

Digital Daily Text Development for Basic Literacy in Pancasila Learning: Pengembangan Teks Harian Digital untuk Literasi Dasar dalam Pembelajaran Pancasila

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General Background: Basic literacy is a fundamental component of education, especially in the digital era where students must master reading, writing, and critical thinking. **Specific Background:** In East Sumalata Regency, many elementary students face challenges in understanding texts and applying Pancasila values due to conventional learning approaches and lack of contextual media. **Knowledge Gap:** Despite the availability of digital infrastructure, effective media that integrate daily experiences with Pancasila Education to improve literacy remain limited. **Aim:** This study aims to develop digital-based Daily Text Activity media using the ASSURE model to enhance students' basic literacy in Pancasila Education. **Results:** Expert validation resulted in a feasibility score of 90%, and classroom implementation showed improvements in reading comprehension, writing responses, and student engagement. **Novelty:** The media presents contextual daily texts integrated with Pancasila values, supported by interactive elements such as visuals, audio, and collaborative tasks, designed based on students' real-life environments. **Implications:** The media not only strengthens basic literacy but also fosters character education rooted in local culture. Its effectiveness indicates potential for broader application in schools with similar characteristics, supported by teacher training to optimize the use of digital learning innovations.

Highlight :

- Digital media daily texts enhance students' basic literacy in Pancasila Education.
- ASSURE model ensures structured development and effective classroom implementation.
- Media content is contextual, interactive, and gains strong validation from experts and practitioners.

Keywords : Basic Literacy, Digital Learning Media, Pancasila Education, ASSURE Model, Elementary

INTRODUCTION

Literacy cannot be reduced to just mechanical reading and writing skills, but rather serves as the main pillar that supports the success of the educational process. Education that ignores the strengthening of literacy will only result in *Result* Pure learning is memorized, where students may be skilled in quoting various concepts but cannot grasp the substantive meaning behind them. On the other hand, comprehensive literacy mastery must also include effective literacy competencies as two sides of an inseparable currency [1]. Interestingly, such a definition invites criticism. In a contemporary perspective, the concept of literacy has undergone a significant expansion of meaning, encompassing various important dimensions such as numeracy, science, finance, digital information, as well as culture and citizenship (*multiliteration*) which emphasizes the literacy aspect not only *cognitive-instrumental*, but also aims to shape the character and critical capacity of individuals in society [2]. The paradigm shift in the world of literacy has become a necessity along with the changing times. Constructive criticism of conventional literacy approaches emerges, calling for a fundamental transformation from rigid textual methods to dynamic approaches capable of addressing the challenges of the 21st century digital age.

The concept of digital literacy emerged as a response to the rapid development of science and technology that has changed the face of human civilization whose entire activities have used technology.[3]. The main overview is that digital literacy is needed because all countries already have infrastructure, one of which is Indonesia. Claims by *Ranking of the Most Literate Countries in the World* Released *Central Connecticut State University* (2016) Indonesia has an advantage in terms of reading support infrastructure compared to several European countries (Muhammad, 2023). Other things are also supported by an interest in using the internet a lot. The latest survey shows that 79.5% of Indonesia's population or 221.6 million people have been connected to the internet, an increase of 1.4% from the previous year and continuing the positive trend since 2018 (64.8%). The composition of users is dominated by Gen Z (34.4%) and millennials (30.6%), with a balanced gender distribution (50.7% male, 49.1% female). The geographical gap is still visible where urban areas account for 69.5% of users, while rural areas account for only 30.5%. This data was obtained through a face-to-face survey of 8,720 respondents in 38 provinces with a margin of error of 1.1%, confirming the acceleration of digital transformation in Indonesia.[5].

In this position, it really triggers *Gaps* really criticize these findings. This sentence, based on the facts of previous findings, where the results are *International Student Assessment Program* (PISA) 2023 reveals less encouraging facts. Despite the increased score compared to 2018, Indonesia is still lagging behind other ASEAN countries such as Brunei Darussalam which is ranked 44th and Malaysia is ranked 60th, while Indonesia is ranked 71st [6]. More worryingly, UNESCO (2016) noted that the reading interest of the Indonesian people only reaches 0.001 percent, which means that out of every 1000 population, only one person reads consistently [7]. The findings of the Central Statistics Agency (BPS) reinforce this picture by showing that only about 17.66 percent of the Indonesian population has the habit of reading newspapers, books, or magazines. The ratio of newspaper readers in Indonesia reaches 1 to 45, a much lower figure than the Philippines with a ratio of 1 to 30 [8].

The statement revealed that there is a *cautionary gap* or critical gap that is very important to be addressed objectively and constructively. Although the findings in this study show that digital-based Daily Text Activity media is effective in improving students' basic literacy at the local level (SDN East Sumalata Regency), this is not enough to answer the national literacy challenges revealed through data from PISA, UNESCO, and BPS. The fact that Indonesia is still lagging behind ASEAN countries in the 2023 PISA score, low reading interest (0.001%), and reading habits that are still minimal (only 17.66%) show that literacy problems in Indonesia are systemic and multidimensional. Therefore, these findings should not only be seen as a successful local solution, but also as an *initial entry* point to drive replication, adaptation, and integration of contextual text-based learning innovations to a broader scale. This means that the success of this media has not closed a large gap in national literacy achievements, but can be a *real contribution from below* (bottom-up innovation) that is relevant to the cultural and social context of the community. Therefore, program sustainability, education policy support, and cross-stakeholder collaboration are important factors

so that such initiatives can have a significant impact on improving overall national literacy.

Another criticism of the findings also came from the National Library which reported significant achievements of the national IPLM with a score of 73.52, exceeding the target (71.4) and 2023 results (69.42). This is actually seen as necessary for the alignment of collaborative programs such as the Village Literacy Movement and Social Inclusion-Based Library Transformation (TPBIS), as well as the allocation of DAK for the development of village libraries. This reference is also based on a study involving 174,226 respondents in 514 districts/cities which also recorded an increase in the Reading Interest Level (TGM) to 72.44 (medium category), although the condition of public libraries/schools still needs to be improved (score of 57.62).[9]. Although various efforts have been made to improve students' basic literacy, the reality is that many students still have difficulty in understanding the text and relating it to the context of daily life, especially in the subject of Pancasila Education. Most of the learning media used are conventional and have not integrated digital technology that is familiar to students' lives today.

On the other hand, the potential for the use of digital-based daily texts as a learning medium has not been maximized, even though this approach is believed to be able to bridge the relationship between the material of Pancasila values and the reality of students' lives. Therefore, this research is here to fill this gap by developing a digital-based daily text activity media that is not only contextual and relevant, but can also improve students' basic literacy in learning Pancasila Education more effectively and interestingly. In response to this, the findings of field observations at SDN East Sumalata Regency confirm the existence of a literacy gap in line with various theoretical studies and reports from the National Library, where three main problems in learning are identified which can be seen in the graphic image below:

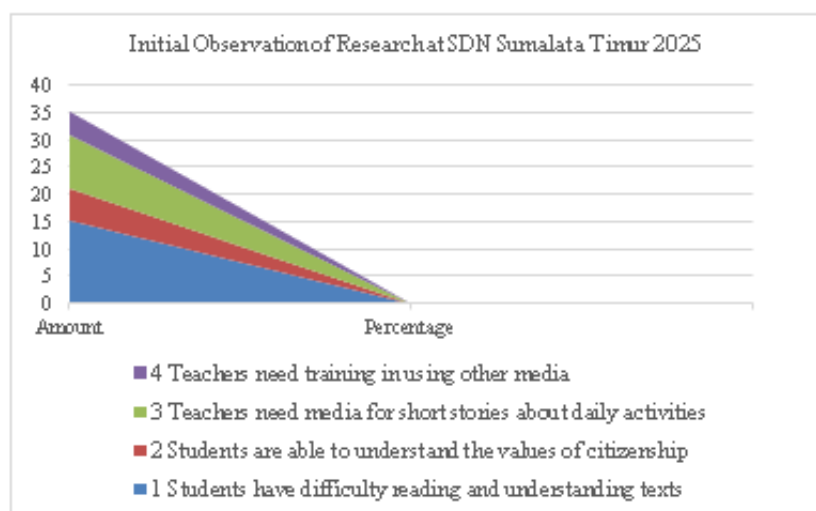


Figure 1. Initial Observation of Research at SDN Sumalata Timur 2025

Based on the image above, the initial data of this researcher shows that in 21 students spread across 10 schools in East Sumalata, there are 15 students 71.4% who have difficulties in reading and understanding texts 6 students or around 28.6% show being able to understand civic values, such as discipline, responsibility, and cooperation. Of the total 14 teachers observed, the majority or 71.4% of teachers felt that they needed the media of short stories of daily activities to increase student involvement. There are 28.6% of teachers who feel the need to get further training in the use of media other than using the media. Based on the results of the observations above, the integration of literacy and cultural and citizenship literacy has a relationship in several ways, including (1) Improvement of reading ability and understanding PPKn **texts**. This is where digital-based Media *Daily Text Activities* can help students improve their reading and understanding

ability to read and understand PPKn texts in a more interactive way, so that students can more easily grasp the concepts of citizenship and social values contained in the material. (2) Improvement of writing skills and communicating civic ideas. Digital-based daily *text activity* media can improve students in writing in a more structured and clear manner, especially in writing ideas about citizenship, such as rights and obligations as citizens and active participation in society. (3) Strengthening active participation in civic activities. By using digital-based media, learners can be more involved in learning activities that encourage them to actively participate in the discussion, reflection, and application of civic values in daily life.

These findings show the urgency of developing interactive digital learning media that can present Pancasila literacy and materials in *visual-contextual*, as well as answering contemporary learning needs. Without this intervention, it is feared that there will be stagnation in the achievement of students' basic competencies. In principle, a comprehensive framework for managing Pancasila literacy in diversity can be the basis for efforts to strengthen moderation.[10]. For this reason, the idea offered to bridge the gap in this problem is the development of *Digital-Based Daily Text Activity Media* which is an interactive learning application that comes with a comprehensive handbook to guide its implementation. This application is designed as an integrated solution that integrates: (1) a short text-based daily literacy module with a tiered level of difficulty, (2) visualization of Pancasila values in the form of animated case studies and interactive simulations, and (3) a gamification system with an award mechanism. The guidebook that accompanies this application contains technical instructions for use, weekly lesson plans, evaluation strategies, and examples of classroom implementation prepared based on the findings of specific needs at SDN East Sumalata Regency.

This review of media development refers to the previous portrait of *temun* which also shows that the position of the media has an effect on learning. Sadiman, (1993) states that media comes from the Latin word *medius*, which literally means "intermediary" or "liaison". Thus, media can be understood as a means of conveying messages from the source to the recipient. Meanwhile, learning is a deliberate effort by educators to make it easier for students to understand the material according to their needs and interests. By combining these two concepts, learning media plays an effective role in conveying information while supporting the teaching and learning process to be more directed and in accordance with educational goals.[11].

Learning media is a tool, material, or means used in the learning process to convey information, clarify concepts, stimulate students' thoughts, feelings, attention, and interests, and facilitate the achievement of learning goals. This media serves to clarify the delivery of material by changing abstract concepts into more concrete, increase learning motivation through engaging presentations, facilitate interaction so that students participate more actively, overcome space and time limitations by displaying phenomena that are difficult to observe directly (such as through videos or simulations), and encourage independent learning by allowing students to access media such as e-books, videos, or apps outside of class. Thus, learning media is an important component in creating an effective, efficient, and enjoyable learning process.[12].

Broadly speaking, learning media can be defined as various means that function as a link in the teaching and learning process, including equipment, teaching materials, and situations designed to facilitate the dissemination of knowledge to students. Especially in an effort to optimize children's growth, learning media plays an important role as a driving tool that is able to stimulate and develop children's creativity. Based on their characteristics, learning media can be classified into several types, namely: (1) Visual Media, which only involves visual senses such as images, graphs, and diagrams; (2) Audio Media, which conveys information through sound such as recordings or podcasts; (3) Audiovisual Media, which combines image and sound elements such as educational videos and learning films; (4) Print-Based Media, which includes books, modules, and worksheets; (5) Digital and Interactive Media, which involves technologies such as learning applications and interactive simulations; and (6) Environmental or Natural Media, which utilizes the surrounding conditions and environment as a means of learning, such as observation and direct

experimentation.[13].

Learning media is any form of tool, material, or facility that is deliberately designed to support the knowledge transfer process between educators and students, serving as an effective intermediary in delivering learning materials in a more concrete, interesting, and interactive way. These media are not only limited to visual aids such as images, diagrams, or posters, but also include audio media (such as sound recordings and *Podcast*), media *Audiovisual* (such as educational videos and animations), print media (such as books and modules), digital media (such as learning applications and *e-learning*), and the use of the surrounding natural environment as a source of direct learning. An important point of using media is considered to play a role in supporting educators in a certain learning or training process, because it functions as a tool that facilitates the flow of learning activities [14]. Although previous findings also strengthen the position of the media, especially in the Pancasila learning process. There are positive results in learning outcomes of Pancasila education subjects [15]. Another thing also shows the same alignment: digital mading is actually capable of producing Sig. (2-tailed) $0.000 < 0.05$. when applied in the learning process that can affect student learning outcomes.[16].

The development of digital-based daily text activity media in Pancasila Education learning not only departs from contextual needs to improve students' basic literacy, but is also supported by various findings of previous research that indicate that there is a gap in the optimal use of digital technology in the learning environment. Some previous studies were still dominant using conventional learning media which were considered not in line with the characteristics and habits of students in the current digital era. In fact, a number of research results show that learning media has a significant relationship with students' interest and desire to learn, with a significance value of $0.000 (< 0.05)$, which shows a strong positive influence.[17]. Furthermore, a study from twenty scientific journals concluded that the use of web-based media has been proven to have a positive impact on improving student learning outcomes.[18]. Other findings also revealed that (1) the effectiveness of learning media has a significant effect on student learning motivation, (2) the effectiveness of media also has a direct impact on learning outcomes, and (3) learning motivation also contributes positively to improving students' academic outcomes. Another empirical support is seen in the results of correlation analysis with the Product Moment method, which shows an r_{xy} value of 0.467, higher than r_t at the significance levels of 5% (0.355) and 1% (0.456), so that an alternative hypothesis is accepted.[19]. Research on the influence of online learning media at SMA 1 Cawang Baru Jakarta even shows that there is a strong correlation between the use of digital media and student learning outcomes.[20].

Based on these various evidences, it is clear that the integration of digital media in learning, including in the context of Pancasila Education, has great urgency and potential to be further developed, especially through a daily text-based approach that is able to relate the material to the real lives of students in a meaningful way. For some of these gap approaches, the development of digital-based Daily Text Activity media in Pancasila Education learning is important to study because this media has the potential to be an effective means in improving students' basic literacy, especially literacy, digital, and national values. In the midst of rapid technological developments and the challenges of the digital era, students are required to not only understand the learning content, but also to be able to access, analyze, and reflect on information critically. Digital media that is developed contextually and interactively allows the presentation of Pancasila Education materials that are relevant to daily life, thereby encouraging active student involvement and strengthening the internalization of Pancasila values in real life in the school environment.

METHOD

The research method used in this study is developmental research or known as *Research and Development* (R&D). This approach is a research method that is oriented towards the development and creation of a certain product, both in the form of learning tools, media, models, and strategies that can be used to increase the effectiveness of the learning process. Development research

doesn't just stop at the product design and manufacturing stages, but also involves the process of testing the product's effectiveness, feasibility, and application in a real-world context [21]. To create a product that benefits the wider community, it takes the type of research that not only focuses on product development, but also to test its effectiveness. Therefore, this study uses a development model that refers to the ASSURE model. The ASSURE model, which was initially introduced by Heinich and later refined by Smaldino, is designed to assist teachers in designing and executing the learning process more effectively. This model emphasizes the integration between the use of learning media and material delivery strategies, thus enabling the creation of more interesting, interactive, and appropriate learning according to student characteristics. By following the steps in the ASSURE model, teachers can plan learning systematically, from analyzing student characteristics to evaluating learning outcomes, all of which focus on improving the quality of the teaching and learning process in the classroom [16].

The selection and use of the ASSURE model in the learning process is based on its urgency and relevance as one of the proven effective teaching strategies, especially in the context of professional education such as nursing. This model is designed to help educators craft an instructional process that is structured and oriented towards optimal learning outcomes. One of the main advantages of the ASSURE model is its ability to integrate nine learning events according to Gagné into each stage of material delivery, both for beginners and those who already have experience. The nine steps include: (1) attracting students' attention to focus on the material, (2) clearly conveying learning objectives so that the learning direction becomes directed, (3) activating initial knowledge through memory stimulation, (4) presenting material systematically, (5) providing guidance that helps with deeper understanding, (6) encouraging students to practice the skills learned, (7) providing constructive feedback for learning reinforcement, (8) evaluate student performance, and (9) improve the ability to retain and transfer knowledge into real situations. With this approach, the ASSURE model not only supports the effectiveness of learning, but also ensures that students are able to internalize knowledge and skills on an ongoing basis in the context of their professional practice.[22].

In addition, the reason for choosing this model is based on its usability that the ASSURE Model is one of the instructional design approaches designed to improve the quality of the teaching and learning process systematically and effectively. This model is focused on student-centered learning planning by making optimal use of media and technology to achieve instructional goals. The name "ASSURE" itself is an acronym that represents six main stages in this model, namely: Analyze Learners (analyzing the characteristics of students), State Objectives (formulating learning objectives), Select Methods, Media, and Materials (choosing the right teaching strategies, media, and materials), Utilize Media and Materials (using media and materials effectively), Require Learner Participation (actively involving students in learning), and Evaluate and Revise (evaluate and revise the learning process and outcomes). Each step in the ASSURE model is interintegrated and aims to create a more directed, interactive, and meaningful learning experience, making it very relevant to be applied in various educational contexts, both formal and non-formal, including in the development of today's digital-based learning.[23].

For this reason, the stages in the ASSURE model used in this study are as follows;



Figure 2.

In the research on the development of the ASSURE model through the application of *Daily Text Activities*, a series of systematic procedures were carried out that aimed to improve students' basic literacy while instilling character values such as discipline, responsibility, and mutual cooperation. The procedure includes six main stages. First, an analysis of student characteristics was carried out to determine the level of literacy and understanding of civic values through surveys and interviews. Second, learning objectives are set that focus on improving discipline, responsibility, and mutual cooperation through daily literacy activities. Third, relevant learning methods and media, both print and digital, such as short texts or stories containing character values, are selected. Furthermore, media and materials are used directly in the learning process to support students' understanding of civic values through reading, writing, and reflection activities. Fifth, students are actively involved in the learning process through discussions, writing assignments, and sharing experiences, thereby encouraging the internalization of the values taught.

Finally, evaluation and revision of the learning process and media were carried out based on feedback from teachers and students, to ensure the effectiveness of *the Daily Text Activity* in building basic literacy while instilling positive character in students. In the data analysis technique section, this study uses two approaches according to the type of data analyzed. To determine the needs of students, a range formula based on the highest score (X_h) and lowest score (X_l) was used, taking into account the four-level Likert scale as the basis for data grouping. Meanwhile, to measure the validation of digital-based Daily Text Media Activity experts, a Likert scale was used which was converted into a quality category based on the average value (mean/\bar{x}). The results of the assessment were then classified into four categories, namely: excellent ($3.25 < x \leq 4$), good ($2.5 < x \leq 3.24$), medium ($1.75 < x \leq 2.49$), and bad ($1 < x \leq 1.74$). In this context, only excellent and good categories are used as a reference to determine the feasibility and effectiveness of the learning media developed.

The data analysis technique in this study uses a descriptive quantitative approach that is adjusted to the type of data obtained, both in identifying the needs of students and in assessing media validation by experts. To analyze the data on the needs of students, the range formula as stated by Suharto (2006: 52-53) is used, with the formula: $R = X_h - X_l / 4$, where R is the range, X_h is the highest score, X_l is the lowest score, and the number 4 refers to the number of Likert scales used. The results of this analysis are used to group the level of students' needs for learning media into relevant categories. Meanwhile, to measure the level of feasibility and effectiveness of digital-based Daily Text Activities media, validation results from experts were used which were analyzed using an average score (mean/\bar{x}) based on the Likert scale. The mean value was then converted into a quality category based on an interpretation table also quoted from Suharto (2006: 52-53), namely: *very good* ($3.25 < x \leq 4$), *good* ($2.5 < x \leq 3.24$), *medium* ($1.75 < x \leq 2.49$), and *less* ($1 < x \leq 1.74$). In

the context of this study, only *the very good* and *good categories* are used as a reference in determining the feasibility of using media in the learning process, because the two categories are considered to meet the quality standards of learning media development that are effective, contextual, and in accordance with the goal of strengthening basic literacy at the elementary school level.

RESULT and DISCUSSION

A. Implementation of the development of digital-based daily text activity media in Pancasila educational learning.

The implementation of digital-based daily text activity media in Pancasila Education learning refers to the systematic process of designing, implementing, and evaluating teaching tools that increase student engagement and understanding through the integration of digital technology. In this context, the development model used is the ASSURE model, which serves as a structured guide for instructional planning and delivery. This model begins by identifying and analyzing the characteristics of the learners, followed by clearly stating the learning standards and objectives. Furthermore, it involves carefully selecting teaching strategies, appropriate technology, media, and instructional materials tailored to the learning objectives. The next phase emphasizes the effective use of modules and learning materials, especially those rooted in everyday text activities delivered through digital platforms. To ensure active student engagement, this model requires incorporating participatory learning methods that involve learners directly in the educational process. Finally, the implementation ended with an evaluation and revision stage, which is very important to assess the effectiveness of the media and make the necessary improvements to optimize learning outcomes in Pancasila Education.

1. Design (Analysis)

Deain in this planning process includes; Initial Data Collection, Learning Context Analysis and Digital Media Availability Analysis. Initial data collection is done through surveys or interviews with students and teachers to get an idea of their interests and needs. This data is used to support the design of *relevant and effective Media daily text activities*. Literature studies and benchmarking on the use of the medium of *daily text activities* in education were also conducted to gain insight from the best examples that have been applied elsewhere. The initial concept of media was then designed by engaging graphic designers, game developers, and educational experts to create engaging and educational content.

a. Data Collection

At this stage, the results of the study show that students in elementary schools in East Sumalata Regency show a high interest in visual and digital-based learning. They are more responsive to the material delivered through devices such as androids and laptops, especially if they are packaged in an interactive form or equipped with images. In addition, materials such as abstract Pancasila Education are considered easier to understand if presented through contextual and interesting digital media. The findings also show that students' literacy skills are still relatively low, as reflected in the achievement of education report cards, so the development of learning media such as *digital-based Daily Text Activities* is needed to encourage the improvement of basic literacy and the cultivation of character values more effectively. Observations were also made on students to collect further data. Students who took part in the observation consisted of grades 2 to 6, with an age range of 9 to 12 years. The results of the observations can be seen in the following image:

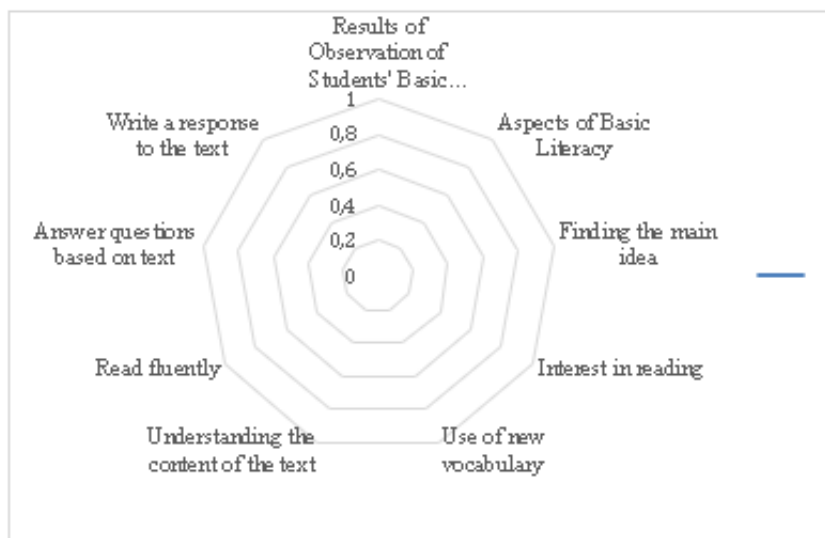


Figure 3. Observation of Basic Literacy in Students in East Sumalata

Based on Graph 1 of the observations of 23 students, it can be concluded that their basic literacy skills show varying achievements. The most prominent aspect was the ability to find the main idea with an average of 71.01%, followed by interest in reading (69.57%) and the use of new vocabulary (68.12%). This shows that students are quite capable of understanding the core of reading and have an interest in reading activities, although the ability to absorb and use new vocabulary still needs to be improved. The aspect of understanding the content of the text was also quite good (66.67%), indicating that they were relatively able to capture the general meaning of the text. However, there are still weaknesses in the aspects of answering questions (53.62%), writing text responses (50.72%), and reading fluently (55.07%). This low achievement indicates that students need intensive tutoring to build reading fluency and critical and reflective thinking skills in responding to reading. These results strengthen the urgency of developing digital-based Daily Text Activity media in Pancasila learning as a strategic effort to strengthen students' overall basic literacy.

b. Analysis of Learning Context and Availability of Digital Media.

This analysis begins by examining the curriculum applied in elementary schools in the form of learning outcomes (CP) that are relevant to the subject of Pancasila Education. In elementary schools in East Sumalata Regency, learning Pancasila values is directed to strengthen diversity, mutual cooperation, and social responsibility of students.

In East Sumalata Regency Elementary School, the Merdeka curriculum is still used. Analysis of the learning context of Pancasila and Civic Education shows that learning outcomes in each phase (A, B, and C) have a close relevance to strengthening basic literacy through the use of *daily texts*. In Phase A (grades I-II), students are directed to recognize and show behavior according to Pancasila values in daily life, which can be supported through short stories with the theme of living in harmony, honesty, and obeying the rules in the home or school environment. In Phase B (grades III-IV), the understanding of Pancasila values is developed through the stories of local figures, mutual cooperation, and real experiences, which encourage students to read, understand, and build positive social attitudes. Meanwhile, in Phase C (grades V-VI), learning is focused on reflective skills and critical thinking of Pancasila values in the context of the nation and state, which can be facilitated through short articles or informative texts that encourage students to write responses to social phenomena. Thus, the use of *daily text activities* is very relevant in supporting the strengthening of basic literacy and the achievement of Pancasila competencies at every level of basic education.

This means that Learning Outcomes (CP) in Pancasila Education in the Independent Curriculum in elementary schools emphasizes strengthening contextual life values. By integrating digital-based *Daily Text Activities* that are in accordance with CP, students not only understand the value of Pancasila but also improve their reading skills, practice writing and summarizing ideas, and foster reflection and response to texts. Furthermore, the application of daily texts in PPKn learning has been adapted by utilizing digital devices such as smartphones and tablets that are available in limited quantities in several schools through educational digitization programs, although internet access constraints are still a challenge so that offline text-based solutions such as digital books, PDFs, or applications without a connection become flexible alternatives. The daily text material is designed contextually according to the learning phase, where Phase A (Classes I-II) uses images of daily activities such as worship and mutual cooperation to strengthen Pancasila values while practicing basic literacy, Phase B (Classes III-IV) features activities such as cleaning beds to develop an understanding of the value of justice and the ability to conclude texts, while Phase C (Classes V-VI) presents stories about leadership and to train critical literacy and written reflection, so that this application not only enriches learning resources but also bridges the strengthening of Pancasila values with the development of basic literacy in an integrated manner.

2 . State Objectives

At the State Goals stage, the researcher sets learning objectives that are specific, measurable, and relevant to students' basic literacy achievements through the development of digital media in the form of Daily Text Activities. This learning objective was formulated based on an analysis of the learning needs of elementary school students, especially in the SDN area of East Sumalata Regency, which shows the need to strengthen the ability to read, understand, write simply, and think critically in the context of Pancasila Education subjects.

The findings of this study reveal that the formulation of learning objectives using the ABC-D (Audience, Behavior, Condition, Degree) approach has been systematically designed to ensure measurable learning outcomes, with concrete examples in the form of students in grades I-II SDN in East Sumalata Regency (A) who are expected to read, understand, and respond to daily texts with the theme of Pancasila (B) through *the medium of Daily Text Activities* digital-based (C) with a minimum success rate of 80% (D). This goal is explained in more detail, including understanding the value of Pancasila in the context of daily life, the ability to write responses sequentially, increasing literacy in reading-writing-reflective thinking, and mastery of the concept of Pancasila through interactive media. This clear goal setting is the basis for the development of digital media design, including content, interactive features, and literacy exercises, while facilitating the evaluation of the effectiveness and relevance of the material to the local context.

The results of the analysis of the State Objectives stage in the ASSURE model show that learning outcomes (CP) and learning objectives (TP) have been formulated in a measured manner, with a focus on improving basic literacy through meaningful digital daily texts. This media not only encourages a critical understanding of the Pancasila value text but also trains response writing skills and connects them with personal experiences, so that learning covers the cognitive, affective, and social realms. The systematic formulation of CP-TP, equipped with visual directions in the form of tables and supporting images, is a strong basis for the next stage, namely the selection of strategies, media, and learning development.

3. Select Method, Media or Material

This stage is to choose methods, media and teaching materials. This development was chosen as a *daily text activity for digital-based media*. Support for the development of digital comics based on game learning is also based on the results of needs analysis and based on the results of interviews. Based on the results of the needs analysis test, we want to create a digital-based media daily text activity. This aims to improve basic literacy in elementary schools, especially in elementary schools in East Sumalata District, North Gorontalo Regency.

The media for digital-based daily *text activities* is developed in a simple, easy-to-use form and contains all digital components in the form of online and offline soft files. This is to facilitate the creation of daily text activities of digital-based media that are top and accompanied by material that is in accordance with the learning theme. Some of the displays of the daily text activity of digital-based media can be seen in the following image:



Figure 4. Media Daily Text Activity Front View

The findings of the study show that the development of *digital-based Daily Text Activity media* for Pancasila Education learning requires materials in the form of media introductions, introductory videos, curriculum context, and teaching materials designed to support the achievement of learning objectives. The validation process is carried out by materials, language, media, and practitioners (teachers) using questionnaire instruments that include aspects of content suitability with the curriculum, presentation creativity, multimedia innovation, visual appeal, interactivity, and suitability with literacy learning goals and instilling Pancasila values. The validation results confirmed that this media met the eligibility criteria with the presentation of contextual materials, the integration of multimedia elements that strengthen understanding, easily accessible navigation, and the ability to encourage students' active participation in literacy activities. In addition, the media is considered effective in instilling Pancasila values through meaningful daily activities, as well as increasing learning motivation thanks to visual and interactive approaches that are different from conventional media. This validation by experts and users (teachers) became a strong basis for further trials, showing that the media is not only feasible but also has the potential to optimize literacy learning based on national values digitally.

These media eligibility criteria, are based on members, Media Experts, Language Experts, Content Specialists, and Users. The results of the comprehensive validation of *the digital-based Daily Text Activity media* showed the feasibility of learning Pancasila Education in elementary schools at a very high level, involving a team of leading experts such as Dr. Candra Cuga, S.Pd., M.Pd., M.CE (PPKn Learning Innovation expert), Ade Mahniar, M.Pd (Educational Technology expert), Prof. Dr. Rusmin Husain, S.Pd, M.Pd, M.CE (language expert), and Dr. Rasud Yunus, M.Pd and practitioner teacher Rugaiyah S.Talib, S.Pd. Media expert validation resulted in an average score of 92.185 (very decent) with advantages in the suitability of curricular content (100) and multimedia integration, while language validation by Prof. Rusmin Husain achieved a perfect score of 99.29 in terms of independence and ease of use. Content experts consisting of Dr. Rasud Yunus and Dr. Candra Cuga gave a score of 90.00 with a record of increasing self-instruction, while practitioner tests by teachers ensured the attractiveness and feasibility of media for students. These findings consistently prove that the media has met pedagogical and technological standards as a means of learning literacy based on Pancasila values that is interactive, adaptive, and ready to be used in elementary schools.

4 . Utilizing and Materials

The development of *digital-based Daily Text Activity* media in SD Sumalata East Regency aims to improve the ability to read, understand, write, summarize ideas, and foster reflection and response to texts through a contextual approach that is adaptive to the needs of students. In the *Utilize Media and Materials stage* in the ASSURE model, this media is designed to be used optimally in learning Pancasila Education by presenting interactive content based on Pancasila values that are close to students' daily lives, such as sharing with friends, obeying school rules, or activities at home. The digital formats used include text, visual illustrations, and audio features to accommodate a diversity of learning styles, including students with reading difficulties, so as to stimulate active engagement and build basic literacy effectively in diverse school environments.



Figure 5. Support for Student Activities both at Home and in Their Environment

The use of digital-based *Daily Text Activity media* in the classroom shows its effectiveness in improving literacy skills and internalizing Pancasila values through three main stages: (1) teacher guidance in reading digital texts collectively (through projectors) or individually (through gadgets), (2) writing personal responses and group discussions to identify Pancasila values, and (3) the use of interactive features such as quizzes, reflective questions, and tasks to solve sentences. This media manages to create lively and participatory learning with the support of illustrative visuals (e.g. pictures of children helping friends) and animated characters that reinforce the understanding of concepts through real-life examples of everyday life. The role of teachers as critical facilitators has proven to be important in guiding text analysis and response writing, while flexible media design including compatibility for PJJ through download formats ensures continuity of learning. The enthusiasm of students and the improvement of media based on teacher-student input confirm that this contextual approach based on digital texts not only improves literacy, but also effectively instills character values in an applicative manner.

5. Requires Student Participation

This study reveals the importance of active involvement through two approaches: (1) a field study with teachers in the Popayato KKG (especially the Tursiaje area) which shows that 100% of teachers have never used digital media for Pancasila learning, both offline and soft copy, and (2) participatory training where teachers experience direct simulation of media use through reading-writing activities, discussion of Pancasila values, and the preparation of literacy materials. This experiential learning approach has proven effective in changing teachers' mindsets – from mere recipients of information to active facilitators who understand how to optimize media to build student engagement in the literacy process and value reflection. Field findings also confirm that practical training based on hands-on experience is more impactful than the delivery of theory alone in the adoption of educational technology.

6. Evaluating and Revising

The final evaluation stage in the ASSURE model resulted in some important improvements based on input from experts. In the media aspect, design improvements were made which included

making the Daily Text Activity title more attractive, improving color combinations to make it more aesthetical, and adding media recognition. For the language aspect, the revision is focused on simplifying diction by avoiding words with double meanings to improve the clarity of the material. Meanwhile, the improvement of the content aspect includes two main things. First, the addition of a detailed explanation of how to use the Wordwall feature in learning media. Second, the creation of an introductory video that explains the steps to using media before students access the main content.

This revision shows that the evaluation process based on expert input has successfully identified specific needs to improve the quality of the media, especially in terms of ease of use and understanding of the material by students. The improvements made prove the importance of the evaluation stage in the development of learning media, where feedback from media, language, and content experts is the basis for improving the final product to be more effective and user-friendly.

B. The Relevance of the Development of Daily Text Media in the Digital Era in the School Environment.

Learning media development is a systematic process that aims to design, select, and use technology and learning resources to achieve learning goals effectively. This process includes analyzing student needs, setting goals, choosing the right methods and media, actively engaging students, and evaluating and revising to improve the quality of learning.[24]. In this context, the educational product developed is a book *Media Daily Text Activities* digital-based learning used in Pancasila Education learning, with the aim of increasing student learning engagement and effectiveness through appropriate media- and technology-based approaches

Current media *Daily Text Activity* Digital-based is often a topic of discussion for teachers at all levels, both primary, middle and high levels. Basically, daily text activities of digital-based media are learning materials that are compiled broadly and systematically by referring to the learning principles applied by teachers to students. Systematic can be interpreted sequentially starting from the opening, content of the material, and closing so that it makes it easier for students to learn and makes it easier for teachers to deliver material. Digital-based daily text activities are unique and specific, which means that they are aimed at a specific goal in the learning process that suits the purpose.[25].

Media Daily Text Activity Digital-based is optimally designed to support the achievement of learning success indicators and is an important medium for teachers and students. Teachers will have difficulty in increasing teaching effectiveness if they are not supported by systematic media and in accordance with the curriculum, while students tend to face obstacles in understanding the material when the teacher's delivery is not well organized. Digital learning media plays an important role in improving student learning outcomes, especially in the context of 21st century learning that demands comprehensive technological adaptation.[26]. Structured digital media such as *Daily Text Activity* able to bridge the needs of relevant, interactive, and efficient learning, so that it becomes a key component in improving the overall quality of learning

Media Daily Text Activity Digital-based is a learning media or learning design based on 21st century learning that is applied with the purpose of reach learning objectives that have been set. Therefore, the digital-based daily text activities developed prioritize character development through content in learning and Pancasila student profiles. The daily text activity media based on digital learning Pancasila Education was developed to enrich learning tools that teachers can use to carry out learning in the classroom, especially 21st century learning practices.[27]. Before compiling *Media Daily Text Activities* Digital-based, teachers need to understand the right strategies in developing digital media so that the learning process becomes effective and meaningful. The development of digital media must be able to bridge the needs of modern learning with an interactive, contextual, and experiential-based approach for students. [26].

In line with the development of this research, the criteria for *digital-based Daily Media Text Activities* include several important aspects that must be met. First, essential, namely the material is designed based on the main themes relevant in grades IV, V, and VI by paying attention to the learning outcomes of the independent curriculum. Second, engaging, meaningful, and challenging, the media must be able to arouse students' curiosity, actively engage them, and adapt to their cognitive level and learning experience. Third, relevant and contextual, namely media content must be connected to the real world of students and in accordance with the environmental conditions in which they are located. Fourth, continuous, where every learning activity in the media is arranged logically and progressively according to the student's learning phase.

Referring to the TPACK (Technological Pedagogical Content Knowledge) framework, it emphasizes that the ideal learning media is one that unites elements of technology, pedagogy, and content in harmony. Therefore, digital media such as *Daily Text Activity* It is not only complementary, but an integral part of a learning strategy designed to improve the quality of the teaching and learning process.[28].

All media development criteria can be said to be suitable media if the material is suitable, the design is composable, and has meaning for students. Therefore, the daily text activities of this digital-based media are in accordance with the learning needs, the needs of teachers and the needs of the learning environment. Each component is listed in the daily text activities of digital-based media that have been validated and field-tested and declared feasible by experts. The feasibility of *daily text* activities of digital digital learning media for Pancasila Education can be seen from the questionnaire scores filled out by experts during the validation process. In expert validation, the researcher conducts expert tests involving learning experts, experts, linguists, and practitioners. Each expert has an educational background and expertise. Two experts from lecturers from Gorontalo State University and 5 teachers in Gorontalo Province who of course understand the concept of the independent curriculum itself.

The results of the learning expert validation assessment, the average achievement obtained an average of 82.5 and when given 3.82 if it is categorized as very suitable for use. Several aspects of self-education with material indicators are presented sequentially, the material presented can be easily understood by students, and the problems presented can be related to the context of the assignment and the student's environment, still need input. Moreover, there are some words that are unfamiliar to students. Thus, this expert input is a consideration for improvement.

Media Daily Text Activity Digital-based based learning experts are very feasible to use so that the module is one of the products that can Used by teachers. Digital-based media of everyday text activities can minimize the lack of understanding teachers in carrying out learning. *Media Daily Text Activity* Based on good or decent digital, the learning process will be better. [25].

Basically, the urgency of media development is useful to help students and teachers in carrying out the education and teaching process. The better the existing and used development modules More Then it will also have a higher effect on improving muta learning.[29]. Expert Tests Front is a linguist test. Parties who conduct the test in the media *Daily Text Activity* is one of the lecturers at Gorontalo State University. By Instruments An average of 97.14 was obtained with an auto-instructional assessment aspect of 85.7 Some of the inputs in this specification are that the language used must be straightforward and easy to understand by teachers and students. So it The material in the module emphasizes more on simple words Understood.

Apart from the above aspects, in self-specification, stand-alone, adaptive. And friendly has a very fantastic value, which is to have a score of 100 with a category without revision. Thus, the category of linguist assessment is very feasible to use and can be used by grade IV elementary school teachers in carrying out Learn In and out of the classroom Most important upper class in Pancasila Education learning Other research shows that the use of *Daily Text Activity* A good digital-based approach with the right methods, media and materials will be able to optimize student learning

outcomes and help students achieve competencies or learning goals. In the selection of interesting methods, media and materials can create effective, efficient and fun learning activities. Means. The development of digital comics based on game learning using the ASSURE model is able to create effective learning activities and efficient. [30].

In addition to the lecturers presented in the media test, the researcher also involved teachers who understood the implementation of learning as an implementation of digital media. Two experts are teachers who understand digital-based media and two are outstanding teachers. In Gorontalo province. According to practitioners' assessments, the average profit is 92.85% or with a category that is very suitable for use.

Based on expert tests, researchers conducted field tests. Field tests were carried out to determine the extent of the daily digital-based text activities that have been developed. The results of the field test identified that teachers' ability to carry out learning is still lacking in information and most of them do not understand the concept of an independent curriculum. Therefore, the existence of digital-based media daily text activities for Pancasila Education courses is very beneficial for teachers in North Gorontalo Regency. This research focuses on efforts to improve students' basic literacy through the development of *digital-based "Daily Text Activities"* media in learning Pancasila Education in elementary schools, especially in East Sumalata Regency. The basic literacy in question includes the ability to read, write, and understand basic values in the context of daily life which is integrated with Pancasila Education materials.

The background of this research is based on the fact that the basic literacy skills of students in some elementary schools, especially in remote areas, are still low. Students have difficulty in understanding reading texts and in rewriting ideas related to Pancasila values. This encourages the need for learning media innovations that are contextual, interesting, and in accordance with the needs of students. To address these challenges, the researcher used the ASSURE development model, which is designed to assist teachers and media developers in producing effective and efficient learning tools. This model consists of six steps, namely Analyzing Students, State Goals, Choosing Methods, Media, and Materials, Utilizing Media and Materials, Requiring Student Participation, and Evaluating and Revising.

In the first stage, *Analyze Learners*, researchers identified the characteristics of students at SDN in East Sumalata Regency. Students have strong socio-cultural backgrounds, but access to digital learning media is still limited. Therefore, the media developed must be user-friendly and easily accessible. The second stage, State Goals, is focused on the goal of improving students' basic literacy skills through a fun and meaningful approach. This goal is compiled based on the learning outcomes of Pancasila Education and the applicable basic competencies. Next, the *Select Methods, Media, and Materials stage* is used to select the appropriate method and media. The "*Daily Text Activity*" media is designed in an interactive digital form that contains daily short texts related to student life and Pancasila values such as mutual cooperation, honesty, and responsibility.

In the *Utilize Media and Materials stage*, the researcher tested the media on grade IV and V students in several elementary schools in East Sumalata Regency. The media was tested in a learning session involving teachers as facilitators and students as main users. The fifth stage, *Require Learner Participation*, is key in this study because it encourages active student involvement in the learning process. Students not only read the text, but were also asked to write responses, discuss with friends, and relate the content of the reading to their lives. *The Evaluation and Revision stage* is carried out after the media trial process. The researchers collected data through observations, interviews with teachers and students, and questionnaires to evaluate the effectiveness of the media. Feedback from this process is used to revise and improve the media. To ensure the quality of the media, validation was carried out by two experts from Gorontalo State University, namely Dr. Candra Cuga, S.Pd, M.Pd, M.CE, who is an expert in PPKn learning innovations, and Ade Mahniar, M.Pd, a lecturer in Educational Technology. Both assessed the media from five important aspects.

The aspects assessed include *Self Instruction*, *Self Contained*, *Stand Alone*, *Adaptive*, and *User Friendly*. The *Self Instruction* aspect showed a score of 75.00, which means that the media is quite good at facilitating independent learning. The *Self Contained* aspect obtained a score of 91.67%, which indicates that the content in the media is complete and includes all the necessary material. *Stand Alone* is rated 83.33%, which indicates that the media can be used independently without the need for additional tools. The *Adaptive* and *User Friendly* aspects each received a perfect score of 100, indicating that the media is very suitable for needs and easy to use by students. Overall, the average score of the total expert validation is 90%, which is in the "Very Feasible" category. This shows that the "Daily Text Activity" media has met pedagogical and technological standards as a learning medium.

During the implementation in the classroom, the teacher observed that the students showed high enthusiasm for this media. Students are more active in reading and writing and are able to relate the content of the text to their everyday experiences. Literacy activities become more meaningful because the media provides context that is relevant to local life. For example, the text about mutual cooperation is written based on school environment cleaning activities that are usually carried out by students in East Sumalata. Ideally, effective literacy should be based on the social and cultural practices that students have. Thus, this media not only improves literacy technical skills, but also strengthens students' cultural identity.[31]. This is also in line with the findings of the validation of the use of this media which can be seen in the graph below;

The results of the learning validation test conducted by the Media Expert are as follows;

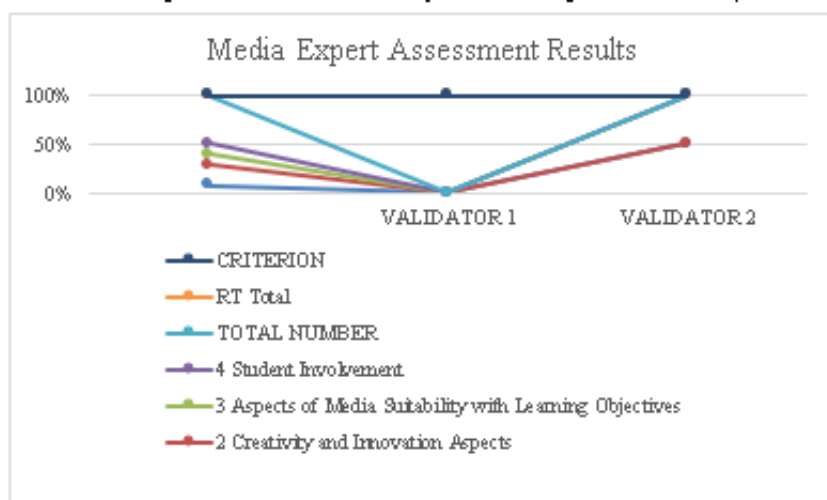


Figure 6. Media Expert Assessment ResultsMedia

Based on the assessment results of two expert validators, the *digital-based Daily Text Activities* learning media obtained an overall average score of 92,185 which is included in the very feasible category. This assessment includes four main aspects, namely the suitability of media content, creativity and innovation, suitability with learning objectives, and student involvement. In terms of *media content suitability*, the first validator gave a score of 87.5 and the second validator gave a perfect score of 100, which shows that this media content is very relevant and in accordance with the Pancasila Education curriculum in elementary schools. Furthermore, in the aspects of *creativity and innovation*, the two validators gave the same score, namely 87.5. This shows that the media has succeeded in presenting learning in an interesting and innovative way, although there is still room for further development. For the aspect of *media suitability with learning objectives*, the score given was 91.66 from the first validator and 100 from the second validator, indicating the alignment of the media with the learning outcomes. Finally, in the aspect of *student involvement*, this media obtained a fairly high and even score from the two validators, namely 91.66. Overall, the

results of this assessment show that *Daily Text Activities media* is suitable for use in learning because it meets quality standards from various important aspects in the development of educational media.

Furthermore, the validation of linguists by one of the experts from the lecturers of Gorontalo State University with several aspects of assessment, namely *Self Instruction*, *self contained*, *stand alone*, *adaptive aspects*, and friendly aspects. Each aspect consists of several points that must be considered, including, in the self-instruction spec, it consists of 7 statement points. The *self contained* aspect consists of 1 point, *the stand alone* aspect consists of 1 point, and *the adaptive* aspect consists of 1 and use friendly 1. Each aspect of the assessment has a score with a score of very good if the feasibility of the module with the statement on the questionnaire is very good and gets a score of 4, then a score of 3 if it is Feasible (If the feasibility of the module with the statement on the questionnaire is good); a score of 2, if it is not feasible (If the feasibility of the module with the statement on the questionnaire is not good/bad). The results of the validation test Recapitulation of the results of the validation of linguists are as follows:

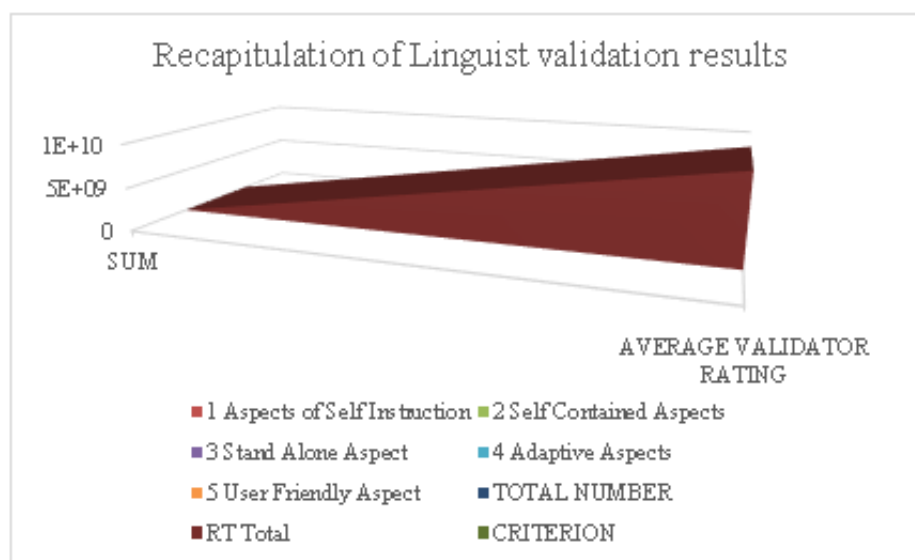


Figure 7. Recapitulation of Linguist validation results

Based on the results of the assessment conducted by the validator on the *Daily Text Activities learning media*, an average overall score of 99.29% was obtained with the criterion of "Very Feasible". This assessment includes five main aspects that are indicators of media quality, namely *Self Instruction*, *Self Contained*, *Stand Alone*, *Adaptive*, and *User Friendly*. The *Self Instruction* aspect has the highest number of indicators, namely seven items, with an average score of 96.43% which shows that this media is very supportive of students' independent learning. Meanwhile, the other four aspects, namely *Self Contained*, *Stand Alone*, *Adaptive*, and *User Friendly*, each received a perfect score of 100, reflecting the quality of the media that is comprehensive, independent, flexible, and easy to use. Overall, the total number of assessment indicators is 11, and all of them show high quality consistency. The total average score of 99.29% confirms that this learning media has met very high feasibility standards in terms of pedagogy and technology. This assessment also shows that media is able to stand on its own without the need for additional learning resources, can adapt to the needs of students, and is intuitively designed to provide comfort in its use. Thus, *the Daily Text Activities media* is stated to be very feasible to be used in the learning process of Pancasila Education at the elementary school level. Even from the content test, the validation of practitioner experts is carried out by 5 experts with each different assessment. Practitioner experts also perform on the aspects of *Self Instruction*, *self-contained*, *stand alone*, *adaptive aspects*, and

friendly aspects. Each aspect consists of several points that must be considered, including, in the self-instruction spec, it consists of 7 statement points. The *self contained* aspect consists of 2 points, the *stand alone* aspect consists of 2 points, and the *adaptive* aspect consists of 1 and use friendly 1

Each aspect of the assessment has a score with a score of very good if the feasibility of the module with the statement on the questionnaire is very good and gets a score of 4, then a score of 3 if it is Feasible (If the feasibility of the module with the statement on the questionnaire is good); a score of 2, if it is not feasible (If the feasibility of the module with the statement on the questionnaire is not good/bad). Regarding this right, the recapitulation of the results of the Content Expert's validation is as follows:

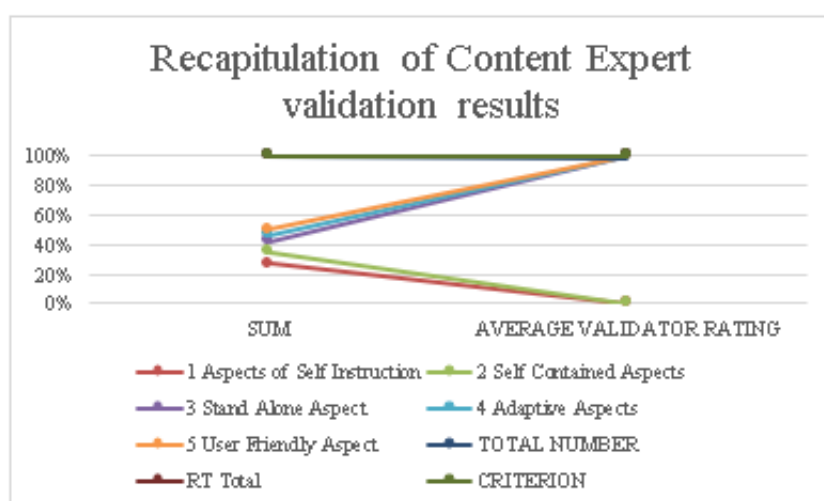


Figure 8. Recapitulation of Content Expert validation

Based on the results of the assessment by the validator of the digital-based *Daily Text Activities* learning media, quantitative data was obtained which showed that this media has a high level of feasibility with an overall average of 90.00. The assessment includes five main aspects, namely Self Instruction, Self Contained, Stand Alone, Adaptive, and User Friendly. Of these five aspects, the highest score was achieved in the *Adaptive* and *User Friendly* aspects with a perfect score of 100, which shows that this media is very responsive to user needs and easy to use by students independently. Meanwhile, the *Self Instruction* aspect obtained an average score of 75.00%, showing that even though this media has been able to facilitate independent learning, there is still room for further development so that the instructions given are easier to understand without the assistance of teachers. The *Self Contained* aspect gets a score of 91.67%, and *Stand Alone* is 83.33%, which means that the material in this media is quite complete and can be used without having to rely on other sources. With a total of excellent overall scores and the "Very Feasible" category, this media is considered ready to be used in learning Pancasila Education at the elementary school level.

The findings of this study show that the development of digital-based Daily Text Activity media has proven to be very effective in improving students' basic literacy while strengthening the local socio-cultural context in learning Pancasila Education at the elementary school level. During the implementation in the classroom, teachers observed an increase in students' enthusiasm and active participation in reading and writing activities, which was supported by the relevance of the content of the text to their daily experiences, such as the practice of mutual cooperation in the school environment. This media not only strengthens literacy technical skills, but also shapes students' cultural identities through a meaningful contextual approach. This advantage is reinforced by the

results of expert validation, which shows a very high level of eligibility. Validation by media experts gave an average score of 92.18%, reflecting the quality in terms of content suitability, creativity, learning objectives, and student engagement. Linguist validation recorded an outstanding score of 99.29%, indicating that this medium supports independent learning, is adaptive, easy to use, and does not depend on other sources. Meanwhile, the content expert's validation gave an average score of 90.00%, with perfect scores on adaptive and user-friendly aspects, as well as good assessments on the completeness and independence of content. The three validation results consistently show that this media not only meets pedagogical and technological standards, but also has advantages in bridging literacy practices that are relevant to students' lives. Therefore, digital-based Daily Text Activity media is very feasible and recommended as a Pancasila learning innovation that is able to comprehensively improve the quality of students' basic literacy.

CONCLUSION

Based on the findings of research, development and implementation of digital-based Daily Text Activity media at SDN East Sumalata Regency, it has been proven to be able to answer relevant and contextual learning needs in supporting basic literacy and civic literacy. The needs analysis shows that teachers and students need media that is in accordance with local characteristics and can present more meaningful learning of Pancasila Education. This media was developed using the ASSURE model, which pays attention to the characteristics of students, learning objectives, methods, and active student involvement. The media content is compiled by raising daily texts that are close to students' lives, equipped with interactive visual elements and reading and writing activities aimed at instilling Pancasila values, cultural literacy, and citizenship. The results of validation by experts show that this medium is very suitable for use, with an average score of 90, reflecting excellence in content, creativity, innovation, and alignment with learning objectives. The implementation in the classroom also showed a positive response: teachers felt the ease of use and suitability of the media with learning needs, while students showed high enthusiasm in participating in activities. Thus, this media is effective in improving basic literacy and building students' character through contextual and interactive approaches. In the future, this media is recommended to be expanded to be applied at various grade levels within the scope of elementary schools and refined through the preparation of usage guidelines for teachers and the integration of more diverse local content so that the benefits are wider and more sustainable.

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