Community Service Program on Innovative Digital Content for Elementary School Teachers to Strengthen the Pancasila Student Profile

Nurfaizah Andi Passalo[1*], Hotimah[1], Muhammad Amin[1], Nurhaedah[1], Amrah[1]

[1] Education Faculty, Universitas Negeri Makassar, Indonesia.

Abstract: This Community Service Program (PKM) aims to enhance the abilities of elementary school teachers in developing innovative digital content to support learning based on the values of the Pancasila Student Profile. The program is implemented through three main stages: socialization, intensive training, and evaluation. The first stage is the program socialization, which introduces the background, objectives, benefits, and mechanisms of the activity to the teachers and stakeholders in the target area. Subsequently, intensive training is conducted over two days with a practical approach, where teachers are trained to use digital tools such as the Canva design application, microsite creation using s.id, and the utilization of Augmented Reality (AR) technology to create engaging and relevant learning content aligned with the values of Pancasila. This training is participatory and collaborative, with direct guidance from education experts. Evaluation at the end of the program is carried out using feedback questionnaires. The evaluation results indicate that the training successfully improved the teachers' digital skills and their understanding of integrating Pancasila character values into learning media. This program is expected to serve as a training model that can be applied in other regions and support the transformation of education through technology and character-based learning in elementary schools.

Keywords: Innovative Digital Content, Elementary School Teachers, Pancasila Student Profile.

Introduction

Character education at the elementary school (SD) level is a crucial element in shaping a high-quality future generation. One significant initiative in strengthening character education is the implementation of the Pancasila Student Profile. This is essential as the principles of Pancasila aim to instil strong moral and social values in students, including faith, independence, critical thinking, creativity, and cooperation. Research indicates that character education has the potential to strengthen students' discipline (Dole, 2021) and help develop responsible social attitudes (Maharani et al., 2024). However, current challenges in education highlight a gap between theory and practice, where character strengthening often fails to be fully integrated into daily learning activities at school (Prabandari, 2020).

One key factor influencing the success of character strengthening is the quality of teaching materials used by teachers. The use of innovative learning media has proven effective in increasing student engagement (Maharani et al., 2024). However, many teachers still rely on conventional teaching methods, which fail to present contexts that are engaging for students. As a result, students' inability to understand and internalize character values, such as nationalism, is often seen due to the lack of innovation in the teaching materials used by teachers (Prabandari, 2020). Other studies show that engaging learning media can significantly enhance students' understanding of the

character values they are meant to internalize (Huda et al., 2021; Solehat & Ramadan, 2021).

Integrating digital content into the educational process also shows great potential for character education. Information technology allows for the development of interactive and engaging learning content, which can enhance student engagement (Hanafiah et al., 2024). However, challenges arise due to teachers' lack of skills in designing and applying this digital content (Hidayat et al., 2022). The challenge of enabling teachers to design and apply digital content is often a limitation. The lack of adequate training for teachers in utilizing technology is one of the main obstacles to improving the quality of character-based learning.

Given the importance of training for teachers, a community service program focused on enhancing digital content development skills is necessary. Such training aims not only to improve technical skills but also to foster a better understanding of the importance of character education in the digital age. Research shows that practice-based training involving case studies can enhance teachers' professional competence in designing learning media (Cahyani et al., 2023). Therefore, focused training programs that build technology skills for teachers are crucial to support the transformation of character-oriented education in elementary schools.

This Community Service Program (PKM), focusing on empowering elementary school teachers in Laikang Village, Manggarabombang District, Takalar Regency, South Sulawesi Province, aims to enhance their skills in creating innovative digital content. In this context, Information and Communication Technology (ICT) skills are essential for teachers to use technology effectively in learning (Syahnur et al., 2024). An interactive approach in the training will engage teachers more and help them understand how to integrate the principles of the Pancasila Student Profile into their curriculum (Astuti et al., 2024).

Based on a situational analysis and partner profile, three main issues faced by teachers in Laikang Village can be identified. First, teachers' ICT skills need improvement so they can utilize technology effectively. Second, there is a lack of innovative digital content that is relevant to students' needs and the Pancasila Student Profile. Third, teachers' understanding of the Pancasila Student Profile needs to be deepened so that it can be effectively integrated into learning. These three issues are interrelated and need to be addressed comprehensively to improve the quality of education in Laikang Village.

This PKM program aims to enhance teachers' skills in utilizing digital platforms to create creative and innovative learning content. Through this program, it is hoped that teachers will be able to develop more engaging and relevant learning methods for students. Additionally, this program will develop digital learning content that is in line with students' needs and the Pancasila Student Profile and enhance teachers' understanding of how to integrate the Pancasila Student Profile into everyday learning.

Furthermore, this program is expected to provide direct benefits to students, with innovative and engaging learning content. This will not only increase students' motivation to learn but also facilitate their understanding of the teaching material more effectively, ultimately contributing to their academic performance (Huda et al., 2021; Maharani et al., 2024). The active involvement of teachers in creating and applying better learning methods will have a significant positive impact on the education process at both the local and national levels (Maharani et al., 2024).

This PKM program benefits not only teachers but also students. With innovative learning content, students will be more motivated to learn and better understand the material taught. This, in turn, can improve students' academic performance, which is the ultimate goal of any educational process. In addition, this program contributes to achieving the Key Performance Indicators (KPI) of higher education, particularly KPI 3, which focuses on "Lecturers engaging in off-campus activities." By empowering teachers as partners, it is expected that they will be competitive and excel in producing high-quality digital learning content.

The use of microlearning digital platforms, such as s.id, which is easily accessible and user-friendly for teachers, is also an important part of this program. Additionally, content based on Augmented Reality (AR) is equally important to ensure that the digital content developed by teachers is innovative. Platforms like s.id provide easy access for teachers to share brief and direct learning content. Microlearning allows students to quickly and precisely access information according to their needs (Prabandari, 2020). With this easy access, students are expected to be more motivated to learn and internalize the character values being taught. Augmented Reality (AR) is a technology that integrates digital elements into the real world, providing a more interactive learning experience (Solehat & Ramadan, 2021). In this context, AR can be used to explain character education concepts in a fun and engaging way. The use of AR content not only helps students understand the material visually but also supports them in exploring the moral and social values embedded in Pancasila Education (Huda et al., 2021).

The implementation of microlearning and AR in character education curricula at the elementary level requires special attention to infrastructure and teacher training. Teachers need to be trained on how to integrate these technologies into their teaching activities. In this

regard, it is important to offer practical training that includes the use of platforms like s.id and relevant AR applications within the context of character education (Hidayat et al., 2022).

Method

The implementation method of this Community Service Program (PKM) is structured in several key stages: program socialization, intensive training, and training evaluation. This activity is conducted offline at SDN Inpres 113 Laikang, Takalar Regency, with the target participants being elementary school teachers from Talaikang District, who are members of KKG Gugus VI. The first stage is socialization, aimed at introducing the background, objectives, benefits, and mechanisms of the program to the teachers and stakeholders. After socialization, the activity continues with intensive training over three days, focusing on creating digital content based on the values of the Pancasila Student Profile, using applications such as Canva, a learning microsite based on s.id, and Augmented Reality (AR) through AsembLr edu. The training approach is participatory, with direct guidance from expert teams. Evaluation is conducted in a formative manner during the training and summative at the end of the program to assess participant engagement, technical skills, and the quality of the digital content produced.

Figure 1. Stages of Community Service Program

Result and Discussion

This Community Service Program (PKM) is designed in the form of an intensive workshop aimed at enhancing the capacity of elementary school teachers in developing innovative digital content to support learning based on the values of the Pancasila Student Profile. The method of implementing this activity is systematically structured into several main stages: program socialization, intensive training/workshop implementation, and evaluation of training outcomes. The entire activity is conducted offline at SDN Inpres 113

Laikang, located in Laikang Village, Laikang District, Takalar Regency, South Sulawesi. The target participants for this activity are elementary school teachers from Talaikang District, Takalar Regency, who are members of KKG Gugus VI.

The first stage of this PKM program is socialization, which serves as the initial step to introduce the activity to partners, especially elementary school teachers and educational stakeholders in the target area. The goal of this socialization is to ensure that all participants fully understand the background, objectives, benefits, and mechanisms of the activity. The socialization material includes an introduction to the Pancasila Student Profile concept, the urgency of character strengthening at the elementary school level, and the strategic benefits of integrating innovative digital content into learning. The material is delivered through an interactive seminar method with supporting visual presentations, as well as the distribution of printed materials in the form of presentation handouts. Additionally, an open discussion is held to answer questions from participants and gather feedback from teachers as part of their active involvement in the initial phase of the activity. During this activity, the PKM team also conducts a needs analysis by distributing a needs survey via the link https://www.menti.com/alfab3mun88z.

The needs analysis results show that 65% of participants have previously attended digital content training, using tools or platforms such as Canva, Quizizz, Kahoot, Wordwall, and Capcut. The types of digital content most needed by teachers to strengthen the Pancasila Student Profile include interactive learning media, educational games, innovative learning content, and interactive educational videos. The challenges faced by teachers in developing learning media include time constraints, aligning digital media with teaching materials, and inadequate internet connections. The training topics that teachers are most interested in are microsite development and educational app development.

The use of digital learning media is essential for creating engaging and interactive educational environments, which is crucial in modern education as outlined in the Merdeka Belajar Curriculum (Rosyid et al., 2024). Integrating tools like Canva for creating educational content, emphasizing the need for teachers to adopt digital platforms to enhance their teaching effectiveness (Fahru et al., 2023). But, challenges such as inadequate internet connectivity affecting teachers' use of technology in education (Winter et al., 2021).

After the socialization stage, the activity proceeds with the implementation of intensive training, which is the core of the PKM program. The training is held for two consecutive days, on May 14-15, 2025, with a

duration of 3 to 4 hours per day, focusing on hands-on workshops for creating digital content based on the values of the Pancasila Student Profile. The training approach is participatory and collaborative, where each participant is guided step-by-step by a team of experts from the fields of academia and digital education media. The training begins with an overview of techniques for developing digital content that aligns with the principles of Pancasila character education, as well as an introduction to various digital tools that teachers can use to design engaging and educational learning media.

The main training material includes the use of Canva as a simple yet effective visual design tool, the creation of learning microsites based on s.id as an integrative and easily accessible media, and the exploration of Augmented Reality (AR) applications based on Asemblr.edu, which enables teachers to create immersive learning experiences for students. Participants receive technical tutorials and live demonstrations on how to use each application, followed by independent content creation simulations. In each practical session, participants are guided by facilitators to create teaching materials that incorporate the values of the Pancasila Student Profile, such as mutual cooperation, independence, and diversity, in a communicative and applicable digital format.

Alongside Canva, the creation of learning microsites based on s.id serves as a vital component of the training. This platform provides an integrative and easily accessible method for delivering learning content. Situmorang et al. (2025) highlight that microsites like s.id, are effective in engaging students and addressing challenges of traditional learning by integrating digital technology. The interests of teachers in areas like microsite and educational app development align with findings from Utami & Suastika (2023), which indicate a growing demand for digital skills that can enhance innovative teaching practices in contemporary classrooms.

Moreover, the exploration of Augmented Reality (AR) applications via Asemblr.edu adds another dimension to the training sessions. The potential of AR in education is substantiated by various studies, as it enriches teaching methods and enhances student engagement through interactive content (Nabillah & Tanjung, 2023). The immersive experiences enabled by AR are complemented by the frameworks of collaborative learning, which integrate innovative digital tools to improve educational outcomes (Mafiroh et al., 2024).

Each practical session involves participants actively creating teaching materials that embody the values of the Pancasila Student Profile. This aligns with the educational goal of nurturing qualities such as mutual cooperation, independence, and diversity in a

digital format. The significance of incorporating these values in curricular activities is documented in studies emphasizing their role in fostering a holistic educational experience (Catubig et al., 2024).

Throughout the training process, participants are encouraged to integrate the digital content they develop into the curriculum they are currently applying in their classrooms. The PKM team provides guidance on how digital content can be aligned with themes or learning objectives in the Merdeka Curriculum and offers examples of Project-Based Learning (PjBL) applications that facilitate character building among students. This approach not only enhances teachers' digital literacy but also fosters an understanding of the importance of integrating digital content with character education goals.

Figure 2. Implementation of Digital Content Training

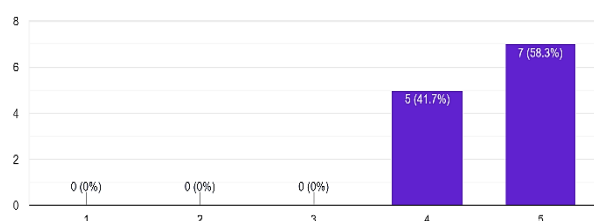**Figure 3.** The Community Service Team with the Training Participants

Evaluation of the training effectiveness is conducted both formatively during the training sessions and summative at the end of the program. Formative evaluation includes observing participant engagement in each training activity, assessing the technical skills of participants in operating digital applications, and evaluating the quality of the digital content products created. Meanwhile, summative evaluation is carried out through feedback questionnaires, brief interviews with participants, and the compilation of portfolios of participants' work as indicators of the achievement of

training objectives. This evaluation is crucial to ensure that the main goal of the activity—enhancing teachers' ability to develop innovative digital content relevant to character education—has been optimally achieved. The evaluation of this PKM activity is carried out through the completion of a Google Form questionnaire, available at the link https://forms.gle/SEJRkS6rJPRvruAP8.

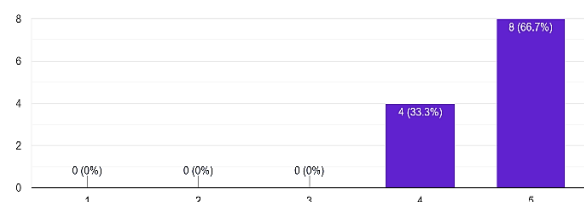The data obtained from this evaluation is as follows:

1. Clarity of the material presented

Seberapa jelas materi yang disampaikan oleh narasumber selama workshop?
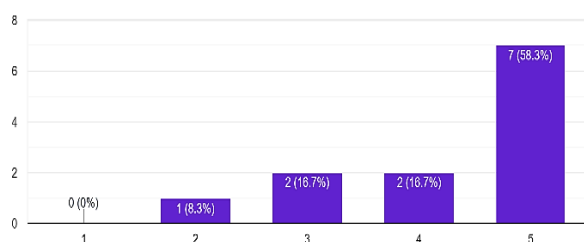12 responses

2. The training helps enhance skills in developing digital content for learning

Sejauh mana kegiatan pelatihan ini membantu meningkatkan keterampilan tentang pengembangan konten digital untuk pembelajaran?
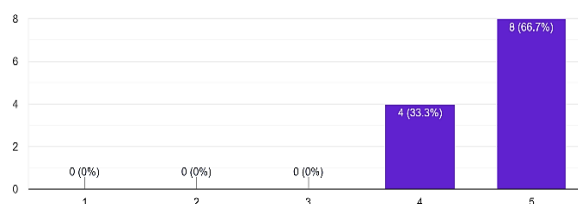12 responses

3. Need for guidance in developing digital learning content

Apakah Anda masih memerlukan bimbingan untuk pengembangan konten digital pembelajaran?
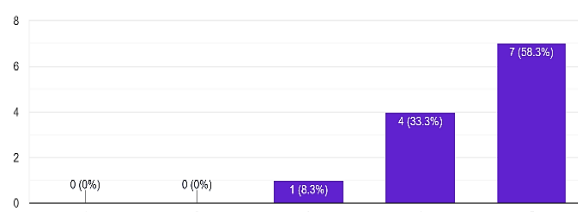12 responses

4. Further development of digital content to enhance the Pancasila Student Profile in the classroom

Apakah Anda akan mengembangkan konten digital untuk meningkatkan Profil Pelajar Pancasila di kelas?
12 responses

5. Assessment of overall training management (time, location, administration)

Bagaimana penilaian terhadap pengelolaan pelatihan secara keseluruhan (waktu, lokasi, administrasi)?
12 responses

With the approach of hands-on training methods and intensive mentoring, this PKM activity is expected to produce outcomes such as an increase in teachers' skills in producing innovative, contextual, and character-rich digital learning content. Additionally, this activity serves as a training model that can be replicated in other regions with similar needs and can become the foundation for creating a community of creative teachers in Takalar Regency. In the long term, it is hoped that this activity will contribute to strengthening the character and technology-based education ecosystem in elementary schools.

Conclusion

The Community Service Program (PKM) implemented at SDN Inpres 113 Laikang, Takalar Regency, aims to enhance teachers' ability to develop innovative digital content based on the values of the Pancasila Student Profile. Through intensive hands-on training, teachers are taught to use digital tools such as Canva, the s.id microsite, and Augmented Reality (AR) to create relevant and engaging teaching materials. Evaluation of this program shows an improvement in teachers' digital skills, as well as a better understanding of how to integrate character values into teaching. This program is expected to not only strengthen teachers' capacity but also contribute to creating more interactive

and technology-based learning at the elementary education level.

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