

Crafting a Tailored Digital Picture Storybook to Elevate the Pancasila Student Profile: Insights from Needs Analysis

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ABSTRACT

This research aims to describe the results of the needs analysis for developing a digital picture storybook to enhance the Pancasila Student Profile of the 1st-grade elementary school students. This type of research is research and development (R&D). The development model used is Borg and Gall. The population in the study were 1st-grade students and homeroom teachers of elementary schools in Bantul Regency. The instruments were needs-analysis questionnaires, preliminary observation guidelines, preliminary interview guidelines, and literature. Data were analyzed by descriptive analysis. Based on the research results, it was concluded that students and teachers need digital picture storybooks to increase the students' Pancasila student profile. The developing digital picture storybook is designed to fit the student's characteristics and the existing resources. It is an Android-based application that provides a story about the Pancasila Student Profile. It uses the Calibri font type with appropriate colors. The digital picture storybook can be operated without the internet. From the results of the needs analysis, schools do not yet have digital storybook facilities. Teachers still rely on textbooks from the government and worksheets from publishers for teaching and learning activities. Digital picture storybook is relevant to the Merdeka Curriculum in the subject of Bahasa Indonesia in phase A (Class I) with reading and viewing elements.

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1. INTRODUCTION

Nowadays, the educational situation in Indonesia, even the world, is in the middle of the Covid-19 post-pandemic recovery period. Unsolicited schools' closures during the Covid-19 pandemic have greatly affected national educational quality. School closures during the COVID-19 pandemic and rapid switching to long-distance learning have resulted in significant and constant gaps in academic fields. The schools' closure has exacerbated the existing inequalities in student engagement and educational attainment (Darmody et al., 2021).

As a response to the decline in the quality of education in Indonesia post-pandemic of COVID-19, the government is conducting curriculum refinement so that it is relevant to the development of times

and problems that are facing, namely Merdeka Curriculum (eng. Independent Curriculum). The Independent Curriculum is projected to catch up with education in Indonesia (Intiana et al., 2023). The government works to accelerate and improve educational quality restoration in Indonesia. Merdeka Curriculum forms students who are intelligent and have noble characters. The desired consistency follows Pancasila values embodied in the Pancasila Student Profile. The success of instilling Pancasila values will be helpful to continue to mature at the next level of education and throughout his life (Zuchron, 2021).

Pancasila student profile is a manifestation of the purpose of national education. Pancasila student profile is the answer to a question regarding the criteria of students with profiles or competencies, such as what to produce through the Indonesian educational system. Pancasila Student Profile became the primary reference in realizing Indonesian students as competent, characterized, and behaving Pancasila values (Zuchron, 2021). Six competencies are considered crucial dimensions of the Pancasila student profile (Sufyadi et al., 2021). These dimensions are 1) faith, piety to God Almighty, and noble character; 2) global diversity; 3) cooperation (*gotong royong*); 4) independence; 5) critical thinking; and 6) creativity. From those dimensions, the Pancasila student profile seems to focus on improving cognitive abilities, attitudes, and behaviors per the Indonesian nation's identity and the world.

Pancasila student profile implementation in the school, especially elementary school, is still far from ideal. Based on the results of observations in Agustus-September 2022 in several elementary schools in Bantul Regency, across various problems contrary to Pancasila student profile criteria. The researchers, unfortunately, found several issues in the 1st-grade students, who are still young and prone. From observation, some students were saying harsh words in the school environment. Throwing harsh words shows that students do not have politeness in the language yet. However, Pancasila students must have ethics in speaking. It is a self-identity for someone in communicating. An indicator of polite language is using a choice of words following the content and message conveyed and following forms (Anggraini et al., 2019).

Based on the interview with the 1st-grade homeroom teachers, many students are still lazy in class. According to the homeroom teachers, students complain when given individual tasks. From the aspect of cooperation and mutual assistance, from the observations, the togetherness and collaboration between students still need improvement. The class teacher also acknowledged the same thing. Furthermore, the teacher explained sometimes teachers encounter negative forms of cooperation. For example, they copied a friend's answer while doing individual assignments. Students' autonomous aspects are reduced because they are already used to relying on their parents when learning distance (learning from home). This condition contradicts Pancasila Student Profile character, especially in faith, purity to God Almighty, noble character, and autonomy.

The various problems above can be understood because, for almost two years, the students have learned from home. Due to the busyness of parents and et cetera, control over student behavior, and association is reduced. Character or morals are another consequence of the Covid-19 pandemic (Campbell et al., 2020). Many students still bring their old habits when the schools are reopened. Here is the role of teachers, as the cutting edge of the Merdeka Curriculum implementation, to improve students' morality according to Pancasila Student Profile. The effort can be inserted into learning activities. For practical and attractive learning activities for students, learning media is required. Teachers can use learning median the learning process to make messages submitted by teachers more easily understood by students (Farista & Ilham, 2018). The selection of learning media needs to be a concern for teachers to achieve the purpose of learning.

One of the learning media that teachers can use is a storybook. The benefit of reading stories for students is to teach value and form character. However, teachers also need to manage the teaching and learning activities by paying attention to the aspects of technology science (Adittia, 2017). Therefore, picture storybooks can be presented digitally as a learning medium for forming Pancasila student profiles relevant to digital developments.

Merdeka Curriculum encourages teachers to utilize digital technologies for teaching and learning creatively. The COVID-19 pandemic paved the way for digital learning by pushing the learning process to use technology (Dhawan, 2020). In this case, a digital picture storybook might be the right choice. However, the researchers acquired somewhat unpredictable facts based on the preliminary research. Teachers have not utilized digital-based learning media in the learning and teaching process. Based on interviews, teachers still struggle to develop a digital-based learning media such as a digital picture storybook. This research describes the needs analysis results for developing digital picture storybook learning media. The results can be a reference in creating a digital picture storybook. The digital picture storybook is expected to meet the needs of students and homeroom teachers so that it can improve the Pancasila Student Profile of the 1st-grade students.

2. METHODS

This research is part of research and development (R&D). The development model used is Borg & Gall. This model has ten steps of development procedures (Borg & Gall, 1983).

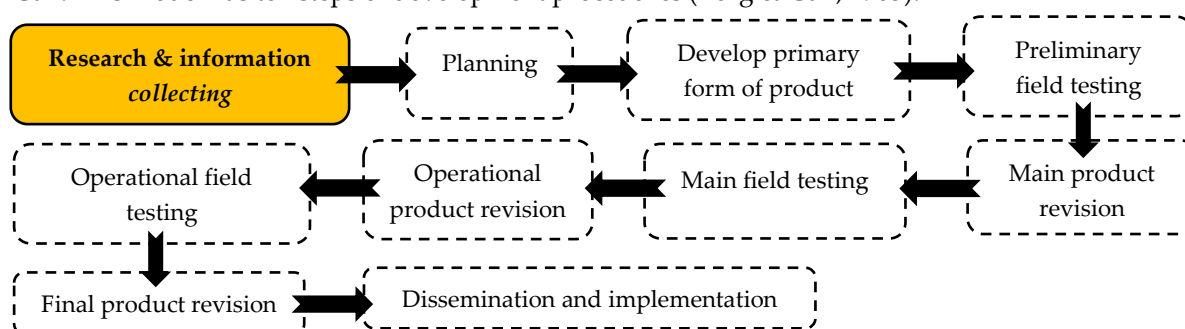


Figure 1. Chart of research and development procedures

Following the above image, this article will only review until the first step is research and information collecting. This step is the needs analysis stage, consisting of class observations, literature study, and product selection. The research was conducted from August to September 2022 in the 1st-grade class of elementary schools in Bantul Regency. The research population was 65 students and 3 class teachers. Data was collected using a need analysis questionnaire, preliminary observation and interview guidelines, and a literature study. Those instruments were used to obtain information about developing a digital picture storybook to improve the Pancasila Student Profile among 1st-grade students. Data were analyzed by descriptive analysis. The data from the questionnaire in quantitative data is presented in the form of percentages. Then, it is processed descriptively, supported by interviews and observation data, and strengthened with a literature study.

3. FINDINGS AND DISCUSSION

Pancasila students are the embodiment of Indonesian students as students throughout the Hayat who have global competencies and behave following the values of Pancasila, with six main dimensions: 1) faith, piety to God Almighty, and noble character; 2) global diversity; 3) cooperation (*gotong royong*); 4) independent; 5) critical thinking; and 6) creative (Sufyady et al., 2021). This research focuses on the dimension of "believing and fearing the Almighty God and having noble character" and "autonomy." Indonesian students who believe and fear the Almighty God and have noble characters understand religious teachings and beliefs and apply these understandings daily. There are five critical elements of this dimension: (a) religious morality, (b) personal morality, (c) morality to humans, (d) morality to nature, and (e) state morality. In this research, the key elements that are appointed: are personal morality and morality to humans.

Indonesian students are autonomous students, namely students who are responsible for the process and learning outcome (Zuchron, 2021). Self-identity, situation awareness, and self-regulation are vital elements of being independent. In this study, the element discussed is self-regulation.

A needs analysis is required to produce a decent, practical, and effective digital picture storybook to enhance the Pancasila Student Profile for the 1st-grade students. Needs analysis includes class observations, literature study, and product selection.

3.1 Class Observation

Before product development, research and development always begin with a needs analysis. One of the stages carried out in the needs analysis is class observation. Class observations include student characteristics, learning media teachers use, problems faced in class, and how to overcome them. Class observations were carried out from August to September 2022 in 1st-grade of elementary schools in Bantul Regency. Class observations were carried out during Indonesian language learning. Further data was collected through questionnaires and interviews to support the observation data. The following are the results of observations on Bahasa Indonesia learning.

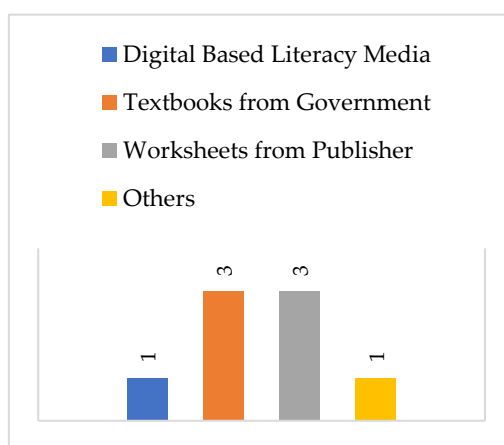


Figure 2. Study media and teaching materials

Based on the diagram above, of the three classes observed, only one uses digital literacy learning media. However, the media used is still limited to videos obtained from YouTube. Textbooks still dominate the rest of the learning in each observed class. Those textbooks are from the government, and the worksheets are from the publisher. It means that teachers lack the competence to develop their learning media, especially digital-based learning media.

On the other hand, using digital media in learning provides many benefits. Digital learning positively affects learning outcomes and motivation better than traditional teaching (Lin et al., 2017). Therefore, teachers need digital technology-based learning media to support teaching and learning activities, improve teaching and learning process quality, and improve learning outcomes.

Subsequently, the researcher also distributed questionnaires to 65 students to get an overview of the level of student autonomy. The diagram below presents the results of the questionnaires.

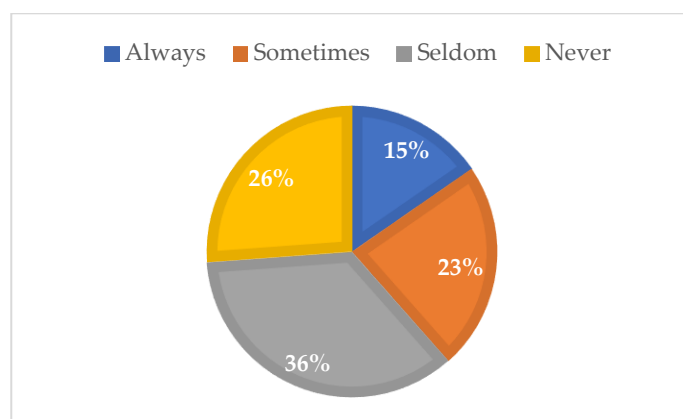


Figure 3. Student independence diagram

The question in the questionnaire is: "Do you always do something autonomously?" Then obtained responses like in Figure 4 above. 65 students answered the questions. From the diagram, as much as 36% of students declared "seldom," and 26% of them "never." The remaining 23% and 15% reported "sometimes" and "always." The presentation shows that the average 1st-grade student still can not do something independently. This percentage is sufficient to illustrate that the average 1st-grade student still cannot do things independently. However, encouraging student autonomy is a worthy endeavor because it will enable students to think critically and take responsibility (ownership) for their work in all areas of life (Smith & Darvas, 2017).

Researchers also observed students' behavior while in the school environment, both inside and outside the classroom. The table below presents the results of the observations.

Table 1. Observation results

Aspects	Results
Speaking harsh words	Some students still spoke harsh words when talking or playing with friends at school.
Cheating	Some students cheated when doing individual assignments. -Cheating friends' answers secretly -Intentionally cooperating secretly
Autonomy	-80% of students complained a lot when given assignments or homework.

Based on the table above, the research found other problems apart from issues related to student autonomy. The matters were some students who spoke harsh words and cheated. Speaking harsh words is a form of impoliteness in language. This case occurs due to a shift in politeness values due to globalization (Sari et al., 2022). The negative impact of globalization can be caused by a lack of control over students' spectacles, either through social media, TV, or other digital or electronic media. The utilization of digital media by students should be a medium for learning.

Meanwhile, cheating is a form of academic dishonesty (Clinciu et al., 2021). The habit of cheating has increased due to online learning during the Covid-19 pandemic. Online learning enables students to cheat in various ways (Paredes et al., 2021). Thus, providing stories with an "honest" message can help grow children's positive moral values (Hizraini et al., 2022).

3.2 Literature Review

Researchers reviewed several relevant previous and recent research documents. A literature review was also done by reviewing and analyzing other supporting papers and books. The results of the literature review are as follows.

Table 2. Elements, subelements, and indicators of the dimensions of faith, holiness to the one and only God, and noble character

Dimension	Element	Subelement	Indicators at Phase A: Class I-II (6-8 Years Old)
Faith, piety to the one and only God, and noble character	Personal morality	Integrity	Get used to being honest with yourself and others and dare to convey the truth or facts. Get used to reflecting on the importance of honesty and the courage, to tell the truth or facts.
	Morality to humans	Prioritizing equality with others and respecting differences	Recognize the same and different things you and your friends have in various ways and respond positively.

Personal morality is a noble character that is manifested in the form of affection and attention to oneself. There needs to be awareness that caring for one's well-being is just as important as caring for others and the surrounding environment. To maintain their self-respect, Pancasila students are honest, fair, humble, and behave (Zuchron, 2021). Pancasila students must strive to develop and introspect themselves to become better individuals daily.

Morals to humans are embodied in the role of members of society. Pancasila Student Profile realizes that all human beings are equal before God. This noble character is reflected in the student's affection for himself and his nobility towards his fellow human beings. Thus he prioritizes equality and humanity above differences and respects the differences that exist with others. Pancasila students are also always empathetic, caring, generous, and compassionate towards others, especially those who are weak or oppressed. Thus, he always tries to actively help people in need and find the best solutions to support their survival (Sufyadi et al., 2021).

Table 3. Elements, subelements, and indicators of autonomous dimension

Dimension	Element	Indicators	Indicators at Phase A: Class I-II (6-8 Years Old)
Autonomy	Self Regulation	Emotional regulation	Identify the different emotions he feels and the situations that cause them, and express them adequately.
		Set learning goals, achievements, self-development, and strategic plans to achieve them.	Set learning targets and plan the time and learning actions.
		Indicate initiative and work independently.	Take the initiative to do routine tasks independently under adult supervision and support.

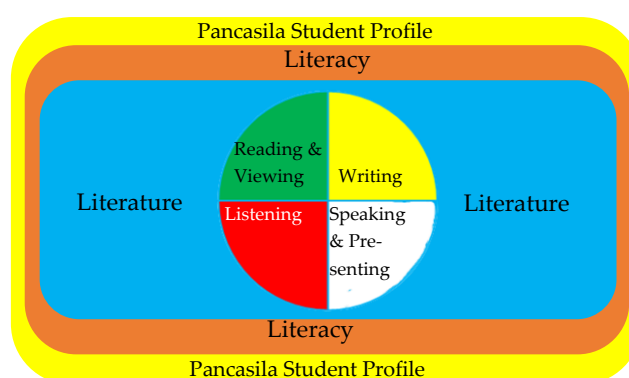
"Pancasila Students" who are independent (autonomous) can manage their thoughts, feelings, and behavior to achieve their learning goals and self-development in both the academic and non-academic fields (Zuchron, 2021). "Pancasila Students" are expected to be able to set self-development goals and plan strategies to achieve them based on an assessment of their abilities and the demands of the situation they face. When encountering problems in learning, "Pancasila Students" do not give up easily. They will try to find strategies or methods that are more suitable to support the success of achieving their goals.

Many scientists and academics have researched and studied the development of digital storybooks, including using digital storybooks to improve characters. Several studies that are relevant to this research are as follows.

Table 4. Relevant research review

Research Identity	The Results	Relevance to This Research
Developing an electronic fable story enrichment book (Mutiarra et al., 2022)	Electronic fable story enrichment book is effective in increasing Pancasila Student Profile in the gotong-royong (cooperation) dimension.	Fable is a genre of children's literature that tells the story of personified animals. From this result, it is evident that children's stories presented in digital format can increase the Pancasila Student Profile, one of which is the gotong-royong dimension. Thus, a digital picture storybook will also increase Pancasila Student Profile.

Digital Storybooks can be a medium for learning Bahasa Indonesia subjects. The following illustration shows the rationale for learning Indonesian in the Merdeka Curriculum (Kemdikbud Ristek, 2022).

**Figure 3.** Rational learning English

Guidance and development of Indonesian language skills will form a Pancasila person who is faithful, devoted to God Almighty, has a noble character, thinks critically, is independent, is creative, works together, and has global diversity. The subject of Bahasa Indonesia will be meaningful if it can provide appropriate materials for students based on their mental age, abilities, and needs. The vocabulary given to students is easy to understand and often heard (Gönen et al., 2009). The material also follows students' daily experience (direct experience) to achieve learning objectives (Saxby & Winch, 1991).

The digital storybook developed in this research was arranged based on learning outcomes or learning achievements as follows.

Table 5. Elements and learning achievements

Element	Learning Achievements	Pancasila Student Profile
Reading and viewing	Understand the contents of short texts or simple stories (two to three words).	1. Faith, holiness to the Almighty God, and noble character 2. Autonomous

This research designs to produce storybooks in the form of digital-based media. A picture storybook is a book that gives stories using pictures (Sarumpaet, 2010). Picture storybooks convey messages through illustrations and writing (Nurgiantoro, 2018). The development of a picture storybook for early readers, in this case, the first graders of elementary school, needs to pay attention to several criteria and conditions. The elements that must be considered in developing a picture storybook include the following (Trimansyah, 2020). (1) The portion of the image is dominant, around 70%-90%. (2) The theme used can be either reality or fantasy. (3) The characters are displayed, both from a physical aspect and from a character. (4) The description of the setting must be lively, and the description must follow the illustration. (5) The storyline contains simple conflicts. (6) The message

conveyed does not use a parsing style, let the children conclude for themselves. (7) The author can adjust the point of view. (8) Concrete and simple vocabulary so that children can easily understand but at the same time enrich children's vocabulary.

In addition, the illustrations displayed must be simple (Gönen et al., 2009). Regarding the story theme, the principle of selection should be to take the closest to the children, then things far from the children's lives, and the theme is taken from simple things rather than complex things (Kemdikbud, 2014).

A literature review was also carried out on the software eligibility criteria presented by Wahono (Supriadi, 2013) as follows.

Table 6. Literature review of software-based learning media criteria

Software Engineering	Learning Design	Visual Communication
Effective and efficient	Clarity and relevance to learning objectives	Audio
Reliable,	Interactivity	Visual
Maintable (easy to maintain)	Giving the motivation to learn	Navigation
Usable (easy to use)	Contextuality	
Reusable (can be reused)	Easy to understand	
	Systematic	

3.3 Product Selection

The product to be developed is a digital picture storybook to increase the Pancasila Student Profile of the 1st-grade elementary school students. The product selection is based on the results of the needs analysis related to the learning media needed in the classroom and the infrastructure and resources required to develop these products. The following table provides the result of the needs analysis related to product selection.

Table 7. Analysis of student needs relating to product selection

Questions	Results
Do students and teachers have digital devices at home?	100% (Yes)
What types of cell phones do students and teachers have?	100% (Android)
Can students and teachers operate mobile phones?	100% (Yes)
Do students and teachers want digital literacy media?	72% (Yes); 28% (No)
Where do teachers usually access digital literacy resources?	100% (internet); 0% creates itself

Based on the table above, all students and teachers have cell phones with Android types. Based on this information, a digital storybook that will be developed to increase Pancasila Student Profile uses Android as the developing basis. The advantage of Android application-based media is user friendly or easy to use (Prabowo, 2021). Furthermore, it has flexible characteristics, is easy to access, and has various functions that are helpful in everyday life (Bano et al., 2018)

Table 8. Analysis of school needs relating to digital picture storybook

Questions	Results
Does the school have an internet network?	100% (Yes)
Is the internet signal at school stable?	100% (No)
Does the school have LCDs and projectors?	100% (Yes)
Does the school have a digital literacy book?	100% (No)

The digital picture storybook to be developed by this research uses a mobile platform, i.e., an Android-based smartphone. Mobile learning is practical. It allows learners to access the information whenever and wherever they want (Göksu & Atici, 2013). Based on the needs analysis in the table

above, none of the schools studied have a stable internet network. Therefore, the digital picture storybook will be designed so that it can be operated offline without the need for internet access. Thus, digital picture storybooks can be more practical and cheaper to use anywhere and anytime.

The specifications of the digital storybook that will be developed are as follows. (1) Based on a practical android application for teaching and learning in the new normal era after the COVID-19 pandemic (Mustadi et al., 2022). (2) Use the Calibri font with the size set to make it visually easy to read (Smaldino et al., 2014). (3) Using appropriate colors stimulates students to learn effectively (Jain, 2020). (4) Providing children's story that contains the moral values of Pancasila student profiles, especially the dimensions of faith and piety to God Almighty and noble character and autonomous dimensions (Zuchron, 2021). (6) Can be operated offline without internet.

4. CONCLUSION

Based on the needs analysis, the 1st-grade elementary school students in Bantul Regency need a digital storybook to increase the Pancasila Student Profile. From the results of class observations, problems related to student behavior still deviated from the Pancasila student profile. In addition, teachers have not used digital literacy-based learning media and have been unable to make it. Teachers still rely on textbooks from the government and worksheets from publishers. From the literature study, children's stories effectively teach the character values of the Pancasila student profile. This study includes the dimensions of faith and piety to God's almighty and noble character, as well as the autonomous dimension. Digital picture storybooks are helpful for teaching and learning Bahasa Indonesia subjects. Following the Merdeka Curriculum, the learning achievement of Bahasa Indonesian subject for the 1st-grade class (phase A) in the elements of reading and viewing is understanding simple story texts (2-3 words). From the analysis of product selection, the specifications of the digital picture storybook to be developed, among other things, are android-based; use the Calibri font; use appropriate colors composition; contain the moral values of the Pancasila Student Profile; and can be operated offline without any internet connection.

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