysis, Design, Development, Implementation, Evaluation) developed by Dick and Carey. This model was chosen because the stages are systematic, sequential, and cyclical with revisions at each stage, resulting in products that continue to be refined until they are suitable for use (Pitriani et al., 2021).

Data collection techniques include test techniques (pretest and posttest) and non-test (observation, interview, documentation, and questionnaire). The questionnaires used include a questionnaire for validation of material and media experts, a questionnaire for teacher and student responses, and a questionnaire on learning creativity before and after the use of media. The test instrument consists of 25 multiple-choice questions that have been tested for validity, reliability, difficulty, and differentiation. The creativity indicators measured include six aspects based on Artati (2023): (1) Fluency, (2) Flexibility, (3) Originality, (4) Elaboration, (5) Willingness to Try, and (6) Collaboration and Reflection.

The feasibility of Smart box-based Smatapa media was tested by expert validators based on a feasibility questionnaire with a likert scale set by the researcher. The results of the percentage of eligibility data are then interpreted into specific categories by determining the interval distance (Ji). Based on these provisions, the classification of assessment results can be made with a percentage of the assessment scale of 100% and classified into the following four eligibility categories.

**Table 1.** Media and Material Eligibility Categories

| Percentage | Criteria |
|---|---|
| 76-100% | Highly feasible |
| 51-75% | Worthy |
| 26-50% | Quite Decent |
| <25% | Less Worthy |

Data analysis in this study was carried out using a two-average difference test (t-test) which was used to determine the difference in students' learning outcomes before and after using Smatapa media. Researchers need to compare the significance of t-values. If the significance value > 0.05,

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then $H_0$ is accepted and $H_a$ is rejected. If the significance value < 0.05, then $H_0$ is rejected and $H_a$ is accepted.

The decision was made based on a significance *value (p-value)* of < 0.05 as an indicator of a meaningful difference. In addition, the *Normalized Gain (N-gain)* calculation was used to determine the average increase in learning creativity before and after the use of Smatapa media.

**Table 2.** N-Gain Value Categories

| N-Gain Value | Remarks |
|---|---|
| N-Gain ≤ 0.30 | Low |
| 0,30 < N-Gain < 0,70 | Medium |
| N-Gain ≥ 0.70 | Height |

(Supriadi, 2021:180)

## RESULTS AND DISCUSSION

### *Smatapa Media Design*

Smatapa stands for Smart box Taat Pancasila, which is a concrete learning media in the form of a smart box that was developed specifically to support the learning of Pancasila Education in Elementary Schools. This media contains materials, visual aids, and interactive activities that are designed thematically and contextually so that students can more easily understand and internalize the values of Pancasila. Physically, this media is in the form of a square box with a side of 297 mm and a height of 420 mm made of plywood with a thickness of 2 mm. The selection of plywood materials is based on considerations of strength, durability, and ease in the assembly process. In addition, plywood material has a fairly sturdy structure but remains lightweight so it is easy to move and use in the long term. The media design was made using the Canva application and adapted to the characteristics of grade IV students who like visual activities, games and group work. Designs that have been created in Canva are printed using thick paper to make them more attractive and durable. The prints are then pasted on the inner and outer surfaces of the box according to the design layout. The top has a box lid that is also used as a lock on all sides of the board. The display of the Pancasila-compliant Smartbox media is as follows.

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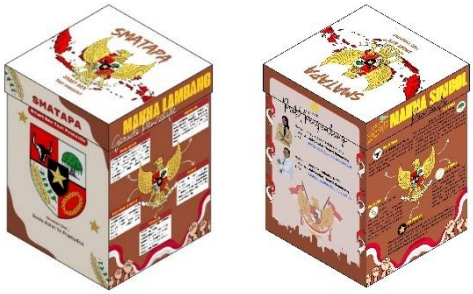
**Table 3.** Smatapa Media Design

| Design | Remarks |
|---|---|
| **Figure 1.** Seen in Smatapa media | An inside look at *the Smatapa learning media* which contains materials, visual aids, and interactive activities. Each side consists of 1) Introduction to Smatapa Media; 2) Pancasila Behavior Pocket; 3) The "Creative Answering" spinner contains questions about Pancasila; 4) The story is titled "Sukowati Village Community Service"; 5) "Why and How" reflection card. |
| **Figure 2.** External view of Smatapa media | The exterior appearance on Smatapa media contains a front cover with a picture of the shield of the Pancasila symbol, the meaning of the symbol and symbol of Pancasila, and the identity of the media developer. |
|  **Figure 3.** 3D view of Smatapa media | Isometric projection display as a physical description of the design results |

### *Smatapa Media Eligibility Test*

The feasibility of Smatapa media is assessed based on the validation results of material experts and media experts. The Smatapa media developed in this study has gone through a comprehensive validation process by material experts and media experts, and is stated to be very feasible to be used in learning Pancasila Education in grade IV of elementary school. The results of the assessment by material experts and media experts on *the Smatapa* Learning media are as follows.

**Table 4.** Results of Smatapa Media Evaluation by Material Experts and Media Members

| Validator | Presentase | Criteria |
|---|---|---|
| Material Validator | 89% | Highly Worth It |
| Validator Media | 94,67% | Highly Worth It |

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Based on the results of the validation of the material experts, it shows an overall percentage of 89% with the category of very feasible, covering eight aspects ranging from the suitability of the material (100%) to the use of terms and symbols (80%). Meanwhile, the validation of media experts provided an overall percentage of 94.67% with a very feasible category, including aspects of suitability, effectiveness, media availability, cost efficiency, and technical quality.

Based on the validator's suggestions, the researcher made revisions including: (1) adjusting the format of the learning device; (2) the addition of examples of the practice of Pancasila values; (3) reduction of the size of the dice; (4) the addition of a lock on the front; and (5) improvement of the design of media content. After the revision, the media was declared very worthy of trial. These results are in line with the research of Humairoh & Asih (2024) which stated that innovative Smart box media is suitable for use.

In both small-scale and large-scale trials, teacher response questionnaires provided a percentage of 100% (very feasible category) for all indicators. The response questionnaire of students in small-scale trials obtained a percentage of 72.67% and on a large scale 73.42%, both in the feasible category. This shows that Smatapa's media is well received by users in the field.

### *Increasing Students' Creativity*

Students' creativity was measured through a questionnaire on creativity before and after the use of Smatapa media, with indicators: fluency, flexibility, originality of ideas, elaboration, willingness to try, as well as collaboration and reflection. The results of the creativity questionnaire before and after the use of Smatapa media are as follows.

**Table 5.** Results of the Creativity Questionnaire on the Use of Smatapa Media

| Actions | Average |
|---|---|
| Before Use | 49,56 |
| After Use | 86,72 |

The results of the N-Gain test showed that grade IV students of SD Negeri Sumberejo 2 experienced an average increase in learning creativity of 0.496 with an average difference of 37.16 and were included in the medium category. The average increase shows that the use of Smatapa media is effectively used in Pancasila Education subjects, attitude and behavior materials that reflect the practice of Pancasila in community life. These results are consistent

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with the findings of Zuhroh et al. (2021) which show an increase in creativity on all indicators of fluency, novelty, and flexibility through the use of PjBL-based smart boxes.

The increase in creativity in this medium category can be explained by the design of Smatapa media which contains interactive components such as the "Creative Answering" spinner, Pancasila behavior pockets, and "Why and How" reflection cards. These components encourage students to actively think, explore, and express their ideas about Pancasila values. As explained by Desiyanto et al. (2024), Smart box media provides opportunities for students to explore various creative ideas in understanding and applying Pancasila values. The creativity that is developed is not only the ability to produce works, but also the ability to understand and internalize the value of Pancasila contextually, in line with Artati's (2023) statement that creativity is the process of expressing a person's basic nature through a medium

### *The Effectiveness of Smatapa Media*

The value of the effectiveness of Smatapa media was analyzed through three indicators: the Wilcoxon test, the N-Gain test of creativity, and the N-Gain test of cognitive learning outcomes. The summary of cognitive learning outcomes is as follows.

**Table 6.** Cognitive Learning Outcomes

| Actions | Average | Conclusion | Percentage |
|---|---|---|---|
| Pretest | 25,76 | 0 | 0% |
| Posttest | 79,2 | 18 | 72% |

Based on the table above, the average pretest score of 25.76 increased to 79.20 in the posttest with a difference of 53.44. The number of students who achieved the KKTP increased from 0 students (0%) in the pretest to 18 students (72%) in the posttest. The N-Gain test of cognitive learning outcomes showed a value of 0.72 which was in the high category.

The data presented in the following table shows the results of the analysis of *the N-Gain* calculation used to determine the increase in cognitive learning outcomes and learning creativity after the application of *Smatapa* learning media to students.

**Table 7.** N-Gain Test Results

| Indicator | N-Gain | Category |
|---|---|---|
| Learning Creativity | 0,496 | Medium |
| Cognitive Learning Outcomes | 0,72 | Height |

The results of the N-Gain creativity test showed a value of 0.496 which was included in the medium category. Improvements occurred in all aspects of creativity measured, with the

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highest improvements in the ability to explain answers in detail and creativity in thinking. The N-Gain test of cognitive learning outcomes showed a value of 0.72 which was in the high category. The average increase shows that the use of Smart box-based Smatapa media is effectively used in Pancasila Education subjects. Wilcoxon test results in pretest and posttest results using SPSS version 27 application are as follows.

**Table 8.** Wilcoxon Test Results

***Test Statistics***

| | *Posttest - Pretest* |
|---|---|
| Z | -4.377b |
| *Asymp. Sig. (2-tailed)* | .000 |

The normality test using Shapiro-Wilk showed that the significance value of the pretest was 0.012 and the posttest was 0.000, both below 0.05 so the data was not normally distributed. Therefore, the hypothesis test uses the Wilcoxon test which produces the Asymp value. Sig. (2-tailed) is < 0.001. Because the value is smaller than the significance level of 0.05, H0 is rejected and Ha is accepted, meaning that there is a significant difference between learning outcomes before and after the use of Smatapa media.

This effectiveness was also confirmed by the teacher's response which showed 100% in both trials. The results of this study strengthen the findings of Pritania et al. (2024) who stated that 3D Smart box media is effective in Pancasila grade IV subjects, and Syafitri et al. (2024) who prove that Smart boxes are effective in increasing student participation from 45% to 78%. The novelty of this research lies in the context of Pancasila Education material which is specifically adapted into Smatapa with a manipulative and contextual approach, as well as a response to the low creativity of Indonesian students who only 31% reach the basic level of PISA creativity in 2022 (OECD, 2024). Thus, Smatapa media has proven to be effective as well as making a real contribution to increasing creativity and learning outcomes in learning Pancasila Education.

## CONCLUSION

Based on the results of research on the development of Smatapa (Smart Box Taat Pancasila) media to increase the creativity of students in the learning of Pancasila Education grade IV of SD Negeri Sumberejo 2 Sragen Regency, three conclusions can be drawn. First, the Smatapa media developed through the ADDIE model was declared very feasible based on the assessment of material experts (89%) and media experts (94.67%), and received positive

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responses from teachers (100%) and students (73.42%). Second, the use of Smatapa media has been proven to increase students' creativity with an N-Gain value of 0.496 (medium category) and an average difference in creativity score of 37.16. Improvements occurred in all aspects of creativity measured, including fluency, flexibility, originality of ideas, elaboration, willingness to try, as well as collaboration and reflection. Third, Smatapa media has proven to be effective in learning Pancasila Education grade IV. The Wilcoxon test showed a significant difference between the pretest and the posttest (Asymp. Sig. <0.001). The N-Gain value of cognitive learning outcomes of 0.72 is in the high category, with the average score increasing from 25.76 to 79.20, and the number of students who achieve KKTP increased from 0 to 18 students (72%). Based on these findings, Smatapa media is recommended as an alternative to innovative learning media in learning Pancasila Education in elementary schools. Teachers can adapt this media concept to other materials that require a concrete approach.

## RECOMMENDATIONS

Further research is suggested to expand the scope of the material, research subjects, and class levels, as well as examine the long-term impact of media use on the internalization of Pancasila values in participants' daily lives.

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