

Honesty Values in Pancasila Education: Challenges and Potential of Video Media in Elementary Schools

April Lina Sri Windayani^{1*}, Triyanto², Sudiyanto³

^{1,2,3} Universitas Sebelas Maret, Indonesia

*) Corresponding author: aprilina@student.uns.ac.id

Abstract

Character education, particularly within the framework of Pancasila Education, plays a central role in shaping students' personalities from elementary school. However, important values such as honesty have not been optimally instilled, primarily due to learning approaches that focus too much on cognitive aspects and the use of conventional media that lack context. This situation indicates the urgency to explore new approaches that are more meaningful, participatory, and pedagogically relevant. This study aims to describe the implementation of Pancasila Education learning in elementary schools, identify teachers' obstacles in instilling the value of honesty, and explore their perceptions of the potential of Canva-based animated video media as an alternative medium for character learning. This study used a descriptive qualitative approach, with data collection techniques consisting of semi-structured interviews and non-participant observation with five teachers at three public elementary schools in Mojosoong District, Central Java. The results showed that learning was still dominated by lectures and print media, with limited affective strategies and digital facilities. Nevertheless, teachers responded positively to the idea of using animated videos as a medium for value learning. This study concludes that Canva-based animated videos have the potential to be an affordable and effective educational medium in supporting the instillation of honesty in the classroom.

Keywords: Pancasila education; elementary school; animated video

Introduction

In the contemporary educational landscape, the role of character education, specifically through the framework of Pancasila, has become increasingly vital in Indonesian elementary schools. Pancasila, which embodies the core values and philosophy of the Indonesian state, serves as a foundational pillar for nurturing students' character. Its implementation in elementary education is essential not only for the intellectual development of young learners but also for the cultivation of moral values and ethics, fostering individuals who contribute positively to society. The emphasis on character education addresses the urgent need for instilling virtues such as honesty, a value that has not been optimally conveyed within traditional educational paradigms. Despite the significance of honesty, field observations reveal that current pedagogical strategies often

inadequately emphasize this character trait. This deficiency is partly attributed to a predominant focus on cognitive development within educational frameworks. Many educational institutions prioritize mastery of academic content, adhering to principles of Outcome-Based Education (OBE), which emphasizes systematic learning and cognitive mastery over affective dimensions such as honesty. Consequently, the character dimensions that foster honesty are frequently relegated to the sidelines, affecting students' overall development and ethical formation (Cantika & Alhayat, 2023).

Furthermore, the reality of conventional learning media, which primarily consists of lectures and textbooks, exacerbates this issue. Traditional learning modalities predominantly engage students at a cognitive level, offering limited opportunities for experiential learning that could foster virtues such as honesty (Budiarto et al., 2024). Conventional

approaches often prioritize rote learning, neglecting the multi-faceted nature of character development, particularly in the affective domain which encompasses values and personal attributes (Bahri et al., 2022). This one-dimensional focus on knowledge acquisition without a concurrent dedication to character values can lead to an educational experience that is comprehensive cognitively but lacking in emotional and ethical richness.

Interactive and contextual learning media, particularly animated videos, have shown significant benefits in educational settings. Studies demonstrate that animated videos enhance vocabulary learning for young EFL learners (Minalla, 2024) and improve student motivation in English language learning (Laksmi et al., 2021). Interactive multimedia has been found to positively impact mathematical concept understanding (Setyowati et al., 2020) and increase learner motivation in distance education (Barut Tugtekin & Dursun, 2021). Interactive video learning promotes active engagement, critical thinking, and personalized learning experiences (Baierl et al., 2022). The development of interactive learning media using tools like Articulate Storyline can effectively train students' problem-solving abilities (Daryanes et al., 2023). Research also indicates that interactive video length affects cognitive load, achievement, and retention (Afify, 2020). Furthermore, interactive and animated data visualizations in science news have been shown to enhance engagement and learning outcomes (Greussing et al., 2020). These findings collectively underscore the importance of interactive and contextual learning media in modern education. Thus, recognizing the existing gap in character education within the framework of Pancasila, especially in relation to honesty, highlights an urgent need for educational reforms focusing on both cognitive and affective learning outcomes.

In this regard, the study focuses on investigating how learning is implemented, including the methods teachers employ, the kinds of learning resources they use, and the kinds of assignments pupils are given. It's also critical to recognise the different barriers that educators encounter in maintaining integrity, whether they are caused by a lack of resources,

pedagogical limitations, or environmental influences. Practical experience demonstrates that the contemporary pedagogical approach is still primarily cognitive in nature, emphasising academic material acquisition and the use of Outcome-Based Education (OBE) concepts. As a result, emotional qualities like honesty are frequently overlooked (Cantika & Alhayat, 2023). Additionally, it is believed that traditional learning materials like lectures and textbooks are poor at forming students' overall character (Bahri et al., 2022). The necessity of learning innovations that incorporate students' emotional features and firsthand experiences is highlighted by this circumstance. Interactive animated video content can boost learning motivation, active engagement, and a deeper comprehension of values, according to a number of studies (Afify, 2020; Minalla, 2024). It is essential to comprehend how educators view the possible applications of this media in order to create learning innovations that are impactful, economical, and relevant. This study is important because it not only documents actual classroom instruction but also creates a framework for investigating instructors' real-world experiences in places like Mojosoongo. Additionally, it offers a foundation for creating basic digital content that is suited to the needs of today's student demographics, including animated movies created using Canva.

This study is unique in that it focusses on real-world teacher behaviours that promote principles of honesty in the classroom, as opposed to only creating or evaluating educational materials. Even though teachers' everyday practices provide a vital basis for developing contextual and applicable character education theories and policies, the local context of Mojosoongo District, Central Java, offers a distinctive richness that has rarely been acknowledged in academic literature (Cantika & Alhayat, 2023). Additionally, in keeping with earlier research that demonstrates that interactive video media can improve student engagement, retention, and comprehension of abstract material and social values, this study presents Canva-based animated video media as an easy, economical, and pertinent strategic alternative to support honesty instillation (Greussing et al., 2020; Afify, 2020). This method offers important

empirical and conceptual contributions because it has not been extensively investigated in character education research at the primary school level.

The objectives of this study are to outline the methods, materials, and assignments utilised in the implementation of Pancasila Education in Mojosoongo District's elementary schools, identify the challenges teachers face in teaching the value of honesty, and investigate their opinions regarding the potential of animated video content based on Canva as a character education tool. According to theory, this study contributes references about the use of technology-based visual media in fostering moral attitudes and enhances the body of knowledge on character education at the primary school level. In order to promote holistic character education, the study's practical findings guide educators in selecting media and tactics that effectively instill honesty, guide media creators in creating pertinent storytelling-based content, and assist legislators in creating teacher training programs and regulations for incorporating interactive media into the Merdeka Curriculum.

Method

This research employs a descriptive qualitative methodology (Sofaer, 2002). This method explains in detail and in context how Pancasila Education is taught in elementary schools, particularly how it fosters an honest mindset. Without changing the factors, the study aims to comprehend the phenomenon from the viewpoint of the participants, who are teachers. Several public elementary schools in Central Java's Mojosoongo District served as the study's sites. Five Pancasila Education teachers served as the research subjects. Using a purposive sampling technique, informants were chosen based on three requirements: (1) being a Pancasila Education instructor or class teacher, (2) having at least a year of teaching experience, and (3) being open to being interviewed and watched while students were studying (Bostley & Peters, 2023).

This study used non-participant observation and semi-structured interviews as data gathering methods (Strong, 2020).

Teachers' opinions on the use of Pancasila Education, the methods employed, the media used, the kinds of assignments students were given, the difficulties in fostering honesty, and the potential use of video media in education were all investigated through interviews. In the meantime, classroom learning practices were directly observed through non-participant observation. The following grid describes the instruments used in this study, which were organized according to the research emphasis.

Table 1. Research instrument grid

Observed/Interviewed Aspects	Indicator
Learning Implementation	Suitability to lesson plans, learning flow, student engagement
Learning Strategies	Approach/method used in delivering material
Learning Media	Type of media used (conventional/digital) and frequency of use
Student Assignments	The form and purpose of the assignment, and its relationship to character values
Barriers to Instilling an Honest Attitude	Internal (teacher/student) and external (facilities, environment) constraints
Potential of Animated Video Media	Teachers' perceptions of the benefits, ease, and relevance of video media

An interactive model with three primary stages that was created by Miles and Huberman was used for data analysis in this study (Miles et al., 2018). In order to concentrate on information pertinent to the study goals, the raw data from observations and interviews was first sorted, simplified, and organized as part of the data reduction process. Second, to make the findings easier to understand, the data was presented using thematic tables, direct quotes from informants, and descriptive narratives. Third, in order to find patterns, meanings, and significant correlations between the data as a foundation for interpretation, conclusions were made and continuously confirmed during the analytical process.

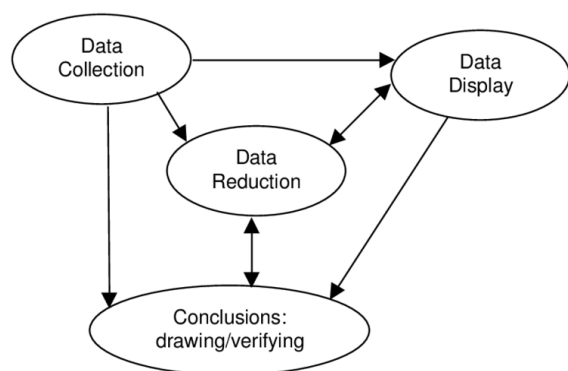


Figure 1. Interactive Data Analysis Techniques

In the meantime, triangulation techniques were used in this investigation to guarantee data veracity. Technical triangulation was accomplished by combining observations and interviews, whereas source triangulation was accomplished by comparing data from multiple teachers (Miles et al., 2018). In order to guarantee the correctness and consistency of the information gathered, member checking was also employed, which entailed asking informants for confirmation about the processed interview data.

Result and Discussion

This study explores the teaching practices of Pancasila Education in three public elementary schools in Mojosongo District, Central Java, with a focus on instilling the value of honesty. Data were collected through semi-structured interviews with five teachers and non-participant observations during three learning sessions per class. The following is an analysis of the interviews and observations.

Implementation of Pancasila Education Learning

Although there are differences in implementation, observations show that Pancasila Education instruction in three elementary schools largely adheres to the Lesson Implementation Plan (RPP) as specified in the Independent Curriculum. An introduction (material explanation), a primary topic (discussion or assignments), and a conclusion (brief reflection) usually make up the learning flow. Nevertheless, observations

show that student participation is typically passive, particularly during the main session when the teacher exercises control through lectures. Students respond to factual questions regarding what constitutes honesty in the majority of one-way teacher-student exchanges. At SDN 1 and SDN 2, basic PowerPoint presentations are utilized in conjunction with textbooks and whiteboards as the primary learning media. Due to a shortage of projectors, SDN 3 does not employ digital media. According to an interview, learning films are rarely used:

"Usually I just use textbooks and whiteboards." Because classroom facilities are restricted, movies are rarely used, and I'm not sure how to create entertaining videos for the kids. (G2)

"I've attempted using YouTube videos, but the information doesn't exactly fit the message of honesty I'm trying to get over. Perhaps a carefully produced video would be more beneficial. (G4)

The cognitive domain was the main focus of learning activities, such as comprehending the meaning and applications of honesty. There were written homework projects, including producing a report on Pancasila values or a tale on an honest experience. However, because these tasks lacked in-depth thought or simulations of real-life scenarios, observations revealed that they did not promote the internalization of honesty.

Data from observations and interviews were coded in order to find trends and themes. As shown in Table 2, the initial codes produced by the data reduction step were further categorized and categorized into themes.

Table 2. Initial Coding Results, Categories, and Themes

Code	Category	Topic
G1-C1	Learning strategies	Lecture + limited discussion
G2-C2	Learning media	Simple textbook & PPT
G3-C3	Student assignments	Written homework, simple reports
G4-C4	Obstacles	Limited digital facilities
G5-C5	Potential of video media	High interest, training needed

According to coding analysis, most teachers (G1, G2, G3, and G5) taught

Pancasila Education mostly through lectures, with little group discussion because of time constraints. Only two instructors (G1, G4) in schools with projector equipment used PowerPoint; textbooks and whiteboards were the most common forms of learning media in all schools. Assignments for students were primarily on producing stories or reports, but they were not well-designed to promote the use of honesty ideals in practical contexts. Limited digital facilities (G2, G3, G4) and teachers' inexperience with creating interactive media (G2, G5) were the primary obstacles found. All of the informants, however, indicated a strong desire to use animated video content, even though they required training to create pertinent content.

Obstacles for Teachers in Instilling an Attitude of Honesty

Interviews with five Pancasila Education teachers at three public elementary schools in Mojosongo District identified several obstacles to instilling honesty. Teachers reported limited learning time, a lack of interactive media, and low student awareness as key obstacles. Observations revealed that learning activities often focused on delivering cognitive material, leaving little focus on reflection on honesty. One teacher stated:

"The kids understand the value of honesty, but they continue to cheat on exams. A simple lesson alone is not enough to influence behavior. (G4)

Additionally, teachers' attempts to generate compelling learning are hampered by a lack of resources, such as restricted access to projectors or pertinent video content. Another external issue is peer pressure, since students often copy dishonest behavior from their peers. Data from observations and interviews were coded in order to find trends in the barriers. The codes, categories, and themes that arose from the analysis are compiled in Table 3.

Table 3. Coding Results of Barriers to Cultivating an Honest Attitude

Code	Category	Themes
G1-H1	Internal constraints	Lack of student motivation
G2-H2	External constraints	Lack of visual media

G3-H3	Environmental factors	Lack of positive peer influence
G4-H4	Time constraints	Focus on the cognitive domain
G5-H5	Lack of training	Inability to develop media

Coding analysis revealed that the main obstacles to instilling honesty include both internal and external constraints. Internally, low student motivation (G1, G4) and the difficulty of changing behavior through conventional methods pose significant challenges. Externally, the lack of visual media (G2, G5) and negative peer influence (G3) exacerbate the situation. Furthermore, limited learning time (G4) causes teachers to prioritize cognitive domains over attitudes, while a lack of training in interactive media development (G5) hinders learning innovation.

The Potential of Canva-Based Animated Video Media

Interviews with five Pancasila Education instructors at three public elementary schools in Mojosongo District indicated favorable perceptions regarding the possibilities of Canva-based animated video media. Educators asserted that animated videos are effective in engaging pupils and promoting the instillation of values related to honesty through contextual visual tales. They emphasized the necessity for technical expertise to create content utilizing Canva. A teacher remarked:

"The availability of simple yet captivating animated videos would facilitate children's comprehension of the importance of honesty." However, I do not fully comprehend how to create them in Canva. G5

Educators contended that animated videos may mitigate the constraints of traditional lectures by illustrating narratives or simulations pertinent to students' experiences, although facing obstacles related to limited resources and time for implementation. The interview data were examined using a coding procedure to discern patterns associated with the potential of animated video media. Table 4 delineates the codes, categories, and topics that surfaced.

Table 4. Coding Results of the Potential of Animated Video Media

Code	Category	Theme
G1-P1	Benefits of video media	Facilitating character building
G2-P2	Technical constraints	Device and time constraints
G3-P3	Opportunities for innovation	Students love Canva-based videos
G4-P4	Content relevance	Visual content supports internalization
G5-P5	Training needs	Technical training for teachers is needed

Coding analysis indicated that educators concur that Canva-based animated video media have considerable potential to enhance Pancasila Education, especially in fostering honesty (G1, G3, G4). Animated movies are deemed interesting for pupils and effective in imparting character values through visual storytelling (G3, G4). Nonetheless, technical limitations, like restricted devices and time (G2), together with the necessity for teacher training in utilizing Canva (G5), are issues that must be resolved to actualize this potential.

This study demonstrated that Pancasila Education instruction in three public primary schools in Mojosongo District predominantly use lecture methods and traditional media, such as textbooks and whiteboards, resulting in student involvement that is largely passive and concentrated on the cognitive domain. Despite adherence to the Lesson Implementation Plan (RPP), this methodology fails to facilitate the internalization of honesty principles due to the absence of interactive media and assignments that promote attitudinal reflection. The primary challenges encountered by educators consist of restricted instructional time, insufficient visual resources, the impact of the student milieu, including negative peer influences, and inadequate instructor proficiency in creating new media. Teachers indicated favorable views regarding the potential of Canva-based animated video media, deeming it pertinent for engaging students' attention and enhancing character development through contextual visual narratives. Nonetheless, the execution of this media was obstructed by inadequate equipment and the necessity for technical training for educators. These findings highlight the necessity for creative educational media that facilitate character education, with Canva-

based animated video media serving as a viable alternative that necessitates technical support and training for optimal effectiveness.

The instruction of Pancasila education in elementary schools within Mojosongo District predominantly employs lecture methods and traditional media, hence constraining the absorption of principles related to honesty. Principal impediments encompass a deficiency of creative media, temporal limitations, and the impact of pupils' surroundings. Pancasila education instruction in three public primary schools in Mojosongo District is structured according to the Independent Curriculum (Kurikulum Merdeka) lesson plan (RPP), although predominantly employs lecture methods utilizing traditional media such as textbooks and whiteboards. Observations indicate that teacher-student interactions are unidirectional, characterized by an absence of interactive media, including videos. As a result, education emphasizes cognitive areas, such as comprehending the definition of honesty, and fails to promote the internalization of attitudes through reflection or simulation.

Research indicates that active learning methodologies, including STEM-oriented digital classroom frameworks and the implementation of smartboards, can improve higher-order thinking skills (HOTS) and character education (Zainil et al., 2022)(Abdullah et al., 2021). Active methodologies, such as multidimensional curriculum design, student engagement, and motivational strategies, facilitate the development of higher-order thinking skills (Sekwena, 2023; Yosepha et al., 2023). The regular application of HOTS-based questions and a constructivist methodology effectively enhances critical thinking (Sidiq et al., 2021; Minarni & Napitupulu, 2020), however altering teaching practices necessitates considerable work (Drenoyianni & Kourtis, 2022).

These findings reveal a disparity between existing educational methods and the proactive strategies required to properly cultivate the value of honesty. Investigations conducted in three public primary schools within the Mojosongo District revealed both internal and external impediments to fostering honesty via Pancasila Education. Internally, teacher

readiness is constrained by insufficient training in developing activities aimed at shaping attitudes, while students exhibit diminished motivation to practice honesty due to peer influence. Externally, constrained resources like projectors and digital media, along with an evaluation system emphasizing cognitive dimensions, impede the development of attitudes. These obstacles are systemic, entrenched in educational practices that emphasize academic success and a learning environment that fails to foster the contemplation of character values.

Social learning theory posits that the formation of attitudes is shaped by the learning environment and social interactions (Sijabat, 2024; Legg, 2023). Ajzen's theory of attitude development has been utilized in research on language acquisition and environmental attitudes (Alhamami, 2022; Bahri et al., 2022), while investigations into learning environments that foster sustainable attitudes have been conducted in youngsters (Sharma, 2022). The implementation of social learning theory in health education underscores the significance of the learning environment (Mukhalalati et al., 2022), while the historical evolution of this theory from Sears to Bandura illustrates its adaptability (Grusec, 2020). The findings indicate that systemic hurdles can be surmounted through principal support, parental engagement, and media infrastructure, thereby reinforcing a values-based learning culture.

Interviews with five Pancasila Education instructors at three public elementary schools in Mojosongo District revealed that Canva-based animated video media might effectively mitigate obstacles in promoting honesty, including insufficient interactive media and low student involvement. Educators regard Canva as an accessible platform for producing captivating visual content that resonates with students' experiences and communicates the significance of honesty through narratives or simulations. Nonetheless, gadget constraints and teachers' insufficient technical abilities pose obstacles to application, requiring training to optimize the utility of this instrument.

Research indicates that visual media, including films and comics, effectively enhance character education and boost student engagement (Subur et al., 2024; Murti et al.,

2020). The Visual, Auditory, and Kinesthetic (VAK) strategy has demonstrated efficacy in enhancing reading abilities among dyslexic individuals, however its relevance in other contexts is uncertain (Ziadat, 2021; Fallace, 2023). The incorporation of local wisdom and cultural values into educational media facilitates character development (Nurasiah et al., 2022; Yusuf, 2023), whilst tactics like role modeling and school-centered practices enhance character education (Aningsih et al., 2022). Collaborations with parents and an emphasis on sustainability competences have produced favorable outcomes (Levchyk et al., 2021). The findings indicate that Canva-based animated video media may serve as an innovative solution to character education challenges, contingent upon sufficient training and infrastructure support. This study theoretically advances character education theory by emphasizing the significance of visual media in internalizing the principle of honesty, enhancing Pancasila Education pedagogy, and reinforcing the theory of technology-based learning media, such as Canva. The findings advocate for educators to utilize animated video media, administrators to endorse technical training, and media developers to produce material rooted on local expertise.

This study underscores the necessity of incorporating interactive technology into the Independent Curriculum and enhancing teacher training to advance character education. This study has limitations, including a restricted sample size of five teachers, geographical focus solely on Mojosongo District, a brief observation period, and potential subjectivity in qualitative data interpretation, which may impact the generalizability of the results.

Conclusion

This study indicates that Pancasila Education in elementary schools within Mojosongo District is impeded by a cognitive-centric lecture methodology and insufficient interactive media, compounded by inadequate infrastructure, time constraints, and the impact of students' social environments. However, Canva-based animated video media presents an innovative solution to enhance the

internalization of honesty values, contingent upon the provision of technical training. Consequently, educators are urged to creatively utilize animated video media, school leaders are anticipated to spearhead technological training and the availability of digital resources, and legislators are requested to incorporate interactive media into the Independent Curriculum to enhance character education. Future research must increase the number of informants and the geographical scope to enhance insights and address the limitations of this study.

References

- Abdullah, A. H., Soh, H. M., Mokhtar, M., Hamzah, M. H., Ashari, Z. M., Ali, D. F., Samah, N. A., Jumaat, N. F., Ibrahim, N. H., Surif, J., & Rahman, S. N. S. A. (2021). Does the Use of Smart Board Increase Students' Higher Order Thinking Skills (HOTS)? *IEEE Access*, 9, 1833–1854. <https://doi.org/10.1109/access.2020.3042832>
- Afify, M. K. (2020). Effect Of Interactive Video Length Within E-Learning Environments On Cognitive Load, Cognitive Achievement And Retention Of Learning. *Turkish Online Journal of Distance Education*, 68–89. <https://doi.org/10.17718/tojde.803360>
- Alhamami, M. (2022). Language Learners' Attitudes Toward Online and Face-To-Face Language Environments. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.926310>
- Aningsih, Zulela, M. S., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the Education Character Implemented? The Case Study in Indonesian Elementary School. *Journal of Educational and Social Research*, 12(1), 371. <https://doi.org/10.36941/jesr-2022-0029>
- Bahri, Junaeda, S., Misnah, Rahmatullah, R., Asmunandar, Tati, A. D. R., Jumardi, J., Jauhar, S., & Kamaruddin, S. A. (2022). Application of Problem-Based Learning Model at the State of 2 Majene First Middle School. *SHS Web of Conferences*, 149, 1008. <https://doi.org/10.1051/shsconf/202214901008>
- Baierl, T.-M., Kaiser, F. G., & Bogner, F. X. (2022). The supportive role of environmental attitude for learning about environmental issues. *Journal of Environmental Psychology*, 81, 101799. <https://doi.org/10.1016/j.jenvp.2022.101799>
- Barut Tugtekin, E., & Dursun, O. O. (2021). Effect of animated and interactive video variations on learners' motivation in distance Education. *Education and Information Technologies*, 27(3), 3247–3276. <https://doi.org/10.1007/s10639-021-10735-5>
- Bostley, M. A., & Peters, A. I. (2023). Scientific Research Sample Size Determination. *The International Journal of Science & Technoledge*. <https://doi.org/10.24940/theijst/2023/v11/i7/st2307-008>
- Budiarto, M. K., Asrowi, Gunarhadi, Karsidi, R., & Rahman, A. (2024). E-Learning Platform for Enhancing 21st Century Skills for Vocational School Students: A Systematic Literature Review. In *Electronic Journal of e-Learning* (Vol. 22, Issue 5, pp. 76–90). Academic Conferences and Publishing International Limited. <https://doi.org/10.34190/ejel.22.5.3417>
- Cantika, V. M., & Alhayat, A. (2023). Implementation of Outcome-Based Education in a Leading High School (A Case Study at SMA Taruna Bakti Bandung). *Proceedings Series on Social Sciences & Humanities*, 12, 52–59. <https://doi.org/10.30595/pssh.v12i.773>
- Daryanes, F., Darmadi, D., Fikri, K., Sayuti, I., Rusandi, M. A., & Situmorang, D. D. B. (2023). The development of articulate storyline interactive learning media based on case methods to train student's problem-solving ability. *Heliyon*, 9(4), e15082. <https://doi.org/10.1016/j.heliyon.2023.e15082>
- Drenoyianni, H., & Kourtis, P. (2022). Investigating the development of higher order thinking in an elementary classroom: results from a mixed methods study. *Education 3-13*, 52(8), 1353–1371. <https://doi.org/10.1080/03004279.2022.2148486>
- Fallace, T. (2023). The long origins of the visual, auditory, and kinesthetic learning style typology, 1921–2001. *History of Psychology*, 26(4), 334–354. <https://doi.org/10.1037/hop0000240>
- Greussing, E., Kessler, S. H., & Boomgaarden, H. G. (2020). Learning From Science News via Interactive and Animated Data Visualizations: An Investigation Combining Eye Tracking, Online Survey, and Cued Retrospective Reporting. *Science Communication*, 42(6), 803–828. <https://doi.org/10.1177/1075547020962100>
- Grusec, J. E. (2020). Social learning theory and developmental psychology: The legacies of Robert Sears and Albert Bandura. *Developmental Psychology*, 28(5), 776–786.

- <https://doi.org/10.1037/0012-1649.28.5.776>
Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021). The Use Of Animation Video As Learning Media For Young Learners To Improve Efl Students' Motivation In Learning English. *Lingua*, 17(1), 42–52. <https://doi.org/10.34005/lingua.v17i1.1378>
- Legg, R. S. (2023). When enactive learning went missing, vicarious learning became a must. *Theory Into Practice*, 62(3), 245–254. <https://doi.org/10.1080/00405841.2023.2226557>
- Levchyk, I., Chaikovska, H., Yankovych, O., Kuzma, I., & Rozhko-Pavlyshyn, T. (2021). Formation of sustainable development competencies in primary school children. *Journal of Education Culture and Society*, 12(2), 341–360. <https://doi.org/10.15503/jecs2021.2.341.360>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- Minalla, A. A. (2024). Enhancing Young EFL Learners' Vocabulary Learning Through Contextualizing Animated Videos. *Theory and Practice in Language Studies*, 14(2), 578–586. <https://doi.org/10.17507/tpls.1402.31>
- Minarni, A., & Napitupulu, E. E. (2020). THE ROLE OF CONSTRUCTIVISM-BASED LEARNING IN IMPROVING MATHEMATICAL HIGH ORDER THINKING SKILLS OF INDONESIAN STUDENTS. *Infinity Journal*, 9(1), 111. <https://doi.org/10.22460/infinity.v9i1.p111-132>
- Mukhalalati, B., Elshami, S., Eljaam, M., Hussain, F. N., & Bishawi, A. H. (2022). Applications of social theories of learning in health professions education programs: A scoping review. *Frontiers in Medicine*, 9. <https://doi.org/10.3389/fmed.2022.912751>
- Murti, D. K., Gunarhadi, G., & Winarno, W. (2020). Development of Educational Comic with Local Wisdom to Foster Morality of Elementary School Students: A Need Analysis. *International Journal of Educational Methodology*, 6(2), 337–343. <https://doi.org/10.12973/ijem.6.2.337>
- Nurasiah, I., Sumantri, M. S., Nurhasanah, N., & Casmana, A. R. (2022). Cultural Values' Integration in Character Development in Elementary Schools: The Sukuraga as Learning Media. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.849218>
- Sekwena, G. L. (2023). Active Learning Pedagogy for Enriching Economics Students' Higher Order Thinking Skills. *International Journal of Learning, Teaching and Educational Research*, 22(3), 241–255. <https://doi.org/10.26803/ijlter.22.3.15>
- Setyowati, E., Hidayati, I. S., & Hermawan, T. (2020). PENGARUH PENGGUNAAN MULTIMEDIA INTERAKTIF TERHADAP PEMAHAMAN KONSEP DA LAM PEMBELAJARAN MATEMATIKA DI MTs DARUL ULUM MUHAMMADIYAH GALUR. *Intersections*, 5(2), 26–37. <https://doi.org/10.47200/intersections.v5i2.553>
- Sidiq, Y., Ishartono, N., Desstya, A., Prayitno, H. J., Anif, S., & Hidayat, M. L. (2021). Improving Elementary School Students' Critical Thinking Skill in Science through HOTS-based Science Questions: A Quasi-Experimental Study. *Jurnal Pendidikan IPA Indonesia*, 10(3), 378–386. <https://doi.org/10.15294/jpii.v10i3.30891>
- Sijabat, R. (2024). The application of social learning theory in predicting the antecedents of social entrepreneurial intention. *Business: Theory and Practice*, 25(1), 210–222. <https://doi.org/10.3846/btp.2024.18814>
- Sofaer, S. (2002). Qualitative research methods. *International Journal for Quality in Health Care*, 14(4). <https://doi.org/10.1093/intqhc/14.4.329>
- Strong, J. Z. (2020). Investigating a Text Structure Intervention for Reading and Writing in Grades 4 and 5. *Reading Research Quarterly*, 55(4), 545–551. <https://doi.org/10.1002/rrq.356>
- Subur, S., Nuha, M. A., Tantri, I. D., & Dharin, A. (2024). Strengthening The Character of Elementary School Students on Online Learning Through Video Utilization. *International Journal of Religion*, 5(8), 570–580. <https://doi.org/10.61707/xmyxx064>
- Yosepha, A., Ali, M., Wahyudin, D., & Rusman, R. (2023). The Role of Multi-dimensional Curriculum Design in Improving Higher-Order Thinking Skills. *International Journal of Learning, Teaching and Educational Research*, 22(7), 219–239. <https://doi.org/10.26803/ijlter.22.7.12>
- Yusuf, F. A. (2023). Meta-Analysis: The Influence of Local Wisdom-Based Learning Media on the Character of Students in Indonesia. *International Journal of Educational Methodology*, 9(1), 237–248. <https://doi.org/10.12973/ijem.9.1.237>
- Zainil, M., Kenedi, A. K., Rahmatina, Indrawati, T., & Handrianto, C. (2022). The Influence of a STEM-Based Digital Classroom Learning Model and High-Order Thinking Skills on the 21st-Century Skills of Elementary School

- l Students in Indonesia. *Journal of Education and E-Learning Research*, 10(1), 29–35.
<https://doi.org/10.20448/jeelr.v10i1.4336>
- Ziadat, A. H. (2021). The Impact of Using VAKT Strategy on Oral Reading and Reading Comprehension Skills of Elementary Students with Dyslexia. *International Journal of Learning, Teaching and Educational Research*, 20(2), 121–136.
<https://doi.org/10.26803/ijlter.20.2.7>