



Developing The Media Dimension Global Diversity Based on Digital Literacy Civic Learning in Fourth Grade

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Abstract: Modern civic education requires integrating digital literacy with character building, particularly the global diversity dimension of the *Profil Pelajar Pancasila*. However, there is currently a lack of targeted learning media that practically combines the four pillars of digital literacy (skills, culture, ethics, and security) with global diversity values for elementary-level instruction.

This research aims to develop a digital literacy-based media that contains material on identity building in diversity and is expected to instill and develop the values of the dimensions of global diversity in students as one of the implementations of the six dimensions contained in the *Profil Pelajar Pancasila*. Employing the Hannafin and Peck Research and Development model, the study involved needs assessment, design, development, and iterative evaluation. The subjects were 28 fourth-grade students at SDN Karet Tengsin 13, Central Jakarta. The research instrument consists of a learner needs analysis questionnaire instrument sheet, a classroom teacher needs analysis interview sheet, a three expert validation questionnaire instrument (media expert, materials expert and linguist), a one-to-one trial instrument, a small group trial and a field trial, and a teacher evaluation sheet. The results of the study were analysed qualitatively and quantitatively. The results showed that the developed media, named "Meja Sikebal", was included in the very feasible category with a percentage of media validation of 97.72%, a percentage of material validation of 95.31% and a percentage of language validation results of 92.5%, so that "Meja Sikebal" was declared very feasible to be used as a support for civics learning media.

Keywords: *global diversity dimension , digital literacy, civic learning , four grade.*

Introduction

Twenty-first century education has shifted from a teacher-centered approach to a student-centered one. This paradigm shift in the learning process is grounded in constructivist theory, where twenty-first century learning positions students as whole and active subjects of learning, enabling them to explore their knowledge and skills, while teachers act as facilitators and provide guidance throughout the learning process (Meilia & Murdiana, 2019). Twenty-first century learning, which emphasizes technological competence, certainly brings both positive and negative impacts, particularly for students. One of the benefits perceived by students is the ease of accessing and searching for learning resources on the internet. However, according to Prihatmojo et al. (2019), if the practice of twenty-first century

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learning is not balanced with moral quality and the internalization of religious values, it may instead damage the social order. Therefore, Santoso and Pujiono (2022) argue that in responding to the rapid developments of the twenty-first century, preventive measures that educational institutions particularly schools can undertake include strengthening character education for students.

Among various character values, one essential character trait that is relevant and needs to be developed today is global diversity character. Global diversity is one of the dimensions within the government program aimed at fostering and strengthening students' character, known as the Pancasila Student Profile. The global diversity dimension reflects the character of Indonesian students who are expected to preserve their ancestral culture, locality, and identity, while maintaining an open-minded attitude when interacting with different cultures. This openness is intended to cultivate respect and encourage the formation of positive new cultures that do not contradict the noble values upheld by the nation (Kemendikbudristek, 2022).

The implementation of the global diversity dimension is considered highly important in light of the current condition of education in Indonesia, where various issues related to character deviation and moral degradation among the younger generation have emerged. According to a UNICEF report (2020), 45% of children in Indonesia have experienced cyberbullying. This phenomenon is inseparable from the negative impacts of digital transformation. Bullying and intolerance at the elementary school level represent a contradiction to the goals of Indonesian education and therefore require serious attention. Consequently, efforts are needed to instill and develop character traits that promote respect for all forms of diversity. The global diversity dimension is regarded as one of the character values closely aligned with the traits that need to be instilled and developed in elementary school students in accordance with current technological advancements (Nabila & Wulandari, 2022).

Based on a preliminary study conducted with a fourth-grade teacher at SDN Karet Tengsin 13, Central Jakarta, it was found that teachers face challenges in designing learning materials aligned with the Merdeka Curriculum. Furthermore, the implementation of global diversity values is hindered because teachers prioritize the development of students' cognitive abilities, and relatively few teachers utilize and develop digital literacy-based learning media. Therefore, digital literacy can serve as a means to enhance and develop the global diversity dimension among students. The integration of global diversity with digital literacy is expected to shape students into Pancasila learners who are capable of applying Pancasila values within the digital sphere. Moreover, digital literacy consists of four pillars that support digital transformation: digital skills, digital culture, digital ethics, and digital safety (Agustini, 2021).

Various efforts have been undertaken to enhance and develop the global diversity dimension among elementary school students. One such effort involves the use of Augmented Reality-based media, which has been shown to improve the global diversity character dimension among fourth-grade students (Rizkyani & Wulandari, 2022). Additionally, the implementation of a hidden curriculum in fourth-grade classrooms has been found to foster the development of global diversity character (Sabanil, Sarifah, & Imaningtyas, 2022). The use of short story appreciation teaching materials containing values that support global diversity character has also been reported to strengthen this character dimension among students (Sufanti, Purwati, & Cahyati, 2022). However, previous studies have not identified a clear relevance between the development of global diversity dimension media and digital literacy as the foundational basis for media development. Therefore, to introduce novelty in this

research, media based on the global diversity dimension will be developed as a learning tool to support the successful development of students' character within this dimension.

Based on the problem analysis and preliminary study described above, the researcher seeks to develop learning media focused on the global diversity dimension for fourth-grade elementary school students, grounded in digital literacy competencies integrated into Civic Education (PPKn) learning.

One form of digital technology in education involves the use of technological tools to support the success of the teaching and learning process. These tools are referred to as learning media. The Association for Educational Communications and Technology (AECT), as cited in Cahyadi (2019), defines media as all forms and channels utilized to convey messages and information. Gagné and Briggs, as cited in Firmadani (2020), define learning media as physical tools used to deliver instructional content, including books, tape recorders, films, slides, videos, photographs, pictures, graphics, television, and computers.

Based on these definitions, learning media can be synthesized as a set of tools used by teachers to convey instructional information to students, both physically and technically, in order to achieve learning objectives. Learning media are designed to foster students' interest, attention, and engagement in the learning process, with the aim of providing enjoyable and effective learning experiences. In developing learning media, certain principles must serve as guidelines for selection and development. According to Gerlach and Ely, as cited in Setyosari (2021), five principles should be considered in selecting instructional media: appropriateness, level of sophistication, cost, availability, and technical quality. These principles must be carefully considered by media developers.

In addition to selection principles, learning media also serve several important functions in the instructional process. According to Levie and Lentz, as cited in Fadjarajani et al. (2020), instructional media have four primary functions: (1) the attentional function, which attracts students' attention; (2) the affective function, which stimulates students' interest in learning; (3) the cognitive function, which helps students understand learning materials; and (4) the compensatory function, which assists students who experience difficulties or slower comprehension. In other words, learning media function to facilitate and accommodate students who encounter learning barriers, enabling instructional content to be more easily understood when educators utilize appropriate media.

Diversity refers to plurality within differences, grounded in tolerance to maintain the unity and integrity of the Indonesian nation. Amid the rapid advancement of globalization, diversity as a national identity must continue to be emphasized, particularly among the younger generation, in order to foster peaceful and mutually respectful coexistence at local, national, and global levels. Global diversity is a key element of the Pancasila Student Profile program. The Pancasila Student Profile represents the ideal character profile of Indonesian students, which must be realized through six key dimensions: (1) faith in and devotion to God Almighty, and noble character; (2) independence; (3) global diversity; (4) critical reasoning; (5) creativity; and (6) mutual cooperation (Sufyadi et al., 2021).

Istianah and Susanti (2021) define global diversity as an attitude of respecting and appreciating diversity, as well as demonstrating tolerance toward differences. It can also be interpreted as a form of tolerance toward plurality, reflecting awareness of differences and support for equal rights among individuals across gender, ethnic, and religious groups.

According to Zuchron (2021), global diversity consists of three key elements:

- a. Recognizing and appreciating culture. Elementary school students are expected to identify, recognize, and describe domestic diversity, including various cultural

groups, languages, and behaviors. Subsequently, they are guided to develop respect for cultural diversity.

- b. Intercultural communication skills in social interaction. Students are expected to develop intercultural communication skills, namely the ability to communicate effectively with individuals from different cultural backgrounds. Such competence enables students to interact while understanding and appreciating differences.
- c. Reflection and responsibility in practicing diversity. Students utilize their awareness and experiences of diversity to avoid stereotypes toward different cultures, including bullying, intolerance, and similar behaviors.

These three key elements serve as foundational benchmarks for developing the global diversity dimension among students.

The term digital literacy was introduced by Paul Gilster in his book *Digital Literacy*, where he defined it as the ability to understand and use information in multiple formats from a wide range of sources accessed through computers (Pool, 1997). Van Laar, as cited in Erstad et al. (2019), describes digital literacy as a term referring to digital competencies acquired by individuals through the use of digital technology. Based on these expert perspectives, digital literacy can be defined as an individual's digital competence to access various forms of information through digital technological devices.

Digital literacy emphasizes productive engagement with digital media. This means that individuals who possess strong digital literacy skills are not only capable of operating digital tools but are also able to engage responsibly in digital environments. Therefore, appropriate measurement instruments are required to assess digital literacy competence.

One such framework is the National Digital Literacy Competency formulated by the Ministry of Communication and Information Technology of the Republic of Indonesia (Kominfo), Siberkreasi, and Deloitte. This framework measures cognitive and affective competencies in mastering digital technology. As a reference for curriculum and national programs, digital literacy competencies are categorized into four domains: digital skills, digital culture, digital ethics, and digital safety (Ministry of Communication and Information Technology of the Republic of Indonesia, 2020).

The four pillars of digital literacy are described as follows:

1) Digital Skills

Digital skills refer to fundamental competencies in digital literacy, defined as an individual's ability to know, understand, and utilize hardware and software in daily life.

2) Digital Culture

Digital culture refers to an individual's ability to interpret, analyze, internalize, examine, and promote national values, Pancasila values, and the principle of *Bhinneka Tunggal Ika* (Unity in Diversity) in daily digital interactions through the use of information and communication technology.

3) Digital Ethics

Digital ethics refers to an individual's ability to be aware of, model, adapt to, rationalize, consider, and develop appropriate digital governance and netiquette in daily life.

4) Digital Safety

Digital safety refers to an individual's ability to implement, analyze, evaluate, and enhance awareness regarding personal data protection and digital security in everyday digital practices.

Based on these four pillars, students are expected to possess competencies that include knowledge of digital technology (digital skills), ethical behavior in digital spaces (digital ethics), awareness of digital security (digital safety), and adherence to national values in digital activities as Indonesian learners (digital culture).

Method

This study employed a research and development (R&D) design. The product developed was a global diversity dimension learning media based on digital literacy, designed using the Hannafin and Peck development model. The Hannafin and Peck model consists of three stages: (1) needs assessment, (2) design, and (3) development/implementation, with revision and evaluation conducted continuously throughout each stage (Hannafin & Peck, 1988).

The stages of the Hannafin and Peck model in developing the digital literacy-based global diversity dimension media are as follows:

1. Needs Assessment Stage

This stage was conducted with classroom teachers and students to identify needs that served as guidelines for developing the instructional media product.

2. Design Stage

This stage involved identifying and documenting the results of the needs analysis.

3. Development and Implementation Stage

At this stage, the design was transformed into a flowchart based on the design plan formulated in the previous stage. This phase aimed to evaluate and test the developed product as part of the refinement process to achieve the targeted quality standards of the instructional media.

The expert review process consisted of media validation, content validation, and language validation. The product trial was conducted at SDN Karet Tengsin 13, Central Jakarta, involving 28 fourth-grade students as research participants.

The research data were analyzed using both qualitative and quantitative approaches. Qualitative analysis was employed to describe the developed media, while quantitative analysis was used to determine the feasibility level of the resulting media product.

Result and Discussion

Needs Assessment Stage

At this stage, the researcher conducted a needs analysis involving the classroom teacher and several fourth-grade students at SDN Karet Tengsin 13. The results of the needs analysis indicated that teachers experienced difficulties in organizing instructional materials within the Merdeka Curriculum framework. The implementation of global diversity values was constrained due to teachers' primary focus on enhancing students' cognitive abilities. Additionally, the practical application of diversity values had not been maximized, and only a limited number of teachers utilized or developed digital literacy-based learning media.

Observations at this stage also revealed that the characteristics of fourth-grade students tended to be active. At the age range of 9–10 years, they have entered the concrete operational stage. At this stage, students are characterized by the ability to (1) classify objects based on similar characteristics, (2) organize or associate numbers, and (3) solve simple problems (Yusuf & Sugandhi, 2018).

Therefore, the researcher carefully considered the type of media product to be developed to ensure its relevance and suitability to the needs of both teachers and students. It is expected that the developed product will serve as a solution to instructional challenges

and provide an innovative learning medium that can be utilized by teachers and students who encounter similar issues.

Design Stage

The design stage aimed to identify and document the most appropriate procedures for achieving the objectives of developing the instructional media. One of the documents produced at this stage was the storyboard of the global diversity dimension media. The storyboard, consisting of visual sketches, was designed using Adobe Illustrator software and later realized using Construct 2 software.

The results of the global diversity dimension media storyboard are presented in the following figure.

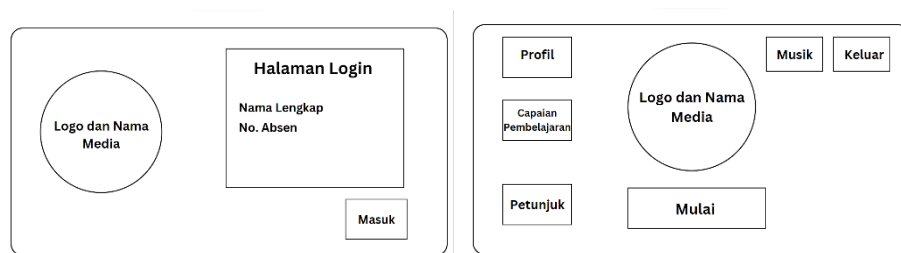


Figure 1. Storyboard of the Login Page for the Global Diversity Dimension Media

The researcher developed a digital literacy-based global diversity dimension media aimed at fostering students' understanding of respect, appreciation, and tolerance toward Indonesia's diverse cultural landscape. As members of the younger generation in the digital era, it is essential for students—particularly those at the elementary school level—to internalize global diversity values. This initiative seeks to ensure that students preserve national culture and identity within the digital era by embodying and practicing global diversity values in their daily lives. The instructional content utilized in this media is aligned with fourth-grade Civic Education (PPKn), specifically the topic *Building Identity within Diversity*.

Development and Implementation Stage

At this stage, the global diversity dimension media was developed based on the storyboard design created in the previous phase. The resulting product is an interactive media platform in the form of a website and a downloadable smartphone application.

The developed media product was named “**Meja Sikebal**,” an acronym for *Media Ajar Dimensi Kebhinekaan Global* (Global Diversity Dimension Learning Media). The following are the interface displays of the developed “Meja Sikebal” product.

1. Login Page

On the login page, students are required to enter their full name and attendance number before accessing the main menu. If you would like, I can also help you standardize the product name explanation so it sounds more natural for international readers (for example, by deciding whether to keep the Indonesian acronym or provide an English equivalent).



Figure 2. Login Page of “Meja Sikebal”

2. Main Menu Page

The main menu page features several options, including the learning outcomes menu, profile menu, and instructions menu, all located on the left side of the screen. A “Start” button is positioned at the center of the main menu page. Additionally, there is a music button that functions as background audio, which can be turned on or off, as well as an exit button to close the “Meja Sikebal” website or application.

The main menu display of “Meja Sikebal” presents an illustration of Indonesia’s natural landscape accompanied by visual representations reflecting physical diversity as one form of diversity found in Indonesia.



Figure 3. Main Menu Page of “Meja Sikebal”

The third stage of the Hannafin and Peck model concluded with product development. Afterward, experts reviewed the product to determine its feasibility. Media, content, and language experts all provided validation. The product was then revised according to their feedback.

The following section presents the data obtained from the results of the media expert validation.

Table 1. Results of Media Expert Validation

Aspect	Questionnaire Item Number	Score	Total Score per Aspect	Maximum Total Score	Percentage (%)
Software	1	4	24	24	100 %
	2	4			
	3	4			
	4	4			
	5	4			
	6	4			
Digital Literacy	7	4	16	16	100 %
	8	4			

	9	4			
	10	4			
Functionality	11	4			
	12	3			
	13	4	19	20	95%
	14	4			
	15	4			
	16	4			
Visual Communication	17	4			
	18	3	27	28	96%
	19	4			
	20	4			
	21	4			
	22	4			
Total	22	86	86	88	391%
Average			21,5	22	97,72%

Based on the recapitulation of data presented in the table above, the results of the media expert validation indicated a feasibility percentage of 97.72%. This validation result was derived from a total score of 86 out of a maximum possible score of 88, based on 22 validation instrument items assessed by the media expert.

Therefore, it can be concluded that the feasibility level of the “Meja Sikebal” product falls into the category of “Highly Feasible.”

Although the media validation results categorized the product as highly feasible, revisions were still undertaken to further enhance the quality of the “Meja Sikebal” media product. These revisions were made based on the feedback and improvement suggestions provided by the media validator. The specific comments and suggestions from the media validator are presented in the following figure.



Figure 4. Display of the “Meja Sikebal” Login Page Before and After Revision



Figure 5. Display of the “Meja Sikebal” Material Page Before and After Revision

The results of the validation conducted by the subject-matter expert are presented in the following table.

Table 2. Results of Subject-Matter Expert Validation

Aspect	Questionnaire Item Number	Score	Total Score per Aspect	Maximum Total Score	Percentage (%)
Content Feasibility	1	4	18	20	90%
	2	3			
	3	4			
	4	4			
	5	3			
Presentation Feasibility	6	4	31	32	96,87%
	7	4			
	8	4			
	9	4			
	10	4			
	11	4			
	12	4			
Contextual Relevance	13	3	12	12	100%
	14	4			
	15	4			
Total	16	61	61	64	286,87%
	Average		20,33	21,33	95,31%

Based on the recapitulation of data presented in the table above, the results of the subject-matter expert validation indicated a feasibility percentage of 95.31%. This result was derived from a total score of 61 out of a maximum possible score of 64, based on 16 validation instrument items assessed by the content expert. Therefore, it can be concluded that the feasibility level of the “Meja Sikebal” product falls into the category of “Highly Feasible.”

Although the content validation results categorized the product as highly feasible, revisions were still undertaken to further enhance the quality of the instructional materials in the “Meja Sikebal” product. These revisions were made based on the feedback and improvement suggestions provided by the content validator. Specifically, in the reading text of Material 1, the phrase “maintaining unity” was revised to “preserving unity” (replacing *menjaga kesatuan* with *menjaga persatuan*), as shown in the following figure.



Figure 6. Display of the “Meja Sikebal” Material Page Before and After Revision

The results of the validation conducted by the language expert are presented in the following table:

Table 4.3. Results of Language Expert Validation

Aspect	Questionnaire Item Number	Score	Total Score per Aspect	Maximum Total Score	Percentage (%)
Language and Communication	1	3	25	28	89,28%
	2	4			
	3	4			
	4	3			
	5	4			
	6	4			
	7	3			
Ethics	8	4	12	12	100%
	9	4			
	10	4			
Total	10	37	37	40	189,28%
	Average		18,5	20	92,5%

Based on the recapitulation of data presented in the table above, the results of the language expert validation indicated a feasibility percentage of 92.5%. This validation result was derived from a total score of 37 out of a maximum possible score of 40, based on 10 validation instrument items assessed by the language expert. Therefore, it can be concluded that the feasibility level of the “Meja Sikebal” product falls into the category of “Highly Feasible.”

Although the language validation results categorized the product as highly feasible, revisions were still undertaken to further enhance the linguistic quality of the “Meja Sikebal” product. These revisions were made based on the feedback and improvement suggestions provided by the language validator. The specific comments and suggestions from the language validator are presented in the following figure.



Figure 7. Display of the “Meja Sikebal” Material Page Before and After Revision

After the “Meja Sikebal” product had been revised in accordance with the suggestions from the three validators and was declared “highly feasible,” it was subsequently piloted with 28 fourth-grade students at SDN Karet Tengsin 13 in January 2024.

The first trial was conducted using the one-to-one evaluation stage, involving three fourth-grade students. The following presents the data obtained from the results of the one-to-one trial:

Table 4. Results of the One-to-One Trial

Student Name	Content Feasibility Aspect						Aspect of the Global Diversity Dimension Media Product						Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	
MBW	4	4	4	4	4	4	3	3	4	4	3	4	45
NH	3	3	3	3	4	4	3	3	4	3	4	3	40
DA	4	4	3	4	3	3	4	4	4	3	4	4	44
Total												129	
Percentage												89,58%	

Based on the results of the one-to-one trial conducted with three fourth-grade students at SDN Karet Tengsin 13, the “Meja Sikebal” product obtained a score percentage of 89.58%, which falls into the “Very Good” category. Therefore, “Meja Sikebal” was deemed suitable for use as a Civic Education (PPKn) learning medium, and the researcher proceeded to the next stage of testing, namely the small group evaluation.

The second trial was conducted during the small group stage in January 2024, involving six fourth-grade students from SDN Karet Tengsin 13. At this stage, the students were divided into two groups, each consisting of three students. The following presents the data obtained from the small group trial:

Table 5. Results of the Small Group Trial

Student Name	Content Feasibility Aspect						Aspect of the Global Diversity Dimension Media Product						Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	
SAK	3	3	4	4	3	4	4	4	3	2	4	3	41
DIF	4	3	4	3	4	3	4	3	4	3	4	4	43
KB	4	4	4	4	4	4	4	4	3	3	4	4	46
IA	4	4	3	3	3	4	4	4	3	4	4	4	44
VAP	4	4	3	4	4	4	4	4	4	4	4	4	47
ZAP	4	4	3	4	4	3	4	4	3	4	2	4	43
Total												264	
Percentage												91,66%	

Based on the results of the small group trial conducted with six fourth-grade students at SDN Karet Tengsin 13, the “Meja Sikebal” product obtained a score percentage of 91.66%, which falls into the “Very Good” category. Therefore, “Meja Sikebal” was considered appropriate for use as a Civic Education (PPKn) learning medium, and the researcher proceeded to the next stage, namely the field test.

The third trial was the field test, conducted in January 2024, involving 28 fourth-grade students from SDN Karet Tengsin 13. The results of the field test are presented in the following table:

Table 6. Results of the Field Test

Student Name	Content Feasibility Aspect					Aspect of the Global Diversity Dimension Media Product							Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	
NA	3	4	4	2	3	3	3	4	4	4	3	2	39
ABQ	3	3	3	4	4	3	4	4	4	3	3	4	42
MDR	3	4	3	4	4	3	4	4	4	4	4	4	45
MDA	4	4	3	3	4	4	4	3	4	4	4	4	45
MAA	4	4	4	4	4	4	4	4	4	3	3	4	46
NA	4	4	3	4	3	4	4	3	4	3	4	4	44
TA	4	4	4	4	4	4	4	4	4	4	4	4	48
AFL	4	4	4	4	3	4	3	4	4	4	3	4	45
KB	4	3	4	4	4	3	4	4	4	3	4	4	45
IA	4	4	4	4	3	3	4	4	4	4	4	4	46
NZF	4	4	4	4	4	3	3	4	4	4	3	4	45
SAK	4	4	4	4	4	4	3	3	3	4	4	4	45
MBW	4	4	4	4	3	4	4	4	4	4	4	4	47
KA	3	3	3	4	3	4	3	4	3	4	3	4	41
NH	4	4	3	4	3	4	4	3	3	4	4	4	44
DA	4	4	3	4	4	3	4	4	4	4	4	4	46
TRN	4	4	4	4	4	4	4	4	4	4	4	4	48
DIF	4	4	4	3	4	4	3	3	4	4	4	4	45
WPB	4	4	4	4	4	4	4	4	4	4	4	4	48
RW	4	4	4	4	3	3	4	4	4	3	4	4	45
ZAP	4	4	4	4	4	4	4	4	4	3	4	4	47
VAP	4	4	4	4	4	4	4	4	4	4	4	4	48
MRA	4	4	4	4	4	4	4	4	3	4	4	4	47
SAF	3	3	3	4	4	4	3	3	4	4	3	3	41
ANH	4	4	4	4	4	4	4	4	4	4	4	4	48
AAK	4	4	4	4	4	4	4	4	4	4	4	4	48
RAF	4	4	4	4	3	4	4	4	4	4	4	4	47
AT	4	3	3	4	3	4	3	3	4	3	3	3	40
	Total												1265
	Percentage												94,12%

The results of the field test conducted with 28 fourth-grade students at SDN Karet Tengsin 13 indicated that “Meja Sikebal” achieved a score percentage of 94.12%, which falls into the “Very Good” category. Based on the results of the one-to-one, small group, and field test evaluations, it can be concluded that the “Meja Sikebal” product is suitable for use as a Civic Education (PPKn) learning medium. The media was found to attract students’ attention, be easy to use, enhance enjoyment in learning PPKn, and support the development of the global diversity dimension values among students.

Based on the results of the students’ needs analysis questionnaire, it can be stated that students demonstrated enthusiasm for learning; however, they experienced difficulties in understanding PPKn instructional materials. In addition, although some students possessed basic knowledge about diversity, many had not yet fully understood the attitudes or behaviors that preserve or undermine unity in diversity. According to the fourth-grade students at SDN Karet Tengsin 13, they expressed strong interest in learning through interactive application-based media equipped with images, audio, videos, reading texts, and exercises. This finding is consistent with previous research indicating that interactive media used in learning can increase students’ engagement and interest, as such media present content in the form of text, video, audio, illustrations, and other multimedia elements (Buana, Putra, & Abadi, 2022).

The use of interactive media also requires specific skills or competencies to access and utilize it effectively. One of the essential competencies in the twenty-first century is digital literacy, which encompasses four pillars: digital skills, digital culture, digital ethics, and digital safety (Indarta et al., 2021). These four pillars of digital literacy served as the foundation for the researcher in developing the interactive media product aimed at instilling and fostering the values of the global diversity dimension among students through PPKn instructional materials.

Although the “Meja Sikebal” product was categorized as highly feasible based on expert validation and achieved very good results during trials with fourth-grade students, it has several limitations. First, “Meja Sikebal” does not cover all fourth-grade PPKn instructional materials and is limited to Unit 3: *Building Identity within Diversity*, which consists of four subtopics. Second, the “Meja Sikebal” application and website are web-based and require an internet connection, meaning that they can only be used when the device is connected to the internet.

Conclusion

The instructional media “Meja Sikebal” that has been developed was categorized as highly feasible and demonstrated the ability to attract students’ attention in learning Civic Education (PPKn). Furthermore, the use of “Meja Sikebal” can serve as a medium for instilling and fostering the values of the global diversity dimension among students through the four pillars of digital literacy competencies.

However, “Meja Sikebal” is currently limited to the PPKn topic *Building Identity within Diversity* and can only be accessed via an internet connection. Therefore, it is recommended that future researchers develop similar media encompassing comprehensive PPKn content and enabling offline access to enhance usability and accessibility.

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