



## Pancasila-Based Children's Story App: Reading Material for Grade IV Elementary School Students

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### Abstract

This research aims to develop reading materials story child loaded profile student Pancasila based on mobile application which is a literacy media to help improve interest read students and complement the availability of resources reading which contains the values of the Pancasila lesson profile in story child on the dimension of independence, reasoning critical and creativity as supporters of the independent curriculum. The purpose of this study is to determine the development process and feasibility of products developed using the method study *Design & Development*. This research was conducted at State Elementary School (SDN) Bahagia 06 Bekasi City, West Java. The subjects of this research were expert material validators, media experts, practitioners and 26 fourth grade students. The research data collection techniques used interviews, observations, and documentation. The instruments used were validator questionnaires and student response questionnaires. as well as teacher response . The developed product was evaluated very well with a percentage of material experts of 96 % in the very feasible category , media experts 94% in the very feasible category, practitioner experts 95% in the very feasible category and student responses were very good. So, from the data obtained, materialreading story child loaded profile student Pancasila based on mobile applications on the dimensions of independence, reasoning critical thinking and creativity are very worthy of being used to help improve interest read students and complement the

availability of resources reading which contains the values of the Pancasila lesson profile as Supporter curriculum independent.

**Keywords:** *materials reading, children's stories, mobile applications.*

### **Abstrak**

Penelitian ini bertujuan untuk mengembangkan bahan bacaan cerita anak bermuatan profil pelajar Pancasila berbasis aplikasi mobile sebagai media literasi untuk membantu meningkatkan minat baca siswa dan melengkapi ketersediaan sumber bacaan yang mengandung nilai-nilai profil pelajar Pancasila dalam cerita anak pada dimensi kemandirian, penalaran kritis, dan kreativitas sebagai pendukung kurikulum merdeka. Tujuan dari penelitian ini adalah untuk mengetahui proses pengembangan dan kelayakan produk yang dikembangkan menggunakan metode penelitian *Design & Development*. Penelitian ini dilaksanakan di SDN Bahagia 06 Kota Bekasi, Jawa Barat. Subjek penelitian ini adalah validator ahli materi, ahli media, praktisi, dan 26 siswa kelas empat. Teknik pengumpulan data dalam penelitian ini menggunakan wawancara, observasi, dan dokumentasi. Instrumen yang digunakan adalah kuesioner validator serta kuesioner tanggapan siswa dan guru. Produk yang dikembangkan dievaluasi dengan sangat baik dengan persentase ahli materi sebesar 96% dalam kategori sangat layak, ahli media 94% dalam kategori sangat layak, ahli praktisi 95% dalam kategori sangat layak, dan tanggapan siswa sangat baik. Jadi, dari data yang diperoleh, bahan bacaan cerita anak bermuatan profil pelajar Pancasila berbasis aplikasi mobile pada dimensi kemandirian, penalaran kritis, dan kreativitas sangat layak digunakan untuk membantu meningkatkan minat baca siswa dan melengkapi ketersediaan sumber bacaan yang mengandung nilai-nilai profil pelajar Pancasila sebagai pendukung kurikulum merdeka.

**Kata kunci:** *bahan bacaan, cerita anak, aplikasi mobile.*

## **INTRODUCTION**

Literacy in Indonesia is still much lower compared to reading literacy in several countries, especially among the younger generation. *Program for International Students Assessment* (PISA) in 2022, stated that Indonesia's reading literacy was ranked 68 out of 81 countries. This indicates that reading literacy still needs to be improved. Based on the results of PISA research on 15-year-old children in Indonesia, the average scores for the three subjects, namely mathematics, reading and science in 2022 have decreased (learning loss) reached 12-13 points compared to 2018 (Setiawan et al., 2020).

The low level of reading literacy in Indonesia has an impact on the level of education in Indonesia. Reported from research data conducted by the United Nations Development Programme (UNDP), the level of education based on the Human Development Index (HDI) in Indonesia is still relatively low, at 14.6%. This percentage is much lower than Malaysia which reached 28% and Singapore which reached 33% (Lawson & Martin, 2018).

In addition to the problems that have been expressed based on research from CCSU and PISA, researchers also present several studies that are relevant to reading literacy. This presentation aims to strengthen the research that will be conducted to overcome the problems faced by students in increasing reading interest.

Sukesi et al., (2019) in their preliminary research study in class IV of SDN Bendan Ngisor, found that students' reading interest was still lacking because the reading media used

was less interesting and monotonous. To overcome the problems found, Ciptaningtyas et al. (2022) developed a product in the form of an electronic enrichment book of fable stories profiling Pancasila students as a medium for reading literacy in elementary schools. Another product in the form of an e-book of illustrated stories about the process of rain as a medium for reading literacy in elementary schools also was developed by Apriliawati (2016) in her preliminary study. She developed a product in the form of an illustrated story book as a medium to increase elementary school students' interest in reading.

The low reading literacy in Indonesia and several reading interest problems found in several studies above seem to be a whip for the world of Indonesian education. In the scope of education, reading is a language skill that cannot be separated from students' lives. In other words, reading literacy skills are abilities that every individual must have to communicate in society, this is a human right that concerns lifelong learning.

This is in accordance with the contents of the independent curriculum which states that language skills, literary skills, and thinking skills are the foundation of literacy skills. All fields of study, areas of life, and social goals use literacy skills. Literacy is a very important skill that is used for work and lifelong learning. According to Naufal & Amalia (2022) also said that reading literacy skills really need to be instilled in students in elementary schools, because in every learning process, reading skills will always be needed in every teaching and learning activity. Literacy activities should be implemented continuously and sustainably which must be accustomed to since elementary school age children. The application of literacy can be done by inviting children to tell stories, role play, sing, draw, paint and read collections of stories (Pratiwi et al., 2022).

In grade IV within the independent curriculum, learning outcomes focus on strengthening language, literature, and thinking skills to cultivate high literacy and Pancasila values in students. At this stage (Stage B), Indonesian language learning targets include helping students understand everyday messages and information, as well as narrative texts and children's poetry in both print and digital formats. Grade IV students are expected to read words that may be new but follow familiar letter patterns fluently. Additionally, they should be able to identify main ideas and supporting details within informative texts, explain character challenges in narrative texts, and interpret new vocabulary relevant to each topic. These skills prepare them to engage thoughtfully with literature and informational texts, setting a foundation for deeper comprehension and analysis as they progress.

In addition to the learning achievements above, the independent curriculum must be able to improve Indonesian education with character building (Racmawati et al., 2022). These characters are developed in the Pancasila Student Profile initiated by the Ministry of Education and Culture and stated in the Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the strategic plan of the Ministry of Education and Culture for 2020-2024. The character values in the Pancasila Student Profile are faith, devotion to God Almighty and noble morals, global diversity, cooperation, creativity, critical thinking and independence (Suciati et al., 2023). The various characters in the Pancasila Student Profile require teachers to be able to develop learning that is in accordance with these characters. In addition to teachers, efforts to develop facilities and infrastructure in Indonesian schools are also constantly being improved and equipped to support students' reading interests. Not only facilities and infrastructure, various innovations have also been developed in various forms of

media or teaching materials used by teachers, such as pop-up books, picture story books, pocket books and so on (Isrokatun et al., 2023). The problem is, the various efforts and innovations that have been developed are still not enough to increase students' interest in reading. This is evidenced by statistical data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in 2017 stated that out of a total of 61 countries, Indonesia was ranked 60th with a low reading literacy rate (Unesco & Oxford, 2018).

Reading interest cannot just grow, it takes certain efforts to increase reading interest. One of the roles of teachers in growing students' reading interest that needs to be accustomed from the beginning of learning is to utilize the digital transformation that is happening in the current era. In the current era, students must undergo a digital transformation. This digital transformation is the beginning of creating a new way that is more effective and efficient to replace the old process of doing things. The world of education has developed very rapidly due to technological advances brought by digital transformation. Digital transformation in the context of education can be an opportunity to increase reading interest in students.

The use of an Android application to provide reading materials is increasingly urgent in today's educational landscape. With the shift towards digital literacy, students are encouraged to adapt to digital reading formats, like e-books and reading applications, which are more accessible on smartphones. Such applications can engage students by offering a more interactive reading experience and a wider range of material than traditional books. By integrating reading resources directly onto a device that many students already use daily, teachers can increase reading frequency and interest in digital literacy.

Additionally, the Covid-19 pandemic highlighted the importance of accessible online learning resources. During lockdowns, students faced limitations in obtaining physical reading materials, which led to a decline in reading activity at home. A mobile application for reading can address this by ensuring that students have access to a wealth of reading material anytime and anywhere. This shift helps to foster independent learning and provides students with diverse sources of knowledge and information beyond just textbooks and teacher instruction, ultimately enhancing their digital literacy skills and academic engagement.

Therefore, in order for students to have a high interest in reading, a variety of reading material sources are needed to complement and perfect the learning tools that have been provided. The reading sources in question can be reading materials that are arranged systematically and according to students' needs in increasing the efficiency and effectiveness of learning.

Reading materials that can be used as an alternative in increasing students' interest in reading are reading materials that are associated with digital technology that is currently popular with elementary school students, namely reading materials based on *mobile applications*. One of the things that is most in demand by these students is the use of *smartphones*. This is because, in *smartphones there is a mobile application* which is very useful and practical for doing various activities, starting from entertainment, selling, studying, browsing and so on (Hutabri & Putri, 2019; Setiawan et al., (2019). In addition, application-based reading materials have high *flexibility* and *portability*, so that the stories presented can be repeated by students whenever and wherever they are. This can maximize understanding of the readings they read so that students' interest in reading increases, because the more often

students repeat the readings they read, the more students will understand the meaning of the reading (Astuti et al., 2017).

According to the International Data Corporation (IDC), until September 2022, Android-based smartphone users in Indonesia were quite high with a market share reaching 60%. This situation opens up opportunities to make Android-based mobile applications an innovation in supporting the world of education. Several studies have also utilized Android-based mobile applications for teaching materials, one of which is a study conducted by Irawan et al. (2022) who designed an Android-based reading learning application as a learning medium for grade 3 elementary school students. The results are quite encouraging, because the application is quite easy to use, so it can increase students' interest in reading.

However, research on the development of children's story reading materials containing Pancasila student profiles based on applications in increasing elementary school students' reading interest is relatively rare. In addition, according to the results of initial observations in the field, the reading materials available in schools did not contain Pancasila student profiles. So the researcher believes that the development of children's story reading materials containing Pancasila student profiles based on applications in increasing elementary school students' reading interest needs to be done. This will certainly also be a solution for teachers in developing learning to increase reading interest through reading materials in the form of applications.

The research gap highlighted here reveals several critical areas needing attention in Indonesian literacy education, particularly among elementary school students. Despite ongoing initiatives, Indonesia's low literacy ranking—68 out of 81 countries in the 2022 PISA assessment—underscores the need for innovative solutions to boost reading literacy, as traditional methods have been insufficient. A deeper problem lies in limited engaging reading materials, which studies (e.g., Sukesu et al., 2019; Adnin; Putrislia; Aprilawati) suggest negatively impact students' reading interest and literacy skills. Current reading resources are often monotonous and lack features that align with modern students' needs and preferences, particularly those that can compete with the interactivity of digital devices.

Though efforts have been made to develop digital reading materials, few focus specifically on incorporating the values central to the Pancasila Student Profile, an integral element of the independent curriculum aimed at fostering faith, global diversity, cooperation, creativity, critical thinking, and independence in students. This gap is significant because incorporating Pancasila-based values can foster both literacy and character education, aligning with Indonesia's educational goals.

The absence of application-based children's stories that integrate these values further widens the gap. Given the high penetration of Android smartphones (60% market share as of 2022), an Android-based mobile application tailored to children's reading habits presents an untapped opportunity. Such an application could support the development of literacy while instilling character education, utilizing media elements like text, images, and audio to engage students more effectively. The proposed research on developing Pancasila-based children's story applications is thus essential, as it addresses both literacy and character-building in a format accessible to and engaging for today's young learners.

For that reason, the reading material that will be developed is a children's story reading material containing the profile of Pancasila students based on an application that displays

various media components such as text, images and audio (*storytelling*) so that it can visualize the reading more interestingly. The children's stories presented in this application are stories of elementary school children in the high class category that contain elements of character values in the Pancasila student profile. However, in this study, the character values taken for the development of the application-based reading material are only 3 character values, namely independent, critical thinking and creative.

With the formation of children's story reading materials based on applications that contain the 3 character values of the Pancasila profile, it is hoped that it will be able to meet the learning achievements of grade IV elementary school students, as well as support the development of a culture of literacy and reading interest in Indonesia which is currently being intensively pursued by the government in the independent curriculum.

## **METHODS**

This study adopts a Design and Development Research (DDR), based on Richey and Kein's model (2007), to create a mobile application for enhancing reading literacy through children's stories with Pancasila-based profiles. DDR research is designed to analyze, develop, and evaluate a product systematically, generating an empirical foundation for the product's design and effectiveness (Bridges et al., 2011). The four stages of DDR research are analysis, design, development, and evaluation. This method was chosen to ensure that the mobile application not only meets educational standards but also aligns with students' needs, thus facilitating a structured approach to enhancing reading interest through Pancasila-character education.

The research procedure begins with an analysis phase to determine both teacher and student needs in the field, conducted at SDN Bahagia 06 Bekasi City, West Java with 26 fourth-grade students, teachers, and education practitioners as subjects. Data collection methods include interviews, observations, and documentation to obtain insights into current challenges in reading literacy and digital engagement. During this phase, the researchers use interviews with teachers and students, as well as classroom observations, to identify what type of media would be most effective in increasing reading interest and engagement, especially in aligning with the Pancasila student profile values.

In the design phase, the researchers develop a blueprint for the mobile application based on (Pentikousis et al., 2013), focusing on children's stories that convey Pancasila-based values like independence, creativity, and critical thinking. This phase involves brainstorming ideas, selecting a suitable digital platform, gathering content, and identifying visual elements that would appeal to students. Evaluation tools are also created to assess the digital literacy media. This preparation ensures the content is relevant, visually engaging, and suitable for the target age group, aligning with both educational goals and developmental appropriateness.

The third stage, development, is the actual creation of the mobile application, followed by expert validation to assess the content's relevance, user-friendliness, and alignment with educational standards. Material experts, media experts, and practitioners review the initial product to provide suggestions for improvement. Feedback from these experts is crucial for refining the app before its implementation. Any necessary modifications are made at this stage, ensuring the application meets the expectations of educational standards and effectively supports literacy and character education.

The implementation and evaluation stages involve testing the application with fourth-grade students to collect user feedback. Teachers administer a student response questionnaire to gauge the app's feasibility and effectiveness in sparking interest in reading and instilling Pancasila values. Simultaneously, teacher and student responses are gathered to assess the overall suitability and usability of the application. This real-world testing provides insights into how well the app functions as an educational tool, its impact on reading interest, and its potential for integration into the classroom.

Data analysis is conducted using validation scores from expert feedback and student questionnaires, analyzed on a five-point Likert scale. Responses are categorized from "Very Unworthy" to "Very Worthy" to gauge the app's feasibility accurately. The feasibility percentage formula is applied to validation results, with a threshold of >25% indicating usability. This data allows the researchers to make objective assessments about the application's effectiveness in enhancing reading interest and comprehension, specifically through the integration of Pancasila values. This step solidifies the product's readiness for broader educational use.

## **RESULTS AND DISCUSSION**

### **The Developing Teaching Materials for Children's Stories Based on Android**

The development process is carried out based on the *Design & Development model* with four stages (Richey & Klein, 2007). In the analyze stage which was conducted by interviewing the fourth grade teachers to find out the needs analysis, it was found that the teachers had several difficulties in handling students' reading skills, interests read student not enough and difficult understanding a reading, as well as the availability of sources relatively less reading, because teachers only use reading materials in the form of plain text. In addition, the media used for literacy containing the values of the Pancasila student profile is still very limited, so that students get bored easily when reading and understanding a reading. Based on the description of these needs, the teacher stated that stories accompanied by pictures or illustrations that are packaged in form Mobile applications are a very appropriate medium to be applied to increase interest read students. This is because stories, pictures, and audio can attract students' attention in learning to read. and packed in application so that students will not feel bored and can read anywhere and anytime. This is in line with what was expressed by Tamborini (2022) that if given interesting visualizations and have many colors, illustrated stories can attract children's interest to understand more quickly.

Therefore, researchers developed literacy media in the form of material reading story child loaded profile student Pancasila based on digital applications to meet the needs of grade IV teachers as well fulfil need Pancasila student profile according to the independent curriculum. Dimensions that can be instilled include dimensions of independence, critical reasoning, and creativity (Cummings & Blatherwick, 2017). The independent dimension has two sub-elements, including: (1) awareness of oneself and the situation faced, (2) self-regulation. The critical reasoning dimension has four sub-elements, including: (1) obtaining and processing information and ideas, (2) analyzing and evaluating reasoning, (3) reflecting on thoughts and thought processes, and (4) making decisions. Meanwhile, the creative dimension has two sub-elements, including: (1) producing original ideas, and (2) producing original works and actions. In the second stage, the design is based on the findings of the

needs analysis that has been completed, the product design is adjusted to the results of the needs analysis. The development of this story teaching material begins with the design of story teaching materials according to the theory of the characteristics of story teaching materials to design good story teaching materials that can attract students' interest. Researchers developed story teaching materials using the theory of characteristics of story teaching materials according to Chacha (2017); Sabaruddin Chaniago et al., (2020), namely: (1) story content that is in accordance with students' lives; (2) Simple language with vocabulary that is easy to understand by students of the same age; (3) illustrations by presenting images that clarify the contents of the text with attractive colors on each page of the teaching material, and (4) the format of the teaching material according to the shape, size, cover design, page design, illustrations, size and type of font and number of pages. The creation of independent-dimensional Pancasila student profile story teaching materials, critical and creative thinking using manual hand-drawn images and involving the Canva application to access other images as support. This is in accordance with the opinion of Ciptaningtyas et al. (2022) that the Canva application is one of the online graphic design tools with attractive design choices.

By developing children's story reading materials which is packed in the form of an application digital that creates a full view images and facilitated with audio and storytelling, activities reading is not monotonous and can help students become more interested in reading. This is in line with the opinion of Fitriani, AS, et al. (2021) that media related to the advancement of Science and Technology (IPTEK) can make it easier for students to understand media that supports literacy in a varied, innovative, and interactive teaching and learning process.

Planning stage (*design*), story reading material child containing the Pancasila student profile, then designed and made according to need in the previous stage. Making materials story reading child contains a Pancasila-based student profile mobile applications based on concepts and expert approval is one of the two processes included in this stage. Based on the results of the creation of materials story reading child contains a Pancasila-based student profile mobile application, researchers design story content according to the main material of the independent sub-elements, critical thinking, and creative. The concept of front cover and back cover design are two unusual types of covers that form the concept of cover design of the material. story reading child contains a Pancasila-based student profile mobile application. The front cover is titled "Calitra ", then the main menu There is a menu for "Teachers and Students" by inserting several images related to the Pancasila symbol and the dimensions discussed. There are also illustrative images. The child who is read.





Figure 1. Main Menu Display of Mobile Application Containing Children's Stories with Pancasila Student Profiles

The color design on the front and back covers is made full color. The back cover contains an explanation of the contents and benefits of the story teaching materials. The cover design section can attract interest and motivate students to read with the theme of independent, critical, and creative dimensional material that involves stories in everyday life. This is in accordance with the opinion of Halim (2019) that the contents of the story teaching materials can tell everyday life communicatively.



Figure 2. Collection of Children's Stories in a loaded Mobile Application Pancasila Student Profile

The content of children's story reading materials containing Pancasila student profiles with dimensions of independence, critical reasoning, and creativity is the result of the researcher's imagination in accordance with the results of the needs analysis that has been

carried out previously. The theme of this reading material focuses on daily activities in accordance with the three dimensions that students often encounter. This is in accordance with what was expressed by Haryaningrum et al. (2023) that the story is packaged in simple, straightforward, and easy-to-understand language and the illustrations presented are attractive.



Figure 3. Children's Story Mobile Application Module Containing Pancasila Student Profiles

At the end of the story teaching material child containing the profile of Pancasila students with dimensions of independence, critical reasoning, and creativity, students can immediately read and understand the teaching material according to the dimensions discussed in the previous story.

### Validity Test of Teaching Materials for Children's Stories Based on Android

The next stage is product *development* with expert validation based on (Jonassen, 2008), where the validators include material experts, media experts, and practitioners. Material experts are lecturers who are experts in the field of learning school basic and education Language Indonesia Elementary School, media experts are lecturers who are experts in the field technology education or multimedia, and practitioners are class teachers who act as primary educators. The validation results from material experts are shown in the table below.

Table 1. Material Expert Validation Results

No	Aspect	Assessment Items	Score	Percentage	Category
1.	Material	7	35	96 %	Very Worth It
2	Language	4	20	98 %	Very Worth It
3	Children's Stories	3	15	96 %	Very Worth It
4	Effectiveness	3	15	94 %	Very Worth It
	Material Reading Children's Stories on Interest in Reading				
	<b>Score</b>	17	85		

<b>Percentage</b>	96 %
<b>Category</b>	Very Worth It

From table 1 it can be seen that the assessment from the material expert obtained a score of 85. So that the percentage of assessment from the material expert was obtained 96 % and is included in the category of "Very Eligible" and can be evaluated. The material in the application is arranged with the intention that the presentation follows the values of the Pancasila student profile in the 3 dimensions discussed, developed into a story according to the demands of the independence curriculum. The use of simple language is in accordance with the understanding of grade IV students, and finally can attract students' attention and interest in literacy. The statement is as follows Amareta et al. (2024), namely that it can encourage students to be enthusiastic and interested in reading a story. There are no comments or suggestions for improvement from the material validator expert that need to be changed for product trials. Then continued with the assessment from the media expert.

Table 2. Media Expert Validation Results

No.	Aspect	Assessment Items	Score	Percentage	Category
1	Convenience Usage and Navigation	1	5	100%	Very Worth It
2	Visual Display	8	39	98%	Very Worth It
3	Application Integration	11	45	93%	Very Worth It
4	Benefit Application	2	16	100%	Very Worth It
<b>Score</b>		22	105		
<b>Percentage</b>				94%	
<b>Category</b>					Very Worth It

Table 2 shows that the assessment from media experts obtained a score of 105. So that the assessment of media experts obtained a percentage of 94% and is included in the category of "Very Eligible" and can be tested. Materials Reading story child loaded profile student Pancasila based on This mobile application is equipped with an attractive display and graphic design for students and makes it easier for students. For access story wherever and whenever and the use that can facilitate access by students independently. This is in accordance with the statement Fahrizandi (2019) that digital books can expand the discussion and make it easier for students to understand. Materials reading based on The developed mobile application can also help teachers because the flexibility of the discussion has the advantage of containing digital information in the form of text and images that can be accessed anywhere and anytime. This is in line with Rahmانيyah et al. (2023) that digital books have information in the form of text supported by images that can facilitate understanding and can be accessed at any time independently. There are no suggestions or comments on changes that need to be made so that the product can be tested , according to the media expert validator.

Table 3. Expert Practitioner Validation Results

No.	Aspect	Assessment Items	Score	Percent age	Category
1	Material	7	34	97%	Very Worth It
2	Language	4	19	95%	Very Worth It
3	Children's Stories	3	15	100 %	Very Worth It
4	Effectiveness Material Reading Children's Stories on Interest in Reading	3	14	93%	Very Worth It
<b>Score</b>		22	104		
<b>Percentage</b>				95%	
<b>Category</b>				Very Worth It	

The assessment from expert practitioners obtained a percentage of 95% with the category "Very Suitable", as stated in table 3. Materials reading based on this application has content that follows the principles of independence, critical reasoning, and creativity, making it easier for children to understand (Anderson, 2008). Contents reading and improving interest students. Packaged with appropriate language for grade IV elementary school, interesting illustrations, there is music and storytelling and a simple appearance, really interesting for student to read in application.

So, this shows that the material contains the profile of Pancasila students in the dimensions of independence, critical reasoning, and creativity which are developed in form Mobile applications can be used, operated and applied in literacy activities by students. This is in accordance with the characteristics of the material that has simple language and increases vocabulary, the images presented can clarify the story and are interesting and can provide pleasure to students according to (Halim, 2019). There are suggestions or comments that need to be changed in terms of appearance from expert practitioners regarding the appropriateness of coloring and font use, therefore the product needs to be revised before it can be tested in the field.

Stage to four evaluations in the form of recommendations and comments based on validation findings and field trials (Arksey & O'Malley, 2005). Character images and colors presented in application is very good, according to the validator's opinion it can describe three dimensions in everyday life accurately. In addition, the application display design provides sufficient experience and novelty for students in learning activities, especially literacy because it is still relatively underutilized. This mobile application-based child is a material reading which can help teachers and students in literacy activities and deliver material on the application of Pancasila student profile values, especially in the three dimensions of values, to students in a more interesting, effective and efficient way.

The story in this application is presented in a consistent presentation format, namely displaying a selection of images and text with an attractive, colorful appearance, so that it is not only easy to use but also entertaining. Materials reading based on an application that has details of the elements of cooperation in everyday life that is simpler so that it is easier for students to understand. This is in line with Fahrizandi (2019) that digital story books are

presented in the form of books with specific information, a simple language presentation format, and a combination of interesting images will eliminate student boredom in reading so that it is not monotonous, and stimulate interest in reading. Students also have an important level of knowledge and broad discussion, making it easier for students to understand it.

Reading material story can help increase interest of student and introduce character values to the concept independent, reasoning critical and creative. Materials reading based on application has been well received by material experts, practitioners, and media as well as teachers and grade IV students. Materials story reading child based on This mobile application is suitable for use by fourth grade students in elementary schools. The results of this research are in accordance with previous research which shows that Pancasila student profile story teaching materials help students understand the subject matter and arouse interest in reading to develop good character (Bahiyah, 2022).

This Pancasila-based children's story application has been rated as highly feasible, based on validation by material experts, media experts, practitioner experts, and student feedback. Material experts scored the reading materials in the app at 96%, categorizing it as "Very Suitable" for student evaluation. The material's quality includes content that is relevant, clearly presented, and easy for students to understand, which helps support their motivation and development across dimensions like independence, critical reasoning, and creativity.

The media expert evaluation gave the application a 94% score, rating it as highly suitable for student use. The app design received positive feedback for its appealing visuals and intuitive menu, making navigation and use straightforward. Its content is effectively integrated, which increases student interest in reading and provides ease of use on mobile devices. Additionally, practitioner experts awarded the app a 95% score in the "Very Good" category for student use. Based on student feedback, the app's overall design was praised for its engaging visuals, including illustrations and colors that capture attention and interest. The language used is clear, with simple, easy-to-navigate menus. The music and narration enhance the reading experience, making it enjoyable, while the app's mobile accessibility allows students to engage with it anytime, anywhere.

The stories within the app promote values from the Pancasila profile—independence, critical thinking, and creativity—by presenting relatable, three-dimensional characters. Each story concludes with a moral lesson, helping students internalize and apply Pancasila values in their daily lives. This approach not only supports literacy development but also enriches students' character education in a user-friendly and accessible format.

## **CONCLUSION**

The development of a mobile application featuring Pancasila-based children's stories for fourth-grade students has demonstrated high feasibility and potential in enhancing literacy and character education. Teachers and students alike identified a strong need for accessible reading materials that align with Pancasila values, inspiring the app's design. The app incorporates carefully crafted story content and illustrations, which were validated by educational and media experts and received very positive feedback from students. This mobile literacy app has proven to be an effective resource, allowing students to engage in reading activities independently, whether at school or home. Its interactive format supports both the independent curriculum's mission and the cultivation of Pancasila-based character values such

as independence, creativity, and critical thinking. By addressing a gap in accessible literacy tools, the app encourages ongoing engagement with reading in an enjoyable and meaningful way. Students' enthusiastic response suggests that the app not only captures interest but also has the potential to foster lifelong literacy habits and strengthen character development. It enables students to read actively while internalizing values that align with the Pancasila profile, supporting a holistic approach to education that integrates academic and moral growth. This application, therefore, serves as a valuable tool in the curriculum, offering a modern approach to literacy that is both practical and character-building. With further refinement and broader implementation, it could provide a scalable model for literacy and character education across diverse learning environments.

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