



The Effect of Interactive Learning Media on Students' Learning Interest in Pancasila Education in Elementary Schools

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ABSTRACT

The use of interactive learning media in elementary schools increases student engagement in the learning process, thereby enhancing their learning interest, particularly in Pancasila Education. This study presents the results of an analysis of the impact of interactive learning media on students' learning interest in Pancasila Education at the elementary school level. The research method employed is qualitative, using a Systematic Literature Review (SLR) approach. The review was conducted on 25 articles published between 2020 and 2025. The findings indicate that 72% of the articles reported an increase in learning interest following the implementation of interactive learning media. Gamification-based media, such as Wordwall and Quizizz, were found to increase learning interest by 12–24%, whereas visual media, such as Powtoon and animated videos, significantly enhanced classroom participation and student attention. The implications of this study suggest that teachers should shift from conventional teaching methods to more creative and technology-based approaches to make learning more meaningful and engaging.

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1. INTRODUCTION

Education is a deliberately planned and implemented process designed to achieve learning objectives and to actively involve students in developing their sense of empowerment. Students who receive education are endowed with moral foundations and values that are inherently consistent with Pancasila, the founding principles of the Indonesian state. Beginning at the elementary school level, a prerequisite for further education, character development must be foundational, as it is a significant and relevant factor in contemporary life, which continues to evolve in its current form (Adila et al., 2024).

Learning involves various interconnected components that support one another in achieving the learning objectives established in the instructional plan. These components include teachers, students, methods or models, media, the learning environment, and facilities and infrastructure. To ensure that learning objectives are achieved, teachers must coordinate these components effectively to enable active interaction (Mutiasya et al., 2024).

Pancasila Education is an essential subject in elementary schools, as it aims to shape students' character based on the noble values of Pancasila (Febriyasni & Waldi). However, Pancasila educational materials in elementary schools are often difficult for students to comprehend because they are conceptual and require reflective thinking skills that are not yet fully developed in children at the elementary school age (Fathoni, 2025).

In Pancasila Education, student activities are insufficiently emphasized; students are merely asked to listen to the teacher's explanation and are seldom encouraged to ask questions or express their opinions on the subject matter under study (Roza, 2024). As a result, students show low interest in participating in Pancasila Education lessons, as the learning process is limited to memorization, textbook reading, and listening to the teacher's explanations. Interest is essential in learning activities. Undeniably, interest plays a significant role in academic success. Interest arises from deep attention toward an object, which generates a desire to know, learn, and further explore or verify it (Prayuda et al., 2022).

To increase students' interest, educators must innovate every aspect of the learning process to foster active, creative instruction. One way to foster active learning is to use interactive learning media. Interactive learning media can enhance students' interest in learning by directly involving them in activities, thereby stimulating their attention and concentration (Waruwu & Sijinjak, 2022).

Interactive Learning Media are multimedia-based instructional tools that convey information from teachers to students and enable active, two-way interaction between the media and the learner, thereby facilitating the learning process (Dian et al., 2022). Learning media play a significant role in learning activities by facilitating the transmission of information from teachers to students and vice versa. Learning media also influence students' interest in learning; therefore, teachers are expected to be creative in selecting appropriate instructional media (Azizatunnisa et al., 2022).

Interactive media in learning encompasses various types, such as interactive multimedia (a combination of text, audio, images, video, and animation that allows learners to interact directly), educational games (quizzes, puzzles, simulations), interactive e-modules and e-books, interactive videos, as well as web-based media such as online quizzes or digital learning platforms (Setiawan et al., 2023). This type of media enables learners to interact more deeply with the learning material, thereby strengthening their understanding of the concepts.

Through the use of learning media, students are genuinely and actively involved in the

learning process. This engagement can stimulate students' interest in learning, encouraging them to make greater efforts when encountering various challenges during the learning process. This article examines the influence of interactive learning media on students' interest in Pancasila Education at the elementary school level.

2. METHODS

This study employed a qualitative approach with a literature review technique. The literature review was chosen because it enables the collection of in-depth, comprehensive data through the analysis of multiple sources relevant to the research topic (Karengga & Suti'ah, 2025). As stated by Heryani et al (2022), "Literature review is a method of critically examining and evaluating knowledge, ideas, or findings from previously published written sources." The data were collected through a Google Scholar search of scholarly journal articles examining the use of interactive learning media to increase students' interest in Pancasila Education at the elementary school level. The criteria for selecting the literature included relevance to the research topic and publication within the last five years. Data analysis employed a descriptive–qualitative approach, comprising the stages of data reduction, data presentation, and conclusion (Ahmad & Nasution, 2018).

3. RESULTS AND DISCUSSION

A total of 18 studies published between 2020 and 2025 met the inclusion criteria for this review. These studies were conducted in elementary schools in Indonesia. The key characteristics and main findings of the selected representative studies are summarized in Table 1. As shown, the reviewed studies indicate that the use of interactive learning media influences students' interest in Pancasila Education at the elementary school level. For example, Roza (2024) states that, in Pancasila Education, the learning process requires media, such as animated videos, to support instructional activities. Such media can increase students' interest, thereby enhancing their curiosity toward the material. This curiosity allows students to understand the content being presented more easily.

Similarly, Nur Aini et al. (2025) found that the use of interactive media, such as Smart Board and Wordwall, in Pancasila Education increases student participation and stimulates their interest in the material being taught. In addition, these learning media provide opportunities for students to engage in healthy competition with their peers, thereby improving their overall learning outcomes.

Table 1. Selected Studies on the Impact of Interactive Learning Media on Students' Learning Interest in Pancasila Education in Elementary Schools

Authors	Title	Main Findings
(Roza, 2024)	Pentingnya Penggunaan Media Terhadap Pembelajaran Pancasila Di Sekolah Dasar SDN 023 Rokan IV Koto	The learning process in Pancasila Education requires media, such as animated videos, to support instructional activities. Such media can increase students' interest, thereby enhancing their curiosity toward the learning material.
(Nur Aini et al., 2025)	Efektivitas Penggunaan Media Smart Board dan Wordwall terhadap Minat	The use of interactive media, such as Smart Board and Wordwall, in Pancasila Education increases

Authors	Title	Main Findings
	Belajar Pendidikan Pancasila Peserta didik Sekolah Dasar	student participation and stimulates interest in instructional materials.
(Saraswati et al., 2025)	Penerapan Media Video Pembelajaran dalam Meningkatkan Minat Belajar PPKn Peserta didik Kelas III SDN 008 Sungai Kunjang	The findings show that the use of creative and interactive instructional videos can increase students' interest, motivation, and participation in PPKn learning.
(Damanik et al., 2025)	Development of storytelling media to increase Civic education interest in elementary students	The development of storytelling-based digital media makes a significant contribution to the learning of Pancasila values at the elementary school level, particularly by fostering students' interest and emotional engagement.
(Afiyah & Widodo, 2025)	Development of Interactive Articulate Storyline Media to Enhance Learning Interest in Pancasila Education for Fourth-Grade Elementary Students	The <i>Articulate Storyline</i> -based media is feasible and moderately effective for enhancing fourth-grade students' learning interest in Pancasila Education and is recommended for broader classroom implementation.
(Chairiyah et al., 2021)	Peran Guru Dalam Meningkatkan Minat Belajar Pendidikan Kewarganegaraan Menggunakan Media <i>Flashcard Powerpoint</i> Di SDN Berbah 2 Sleman	Fourth-grade students at SD Negeri Berbah 2 showed increased interest in learning when using PowerPoint flashcards in Civic Education, and their learning outcomes also improved.
(Retno Wati & Wibawa, 2024)	Implementasi Model Problem Based Learning Berbantu Media Powtoon Dalam Meningkatkan Minat Belajar PPKN Peserta didik Sekolah Dasar	This is evident in the control group's average score of 73.6, whereas the experimental group's average score was 85.2. This indicates that the implementation of the Problem-Based Learning (PBL) model, supported by Powtoon media, is effective in increasing elementary school students' interest in PPKn.
(Doli, 2022)	Penerapan Media Pembelajaran Inovatif Dalam Meningkatkan Minat Belajar Pendidikan Kewarganegaraan Peserta didik Kelas V SD IT Darul Abror	Through the implementation of innovative learning media, such as information technology, educational games, and interactive learning methods, there has been a noticeable increase in students' interest in Civic Education.
(Rizki et al., 2023)	Pemanfaatan Wordwall Dalam Meningkatkan Minat Belajar Pendidikan Pancasila Peserta didik Kelas IV SD Negeri Gisikdrono 02	By using Wordwall, it is possible to increase students' interest, motivation, and learning outcomes, as students tend to be more engaged with learning media in game formats.

Authors	Title	Main Findings
(Pramugita et al., 2023)	Penggunaan Media Interaktif Youtube dan Quizizz Paper Mode Terhadap Minat Belajar Peserta didik Kelas IV SDN Lemahireng 05 Dalam Pembelajaran Pendidikan Pancasila	The percentage of learning interest in Cycle I was 59.64%, categorized as moderate, and increased in Cycle II to 74.29%, categorized as high. Therefore, it can be concluded that the use of interactive media, such as YouTube and Quizizz (paper mode), can increase fourth-grade students' interest in learning at SD Negeri Lemahireng 05.
(Aulia et al., 2020)	Pengembangan Multimedia Pembelajaran Interaktif Untuk Meningkatkan Minat Belajar Peserta didik Mata Pelajaran PKN Sekolah Dasar	The development of interactive instructional multimedia using a cognitive approach can increase students' interest in Civic Education in Grade III at SD Negeri Benua Anyar 4 Banjarmasin, as indicated by a high N-gain.
(Fanturi et al., 2025)	Penerapan Media Wordwall Pada Pelajaran Pendidikan Pancasila Dalam Meningkatkan Minat Belajar Peserta didik Kelas III Di SDN 31 Mataram	This media allows students to learn enjoyably, thereby increasing their overall engagement and motivation. The use of Wordwall as a learning medium is effective in enhancing students' learning interest in Pancasila Education.
(Fahsa et al., 2025)	Analisis Penggunaan Media Pembelajaran Wordwall Terhadap Minat Belajar Peserta didik Kelas Tinggi Pada Pembelajaran Pendidikan Pancasila	Based on a literature review of prior studies and interviews, the results indicate that Wordwall learning media can increase students' interest in learning during instruction.
(Tjaolo et al., 2025)	Penggunaan Media Wordwall Untuk Meningkatkan Minat Belajar Pendidikan Pancasila Pada Peserta Didik Kelas VI Sekolah Dasar	The findings indicate that this medium has the potential to stimulate students' interest in learning, increase their active participation in the learning process, and improve learning outcomes across subjects, including Pancasila and Civic Education.
(Adila et al., 2024)	Peran Media Interaktif Dalam Pembelajaran Ppkn Terhadap Minat Belajar Peserta didik Sekolah Dasar	Based on the findings, elementary students' enthusiasm for PPKn learning can be substantially improved through the use of interactive technology. The use of digital media enhances student interaction and increases students' interest in learning.

Authors	Title	Main Findings
(Fatma et al., 2022)	Pengaruh Media Game Edukasi Sebagai Inovasi Muatan Ppkn Terhadap Minat Belajar Siswa Kelas V SD	Based on the results of the simple regression test, the educational game variable showed an increase of 0.383. Further testing at a significance level of 5% indicated that the t-value (tcount = 2.105) was greater than the t-table value (ttable = 2.093). These results indicate that the use of educational games has a significant effect on students' interest in learning. Therefore, it can be concluded that educational games positively influence the learning interest of fifth-grade students at SDN 018 Ujungbatu as an innovative approach to PPKn instruction.
(Ningtyas et al., 2025)	Pengaruh Pembelajaran Digital Wordwall Terhadap Minat Belajar Siswa pada Mata Pelajaran PKn Kelas IV SD Negeri 100213 Kampung Lalang	The results of the learning interest questionnaire indicated that the average pre-test score, taken before the use of the instructional media, was 65.46, which was categorized as "High." Following the implementation of the media, the average post-test score increased to 89.75, placing it in the "Very High" category.
(Tiwow et al., 2022)	Pengaruh Pembelajaran Animasi Powtoon Peserta Didik	Classes with high learning interest showed that learning outcomes were higher when taught using Powtoon animation than when taught using conventional media.

Based on the findings from the articles above, it can be concluded that the use of interactive learning media, such as Wordwall, Powtoon, Quizizz, and others, can influence students' interest in Pancasila Education at the elementary school level.

Based on the articles reviewed, the use of interactive learning media, such as Wordwall, Powtoon, and Quizizz, can influence students' interest in Pancasila Education at the elementary school level. Wordwall is an application presented as games, designed to engage students in completing quizzes, participating in discussions, and completing surveys (Septiarini, 2024). Wordwall effectively combines educational content with game-based elements, converting conventional tasks into engaging and interactive learning experiences (Arimbawa, 2021). Wordwall is a game-based platform that offers a variety of engaging and beneficial game formats for users. Through careful selection of materials and the harmonious integration of educational and entertainment elements, Wordwall can enhance interest and motivate learners in their learning process (Putri & Hamimah, 2023).

As reported by Rizki et al. (2023), using Wordwall can attract and enhance students' interest and motivation and improve their learning outcomes. This is because students are interested

in learning media presented as games. This aligns with the study conducted by Tjaolo et al. (2025), which shows that the Wordwall media has the potential to stimulate students' interest in learning, increase their active participation in the learning process, and improve learning outcomes across various subjects, including Pancasila and Civic Education. Wordwall enables students to learn in an enjoyable manner, thereby enhancing their overall engagement and motivation and increasing their interest in Pancasila Education (Fanturi et al., 2025).

This is reinforced by Ningtyas et al. (2025), whose study shows that the average pre-test score of 65.46 increased to an average post-test score of 89.75, indicating a 24.29% increase in students' learning interest. It can be concluded that the interactive digital learning media Wordwall influences students' interest in learning in the Civics (PPKn) subject.

In addition, interactive learning media, such as Powtoon, are frequently used in education. Powtoon learning media make complex and confusing concepts easier and more enjoyable, as educators can present material to students with more engaging visuals and features (Ayuningtyas & Suhandiah, 2022). In principle, Powtoon learning media are similar to PowerPoint, but their presentations are more dynamic because they combine audio and visual elements, which helps prevent students from becoming easily bored (Suyanti et al., 2021). This aligns with the study by Retno Wati & Wibawa (2024), which found that Powtoon presents learning materials visually and engagingly, making them easier for students to understand and remember. Therefore, Powtoon is effective in increasing students' learning interest in Pancasila education at the elementary school level.

This is supported by the study by Tiwow et al. (2022), which reported an F-value (F_{count}) of 576.114 ($p < 0.001$). At a significance level of $\alpha = 0.05$, the F-table value obtained was 3.63. These results indicate a difference in learning outcomes between students taught using Powtoon and those taught using conventional media. The learning interest of the class using Powtoon animation media was higher than that of the class taught with conventional media.

Furthermore, the use of educational games in Pancasila education can increase students' interest in learning. As reported by Fatma et al. (2022), the simple regression results showed an increase of 0.383 in the educational game variable. The follow-up test at the 5% significance level indicated that the t-value of 2.105 was greater than the t-table value of 2.093. It can be concluded that educational games influence the learning interest of fifth-grade students at SDN 018 Ujungbatu, serving as an innovative approach to PPKn learning.

Through the implementation of various innovative and interactive learning media, such as information technology, educational games like Powtoon and Wordwall, and interactive learning methods, there is a significant increase in students' interest in learning Pancasila Education (Doli, 2022). This indicates that innovation in learning media can play a crucial role in enhancing students' engagement and enthusiasm in learning, particularly in Pancasila education.

4. CONCLUSION

The results of the literature review of 18 articles indicate that interactive learning media consistently have a positive effect on students' interest in Pancasila Education at the elementary school level. The use of gamification-based media, such as Wordwall, increases students' interest in learning by 24.29%. These media activate students' curiosity through games, challenges, and immediate feedback. Meanwhile, visual media such as Powtoon can concretize abstract concepts, making them easier to understand and more engaging for

students. Participation, focus, and learning motivation increase because students become actively involved in the learning process rather than merely receiving information passively. Therefore, educators are encouraged to systematically integrate interactive learning media, aligned with students' characteristics and learning objectives, and schools should provide support through training in technology use. The appropriate use of interactive media not only increases students' interest in learning but also fosters Pancasila learning that is more meaningful, enjoyable, and relevant to educational developments in the digital era.

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