

DEVELOPING BERACA MEDIA TO ENHANCE STUDENTS' CRITICAL THINKING ON SOCIO CULTURAL DIVERSITY

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ABSTRACT

Pancasila Education learning on Socio-Cultural Diversity material is still dominated by conventional teacher-centered methods so that students' active participation and critical thinking skills have not developed optimally. This study aims to develop the BERACA interactive learning media and test its feasibility, practicality, and effectiveness in improving students' critical thinking skills. The novelty of this research lies in the development of the BERACA media that integrates problem-solving-based challenges, interactive activities, and the context of socio-cultural diversity in one learning medium to encourage active student involvement during the learning process. The study used the Research and Development (R&D) method with the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. Data were obtained through observation, interviews, questionnaires, and tests involving expert validators, education practitioners, and 30 students. The results of the study indicate that the BERACA media meets the criteria of very feasible based on expert assessments, receives very good responses from teachers and students, and effectively improves critical thinking skills as indicated by the increase in learning outcomes and student completion levels after using the media. Thus, BERACA media can be a learning innovation that supports the transformation of Pancasila Education learning from passive learning to more active, contextual learning, and oriented towards developing students' critical thinking skills. These findings imply that BERACA media can be an alternative for teachers in creating more innovative, meaningful Pancasila Education learning that is in line with the demands of 21st-century learning.

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INTRODUCTION

Critical thinking skills are one of the competencies students must possess to face the challenges of 21st-century learning. This ability enables students to analyze information objectively, evaluate various alternative solutions to problems, and make logical decisions based on available evidence (Nurwahidin et al., 2026). Strengthening critical thinking skills is also part of the national education goals, which emphasize the formation of students with character, reasoning skills, and the ability to actively participate in community life (Lestariani, 2023). In Pancasila Education learning, critical thinking skills are necessary so that students not only understand the values of Pancasila conceptually but also are able to apply them in addressing various socio-cultural issues that develop in their environment.

This situation is not fully reflected in the implementation of learning in elementary schools. Based on observations at SDN 104181 Sunggal Kanan, the Pancasila Education learning process is still dominated by lectures, assignments, and memorization, resulting in students receiving more information than developing knowledge through thought processes. As a result, students experience difficulty analyzing problems, distinguishing facts from opinions, providing logical reasoning, and drawing critical conclusions. This condition aligns with the findings of (Azizah, 2024), who stated that elementary school students' critical thinking skills are still low. (Pratiwi, 2022) also explained that teacher-centered learning results in limited student active involvement in the learning process.

Various studies have shown that the use of interactive learning media can improve the quality of the learning process. (Vanessa, 2026) developed digital comics that can increase student learning motivation through engaging and communicative presentation of material. Research conducted by (Az et al., 2023) showed that interactive pop-up media helps students understand the concept of cultural diversity more concretely, thus improving learning outcomes. (Safirah et al., 2024) also reported that problem-based learning provides opportunities for students to develop critical thinking skills through contextual problem solving. Furthermore, (Nurwahidin et al., 2026) found that learning that integrates cultural context can improve critical thinking skills while building students' social sensitivity.

However, these studies still have several limitations. Digital comics focus more on increasing learning motivation, thus under-developing students' analytical and evaluation activities (Wiryanto, 2025). Interactive pop-up media successfully enhances conceptual understanding, but it does not yet provide a learning experience that requires students to make decisions regarding socio-cultural issues (Sugiharti, 2020). Meanwhile, research on problem-based learning focuses more on the application of learning models than on developing media that can be used practically by teachers in everyday learning (Siregar, 2024). Therefore, there is still a need for learning media that are not only engaging but also able to systematically facilitate higher-order thinking activities.

Based on this analysis, there is a research gap in the development of Pancasila Education learning media that integrates challenge-based learning with Socio-Cultural Diversity material. Most of the media that has been developed still functions as a means of delivering material, while activities that encourage students to analyze, evaluate, and make decisions regarding real-world problems have not been a primary focus (Sibarani, 2024). However, Pancasila Education learning requires media that can provide contextual learning experiences so that students can connect the material to everyday life (Ananda, 2024).

To address this gap, this study developed the BERACA (Bersama Ragam Tantangan) media as an interactive learning medium specifically designed for Socio-Cultural Diversity material in grade IV of elementary school. The novelty of this research lies in the integration of problem-based challenges, two-way interactive activities, and decision-making processes based on Pancasila values in one learning medium. Unlike previously developed media, BERACA not only presents material visually, but also directs students to identify problems, analyze various perspectives, provide arguments, and determine solutions to the socio-cultural issues presented. Thus, this medium is expected to be able to create a more active, contextual learning experience, and oriented towards the development of critical thinking skills.

Based on the description, this study aims to develop BERACA media in Pancasila Education learning on Socio-Cultural Diversity, test the level of feasibility, practicality, and effectiveness of the media, and analyze its contribution in improving the critical thinking skills of fourth-grade students of SDN 104181 Sunggal Kanan. The results of the study are

expected to be an alternative innovative learning media for elementary school teachers while enriching the development of Pancasila Education learning media that supports the achievement of 21st-century competencies.

METHOD

This study used the Research and Development (R&D) method with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (Iswanti et al., 2024). The product developed was BERACA (Bersama Ragam Tantangan) Media as an interactive learning medium for the Pancasila Education subject, covering Socio-Cultural Diversity. The independent variable in this study was BERACA Media, while the dependent variable was students' critical thinking skills.

The research was conducted at SDN 104181 Sunggal Kanan, Deli Serdang Regency, North Sumatra, during the even semester of the 2025/2026 academic year. The research subjects consisted of four expert validators: a material expert, a media expert, a language expert, and an instrument expert. One educational practitioner (a fourth-grade teacher) assessed the media's feasibility. The product trial involved 30 fourth-grade students selected using a purposive sampling technique.

The development procedure consistently follows the five stages of the ADDIE model. The Analysis stage is conducted through observation and interviews to identify learning needs. The Design stage includes the preparation of storyboards, media display designs, materials, and research instruments. The Development stage is carried out by developing the media and conducting validation by experts as a basis for product revisions. The Implementation stage is carried out through media trials with students using pretests and posttests. The Evaluation stage is carried out formatively based on validator input and summatively based on the trial results to determine the feasibility, practicality, and effectiveness of the media.

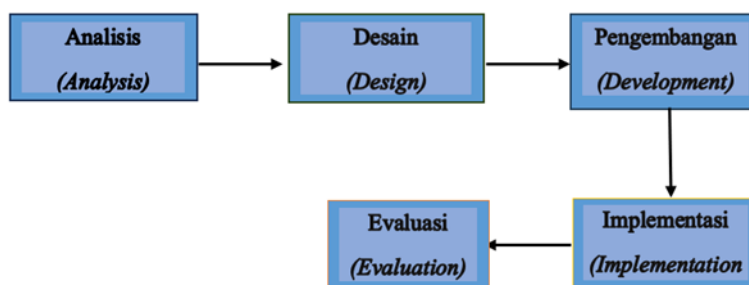


Figure 1. The ADDIE Development Framework for Media BERACA

Source: Primary Research Data, 2026

Data collection was conducted through observation, interviews, questionnaires, and tests. Observations and interviews were used for needs analysis, while questionnaires were used to obtain data on the feasibility and practicality of the media using a five-level Likert scale (Khairunnisa & Apoko, 2023). Pretests and posttests were used to measure students' critical thinking skills before and after using BERACA Media.

Before use, the research instruments were first tested for validity and reliability. Validity was tested using Pearson's Product Moment correlation, while reliability was tested using Cronbach's Alpha coefficient. An instrument was deemed suitable if it met the criteria for validity and reliability.

Data were analyzed using qualitative and quantitative techniques. Qualitative data, including validator suggestions and input, were analyzed descriptively as a basis for media refinement. Quantitative data were analyzed using descriptive statistics in the form of averages and percentages to determine the level of feasibility and practicality of the media using the formula:

$$P = \frac{\sum x}{N} \times 100\%$$

Or

$$Percentage\ Total\ Feasible = \frac{Total\ Score}{Total\ Maximal\ Score} \times 100\%$$

The effectiveness of the media was analyzed based on the results of the pretest and posttest using the Normalized Gain (N-Gain) formula:

$$N-Gain = \frac{Skor\ Posttest - Skor\ Pretest}{Skor\ ideal - Skor\ Pretest}$$

N-Gain values were categorized as high (≥ 0.70), medium ($0.30-0.69$), and low (< 0.30). Media effectiveness was also determined based on the percentage of classical learning completion after implementing BERACA media (Andriyani et al., 2025).

Table 1. N-Gain and Effectiveness Criteria

N-Gain Score (g)	Category	Effectiveness Percentage	Criterion
$g > 0,70$	High	$\geq 76\%$	Effective
$0,30 \leq g \leq 0,70$	Medium	56%–75%	Moderately Effective
$0 < g < 0,30$	Low	40%–55%	Less Effective
$g \leq 0$	No Improvement	$< 40\%$	Ineffective

Source: Primary Research Data, 2026

RESULT AND DISCUSSION

Result

This research is a Research and Development (R&D) study involving a single group of fourth grade students at SDN 104181 Sunggal Kanan. This study aims to determine the improvement of students' critical thinking skills on the material of socio-cultural diversity through the application of the BERACA learning media. The research subjects were divided into feasibility test subjects (material, media, instrument, and language experts) and product trial subjects (10 students for the small-scale trial and 30 students for the large-scale trial). The series of development stages and research results are described as follows:

Analysis Stage

This stage focuses on a comprehensive needs analysis encompassing teacher needs, learning devices, student characteristics, curriculum, and learning objectives. Through observations and interviews with the fourth-grade teacher at SDN 104181 Sunggal Kanan, it was identified that the availability of learning media was still very limited to whiteboards and textbooks. This condition caused students to be passive, lack enthusiasm, and have difficulty developing analytical reasoning during *Pendidikan Pancasila* learning. The use of previous learning devices did not include interactive challenge innovations capable of stimulating problem-solving skills.

The characteristics of fourth-grade students, who are in the concrete operational stage, indicate that they require visual and contextual stimuli to think logically and critically. From a curriculum perspective, the material on cultural diversity within the *Bhinneka Tunggal Ika* element is conceptual and contains many regional terms or characteristics that are difficult to understand if merely memorized. Therefore, learning objectives were formulated to enhance the dimensions of critical reasoning and mutual cooperation (*gotong royong*). The required media must be able to provide real visualization and structured challenges so that students can identify issues, analyze the meaning of harmony, and conclude the positive impacts of mutual respect.

Design Stage

Based on the analysis stage, an interactive learning media named BERACA (*Bersama Ragam Challenge*) was designed. This media was designed not only as an information provider but as a structured critical thinking training platform. The initial design (storyboard) of this media contains six interactive main menus. The identity menu presents the learning

objectives and duration, followed by the material menu that visually dissects the concepts of diversity, cohesion, and mutual cooperation.

The design's strength lies in the integration of various challenges packaged through quiz menus, cultural guessing, sentence completion, and attitude missions. Furthermore, there are designs for cultural adventures and regional song lyric guessing that require students to solve case problems gradually. The entire interface is designed with colors, typography, and layouts tailored to the psychology of elementary school-aged children, ensuring the navigation flow is easy to understand while remaining challenging to students' reasoning abilities.

Development Stage

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Table 2. Recapitulation of Expert Validation Results

Validator Identity	Total Score	Average Percentage	Feasibility Category
Instrument Expert	52	85.0%	Highly Feasible
Material Expert	38	95.0%	Highly Feasible
Media Expert	96	87.2%	Highly Feasible
Language Expert	41	82.0%	Highly Feasible

Source: Processed Primary Data, 2026

The data in Table 2 confirms that the BERACA learning media meets the highly feasible criteria across all aspects of expert assessment. In addition to expert validation, the development stage also included measuring the media's practicality level through an educational practitioner test (class teacher) and a small-group trial involving 10 students with varying levels of academic ability. This practicality assessment is presented in Table 2.

Table 3. Recapitulation of Media Practicality Results

Assessment Indicator	Total Score	Average Percentage	Practicality Category
Educational Practitioner (Teacher)	74	92.5%	Highly Practical
Student Self-Assessment	69	86.0%	Highly Practical
Small-Group Trial (10 Students)	67	84.0%	Highly Practical

Source: Processed Primary Data, 2026

Implementation Stage

The implementation stage in this study was realized through product implementation in a large-group trial involving 30 fourth-grade students at SDN 104181 Sunggal Kanan. The effectiveness of the media was measured based on the significance of the improvement in students' critical thinking skills by comparing pretest and posttest results. Students' learning completeness (with a minimum passing grade of 70) before and after the BERACA media intervention showed a positive surge, as summarized in Table 4.

Table 4. Percentage of Students' Critical Thinking Skills Completeness

Assessment Criteria	Pretest (Before Intervention)	Posttest (After Intervention)
Number of Completed Students (≥ 70)	5 students	25 students

Number of Incomplete Students (< 70)	25 students	5 students
Classical Completeness Percentage	16.67%	83.33%

Source: Processed Primary Data, 2026

To measure the effectiveness of the improvement precisely, the N-Gain Score was calculated, yielding an average of 0.5997 (medium category) or 59.96% in percentage terms (moderately effective category). Furthermore, hypothesis testing was conducted using the Paired Sample t-test to ascertain whether the score difference before and after the treatment had statistical significance. The test results are shown in Table 5.

Table 5. Paired Sample t-test Results

Data Pairs	Mean	Std. Deviation	t	df	Sig. (2-tailed)
<i>Pretest – Posttest</i>	-24.333	12.636	-10.545	29	0.000

Source: Processed SPSS Output, 2026

The statistical data proves that there is a highly significant score difference (Sig. 0.000 < 0.05) between before and after the use of the media. The students' average ability increased by 24.33 points, confirming that the dissemination of the BERACA media has a real and measurable effectiveness impact on students' analytical skills.

Evaluation Stage

The evaluation phase of the ADDIE model was conducted by analyzing research data to determine the feasibility, practicality, and effectiveness of the Beraca (Bersama Ragam Challenge) learning media. Expert validation results indicated that the media received a rating of 85% from instrument experts, 95% from material experts, 87.2% from media experts, and 82% from language experts. These findings indicate that the Beraca learning media meets the criteria for being very suitable for use in the learning process.

The media's practicality was assessed through teacher and student responses, including a test from educational practitioners, a student self-assessment test, and a small group test. The assessment results showed percentages of 87%, 86%, and 84%, respectively, indicating that the Beraca learning media meets the criteria for being very practical and easy to use in learning activities.

Based on analysis using IBM SPSS Statistics on 29 respondents, the average N-Gain score was 0.5997, which falls into the moderate category. Meanwhile, the average N-Gain percentage of 59.97% falls into the moderately effective category. These results show that the use of Beraca learning media is able to improve student learning outcomes with a fairly good level of effectiveness, although there is still an opportunity to increase its effectiveness to reach a higher category.

Discussion

The development of the BERACA learning media proves that the integration of problem-based interactive multimedia can substantially improve the quality of *Pendidikan Pancasila* learning at the elementary level. Expert validation and practicality tests yielding percentages above 80% (Highly Feasible and Highly Practical categories) affirm that a media design prioritizing straightforward language, visual appeal, and content relevance is crucial in attracting the interest of the digital learner generation. These findings align with studies by (Hidayati, 2025) as well as (Khairunnisa and Apoko, 2023), which prove that the utilization of interactive applications in national civic materials effectively transforms the learning paradigm from an initially abstract and boring process into a concrete and meaningful exploratory experience for students (Sibarani, 2024).

Furthermore, the effectiveness test results through the N-Gain achievement (0.5997) and hypothesis testing (Sig. 0.000) represent that students' critical thinking skills experienced a measurable improvement after the intervention. The BERACA media facilitates this by not positioning students as passive information receivers, but as analytical subjects who must unravel socio cultural problems through various structured challenges. This confirms the findings of Safirah et al. (2024) and Nete et al. (2026), stating that presenting contextual problems wrapped in game media or challenge missions urges students to distinguish facts, evaluate conditions, and make logical decisions. This active involvement is a concrete form of learning constructivism, where higher-order cognitive skills are formed through direct interaction with social reality simulations facilitated by technology (Fitriani & Subekti, 2024).

In the context of socio-cultural diversity material, this media successfully overcomes the classic obstacle of rote memorization-dominated learning. Learning about diversity through Media BERACA guides students to critically examine issues of harmony and social conflict so that tolerance values are not merely memorized but internalized. These findings support the arguments of (Cuga et al, 2023 ; Arifin and Hermanto, 2023), who highlight that interactive digital media is the most potential instrument in the modern era to instill cross-cultural understanding and strengthen the character of diversity amid the threat of information polarization.

The novelty of this research lies in the conceptualization of "Ragam Challenge" (Diverse Challenges) which is specifically integrated into the fourth-grade *Pendidikan Pancasila* curriculum. If a comparison is drawn with previous studies that developed passive media or linear digital comics that merely present stories (Wulandari, 2024; Sa'adah, 2025), Media BERACA instead requires active intervention from students to complete civic missions before they can proceed with the learning flow. In addition, this development has a contextual uniqueness as it is implemented in an area with developing technological infrastructure like SDN 104181 Sunggal Kanan, proving that advanced media adaptation can remain practical and have a significant impact across various demographic landscapes.

Despite showing highly positive results, this study is not without limitations. Operational dependence on gadget infrastructure and internet connection stability becomes a determinant factor that can affect the equitable distribution of learning experiences. Furthermore, this intervention remains predominantly focused on the cognitive dimension (critical thinking), while a comprehensive longitudinal evaluation of affective behavioral changes has not been fully covered. Therefore, further research is recommended to test the flexibility of this media in an offline format and to measure the retention of students' tolerance character in their social interactions outside the school environment.

CONCLUSION

The development of BERACA (Bersama Ragam Challenge) media based on the ADDIE model has successfully produced a suitable, practical, and effective learning media to improve the critical thinking skills of fourth-grade students at SDN 104181 Sunggal Kanan on the topic of socio-cultural diversity. The validation results show that the media meets the eligibility standards in terms of material, media, and language aspects, while the trial results show that the media is easy to use by teachers and students in the learning process.

The implementation of BERACA media can support the improvement of students' critical thinking skills through interactive, challenge-based learning activities. This media helps students understand the material more contextually, encourages active engagement in learning, and creates a more engaging learning experience compared to conventional learning. Thus, the research objective of producing valid, practical, and effective learning media has been achieved.

The results of this study indicate that BERACA media can be an alternative digital learning medium to support the implementation of Pancasila Education, particularly in socio-cultural diversity. The use of challenge-based media provides a more active and meaningful learning experience, potentially enhancing students' critical thinking skills. Furthermore, this study reinforces the importance of developing interactive learning media as a means of creating student-centered learning in accordance with the demands of 21st-century learning.

Teachers are advised to utilize BERACA as an alternative learning medium to create a more interactive and engaging learning process. Schools are expected to support the use of digital media by providing adequate facilities and infrastructure, particularly learning devices and stable internet access. Future researchers can develop BERACA by adding a variety of challenges, broader material, or other interactive features, and testing it at different educational levels and subjects to obtain a more comprehensive picture of its effectiveness.

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