



## Development of Digital Learning Materials to Foster Mutual Cooperation in Early Childhood through the Pancasila Student Profile Project

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<b>ABSTRACT</b> Digital technology has increasingly become integrated into early childhood education, offering new opportunities to support learning and development. This study aimed to develop digital learning materials focused on the value of mutual cooperation as part of the Pancasila Student Profile Project (P5) in kindergarten. The research employed the ADDIE development model, consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. The study involved 30 children aged 4–5 years and four teachers who facilitated the use of the digital materials. Data were collected through questionnaires, interviews, and observations. The validity test yielded a score of 2.87, classified as valid. Practicality analysis based on teacher response questionnaires reached 98.75%, indicating a “strongly agree” category. Effectiveness was assessed through children’s final performance, showing that the digital materials effectively instilled mutual cooperation values and increased children’s engagement in digital-based learning. These findings suggest that the developed digital learning materials are a feasible and impactful resource for promoting character values and active participation in early childhood education.			
<b>Keywords:</b> <i>Digital Learning Materials, Mutual Cooperation, Early Childhood Education, Pancasila Student Project</i>			

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## INTRODUCTION

In the digital era, technology has become an inseparable part of daily life, including in early childhood education (Bisma et al., 2023; Mahriza et al., 2023; Murro Nuril Chasanah & Hasibuan, 2024). Various digital tools and applications have been developed to support children’s growth and learning (Warmansyah et al., 2024). However, their use must be approached wisely to ensure optimal benefits while still addressing children’s social-emotional and physical development. Early childhood education is defined as all learning activities designed to foster children’s overall development, including character building. According to the National Association for the Education of Young Children (NAEYC), early childhood refers to the age group between 0 and 8 years, a phase characterized by rapid growth and development.

Government Regulation of the Republic of Indonesia Number 4 of 2022 emphasizes that physical-motor abilities, cognitive skills, language, social-emotional development,

Pancasila values, religious and moral values, as well as overall physical development are the main elements that define the standard for early childhood development (Cahya et al., 2025; Daulay & Fauziddin, 2023; Warmansyah et al., 2023). If these six developmental areas are not optimally formed, children may struggle to pass through this critical stage of growth effectively. In line with this, the Theory of Multiple Intelligences proposed by Howard Gardner and further developed by (Berliana & Atikah, 2023) states that each individual possesses a unique intelligence profile. This theory identifies nine types of intelligences: linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Recognizing that every child has different intelligence tendencies, it is therefore essential for educators to holistically nurture each child's potential in accordance with the national standards of development.

Character education plays a crucial role in shaping a generation that is not only academically capable but also morally and socially responsible (Aisyah et al., 2021; Imara et al., 2024; Saptatiningsih & Permana, 2019). In the context of the *Merdeka Curriculum*, character education is given equal importance alongside academic achievement through innovative and contextual learning approaches, such as project-based and thematic learning (Algazira et al., 2025; Munawar, 2022). A key component of this curriculum is the *Pancasila Student Profile Project* (P5), which aims to instill national values through six core dimensions: faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity (Masykuroh & Kurnia, 2025; Shalikhah, 2022).

Among these dimensions, mutual cooperation (*gotong royong*) serves as a vital foundation for cultivating individuals who are adaptive, caring, and ethical. Gotong royong fosters the values of solidarity, empathy, collaboration, and effective communication young children learn responsibility, honesty, and positive interdependence through cooperative play, social projects, and group-based activities (Anugrah et al., 2024). When these experiences are delivered in a consistent and contextualized manner, they gradually internalize prosocial values and embed them within the child's identity.

Despite its importance, implementing mutual cooperation-based learning in early childhood education (PAUD) still faces various challenges. A major issue is the lack of creative, engaging, and contextually relevant teaching materials (Munir & Warmansyah, 2023; Nahar et al., 2022). Many teachers struggle to design effective learning activities due to the limited availability of educational media. As a result, learning processes often become monotonous and fail to spark children's interest in collaborative learning. In fact, emotional engagement and enjoyable experiences are essential to embedding social values in young children (Komala, 2019; Wulandari et al., 2023).

With the rapid advancement of digital technology, there is great potential to integrate digital media into early childhood education. Interactive Digital Technology (IDT), such as educational applications and interactive games, can create more immersive and engaging learning experiences (Maitra, 2024). However, the use of digital-based teaching materials in P5 activities remains low. Many early childhood teachers still face challenges in incorporating digital tools effectively, particularly due to the lack of resources specifically designed to support character values like mutual cooperation.

Several studies support the effectiveness of digital storybooks in promoting character development among young children. Aini (2024) found that the digital storybook "SERASA" improved prosocial behaviors such as cooperation, responsibility, and social interaction. Similarly, Thowilah & Hoiriyah (2024) demonstrated that digital teaching materials aligned with the Pancasila Student Profile project enabled meaningful and enjoyable learning experiences in kindergartens. Laras (2024) also emphasized the importance of implementing mutual cooperation through contextual play-based activities, which can nurture values such as tolerance, teamwork, and responsibility. Furthermore, Butler, (2022) found that digital picture books were effective in conveying moral messages to elementary school students, suggesting continuity in character education from early childhood to primary levels.

However, preliminary observations in several kindergartens in Makassar revealed a significant lack of digital storybooks specifically designed to promote the value of mutual cooperation. This gap hinders the effective internalization of social values, as children's cooperative behavior during group activities remains relatively low. In some schools, digital storybooks with mutual cooperation themes are rarely used, and others have yet to adopt modern learning media at all. This situation results in less engaging learning environments and limits children's potential to develop into empathetic and helpful individuals.

Based on these challenges, this study is considered essential in addressing the lack of digital learning resources focused on mutual cooperation in early childhood education. Therefore, this research aims to develop a digital storybook as a teaching material that promotes the value of mutual cooperation, as part of the Pancasila Student Profile Project in the kindergarten curriculum.

This study is significant because it aligns the goals of national character education with the affordances of digital learning, offering an innovative solution to strengthen prosocial behavior in early learners. It is expected to contribute not only to the development of culturally relevant teaching materials but also to the effective implementation of the *Merdeka Curriculum* in early childhood education.

## **RESEARCH METHODOLOGY**

### **Research Design**

This study employed a research and development (R&D) approach to create and evaluate a digital storybook learning material that supports the development of mutual cooperation values in early childhood. R&D is used to bridge the gap between theoretical research and practical application by producing or refining educational products, the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) was adopted as a systematic framework to design, implement, and assess the instructional media.

### **Research Setting and Duration**

This research was conducted at Abigail Preschool Makassar in December 2024 to February 2025 by developing products in the form of digital storybooks containing collaborative games, contextual stories, and thematic songs that promote mutual cooperation values, and involving research subjects in the form of 29 children aged 4-5 years and 4 teachers selected through purposive sampling technique.

## **Participants**

The study involved children aged 4–5 years and early childhood educators selected through purposive sampling. According to Hadi (2005), purposive sampling selects participants based on specific characteristics that are aligned with research goals. Teachers were included as facilitators and informants to assess the digital material's feasibility and effectiveness.

## **Procedure**

The ADDIE model guided the development and implementation process as follows:

**Analysis:** Needs analysis was conducted through classroom observations and teacher interviews to identify gaps in existing materials and determine challenges in fostering mutual cooperation.

**Design:** Based on analysis, the digital material was planned by defining instructional goals, designing story content, integrating interactive features, and preparing instruments for pre- and post-assessment.

**Development:** The digital storybook was produced based on the design specifications. It was then validated by media and subject matter experts. Revisions were made based on expert feedback.

**Implementation:** The revised product was implemented in the classroom. Teachers facilitated its use while researchers observed the children's engagement and learning behavior.

**Evaluation:** The final stage involved analyzing data from observations, questionnaires, and assessments to determine the product's practicality, validity, and effectiveness.

## **Data Collection Techniques**

**Questionnaires:** Used to gather feedback from teachers (practicality) and experts (validation). Two types of questionnaires were used: a product validation sheet and a teacher response sheet.

**Interviews:** Conducted with teachers to gather qualitative data on media usage, classroom challenges, and school infrastructure.

**Observations:** Used to monitor classroom activities, teacher-media interaction, and student behavior using structured observation checklists.

## **Instruments**

**Validation Sheets:** To assess the quality of content and instructional design (expert validation). **Teacher Response Questionnaire:** To gather feedback on satisfaction, added value, and expectations regarding the digital storybook. **Learning Outcome Assessment Sheet:** To measure the development of children's prosocial behavior related to mutual cooperation.

## **Data Analysis Techniques**

**Qualitative Analysis:** Conducted through descriptive interpretation of interview transcripts, observation records, and expert suggestions to guide product refinement. **Quantitative Analysis:** Applied to assess validity, practicality, and effectiveness. Non-

parametric statistical analysis was conducted using the Wilcoxon test via SPSS to measure the significance of learning improvements before and after implementation, because this test is suitable for data that is not normally distributed (non-parametric data) and is very suitable for small sample sizes, thus providing more valid and reliable results in the context of this study.

## RESULTS AND DISCUSSION

This research was conducted using the ADDIE development model through five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The findings are presented according to the research questions focused on: (1) identifying the need for digital teaching materials for the mutual cooperation dimension in the Pancasila Student Profile (P5) at the kindergarten level, (2) describing the developed prototype of the digital material, and (3) evaluating its validity, practicality, and effectiveness.

### Needs Analysis

Needs analysis was conducted at TK Abigail Preschool through observation, interviews, and teacher questionnaires. The findings revealed that teachers primarily used printed materials and worksheets and lacked familiarity with digital teaching materials, especially those designed to cultivate mutual cooperation. Although technological devices were available, most teachers had limited training in integrating digital tools into instruction. All teachers expressed a need for digital storybooks that are engaging, curriculum-aligned, and specifically designed to enhance prosocial behaviors such as cooperation, sharing, and helping. This confirmed the urgency for developing context-relevant digital learning media.

### Design and Development of the Digital Storybook

Based on the needs analysis, a digital storybook was developed containing three interactive components: (1) a guessing game on types of transportation and spelling activities, (2) a digital story illustrating cooperative tasks such as cleaning the school yard, and (3) a themed song about mutual cooperation. The book was designed using Canva and converted into an interactive digital format via Heyzine. Instruments developed during this stage included need assessment forms, teacher response questionnaires, and effectiveness rubrics.

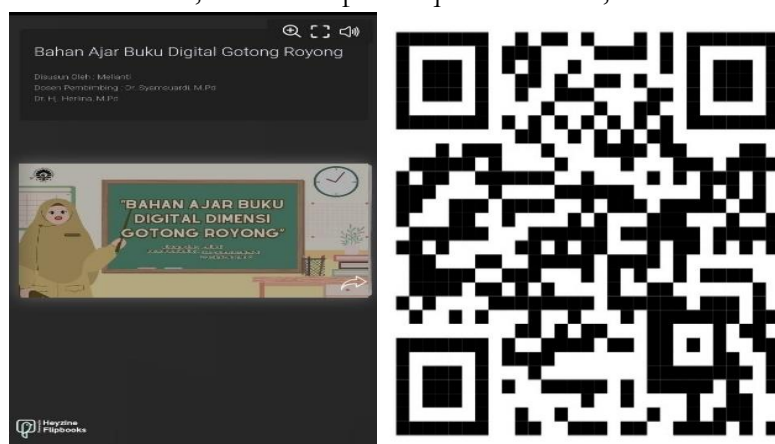


Figure 1. Display of Digital Book Teaching Materials  
<https://heyzine.com/flip-book/82ce6f17cb.html>

## Validation of Digital Material

The needs analysis instrument was validated by experts and received an average score of 2.88, which falls within the "Valid" category. The details of the expert assessment results for this instrument can be seen in Table 1.

Table 1: Expert Validation Results of the Needs Analysis Instrument

No.	Evaluation Aspect	V1	V2	Average	Remarks
1	Guidelines Aspect	2.33	3.00	2.66	Valid
2	Language Aspect	3.00	3.00	3.00	Valid
3	Content Aspect	3.00	3.00	3.00	Valid
4	Average of Each Aspect	2.77	3.00	2.88	Valid

Source: Results of Data Analysis of Validation Sheet Filling by ECD Experts

The content of the digital storybook received an average score of 2.94, which also falls within the "Valid" category, indicating that the content aligns with pedagogical aspects and the values of cooperation. The details of the evaluation are presented in Table 2.

Table 2: Expert Validation Results of the Digital Storybook Content

No.	Evaluation Aspect	V1	V2	Average	Remarks
1	Content/Material Aspect	2.75	2.75	2.75	Valid
2	Design and Display Aspect	3.00	3.00	3.00	Valid
3	Language Aspect	3.00	3.00	3.00	Valid
4	Effectiveness Aspect	3.00	3.00	3.00	Valid
5	Average of Each Aspect	2.94	2.94	2.94	Valid

Source: Results of Data Analysis of Validation Sheet Filling by ECD Experts

The teacher response questionnaire, as a measure of practicality, received an average score of 2.79, which is also categorized as "Valid." The full results of this validation are shown in Table 3.

Table 3: Teacher Response Validation Results

No.	Evaluation Aspect	V1	V2	Average	Remarks
1	Guidelines Aspect	2.50	2.25	2.38	Valid
2	Language Aspect	3.00	3.00	3.00	Valid
3	Content Aspect	3.00	3.00	3.00	Valid
4	Average of Each Aspect	2.83	2.75	2.79	Valid

Source: Results of Data Analysis of Validation Sheet Filling by Early Childhood Education Experts

These findings support that the digital materials meet the quality standards in terms of content, design, and assessment instruments, so they are suitable for use in the learning process with only minor revisions for improvement to make them more optimal in their application.



### Implementation and Practicality Test

The practicality test involved four teachers using the digital storybook in class. Based on teacher responses, the material achieved a total practicality score of 98.75%, falling into the "Very Practical" category. Teachers highlighted that the material was easy to use, child-friendly, aligned with learning goals, and effectively supported active engagement.

### Effectiveness Test

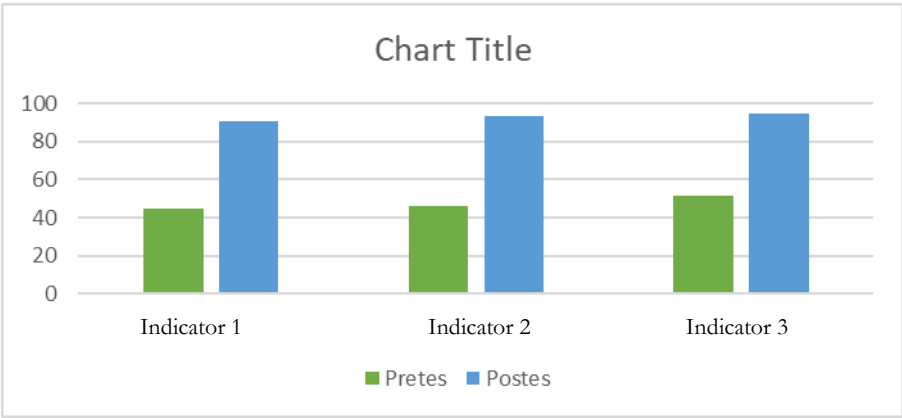


Figure1. Comparison Chart of Children's Initial and Final Mutual Cooperation Skills for Ages 4–5 Years at Abigail Preschool.

Effectiveness was evaluated by measuring children's performance before and after using the digital material. The study focused on three indicators: cooperation in group activities, helping and showing empathy, and willingness to share. Cooperation: Children in the "Not Developed" (BB) and "Beginning to Develop" (MB) categories decreased from 76.67% to 0%, while those in "Expected Development" (BSH) and "Very Good Development" (BSB) increased to 100%. Helping and Empathy: Children in BB and MB decreased from 80% to 0%, with BSH and BSB reaching 100%. Willingness to Share: BSB rose from 3.33% to 80%, while BB and MB dropped to 0%. Wilcoxon Signed Rank Test results indicated a significant difference between pretest and posttest scores ( $Z = -3.336$ ,  $p = 0.001 < 0.05$ ), confirming a statistically significant improvement in mutual cooperation skills after the intervention. Teacher evaluations also confirmed the material's effectiveness with an average score of 97.5%, indicating that the digital storybook effectively promoted mutual cooperation behaviors among children.

This study has several limitations that need to be considered. First, the relatively small sample size, involving only 30 children and 4 teachers from one educational institution, limits the generalizability of the findings to a wider context. Second, the study was conducted over a limited period of time, from December 2024 to February 2025, which may have limited in-depth exploration of long-term behavioral changes. Third, the limited technological resources in schools also affected the variation in optimal utilization of digital teaching materials.

As for the challenges during the process of developing digital teaching materials based on the gotong royong dimension, some of the main challenges faced include teachers' limited digital skills, which required additional training to enable them to utilize the media effectively,

limited technological devices, such as a limited number of tablets or computers in the classroom, hindered the implementation process evenly to all learners and the development of content in accordance with the characteristics of early childhood, especially in integrating the value of gotong royong into the form of interesting and interactive digital stories, requires a long revision process to be in accordance with the principles of child development.

The results of this study indicate that digital teaching materials based on the value of gotong royong have great potential in strengthening the dimensions of the Pancasila Student Profile from an early age. The practical implication of this finding is the importance of developing contextual digital learning media that supports collaborative character building in the PAUD environment.

## **Discussion**

The findings affirm that the digital storybook effectively addressed a critical gap in available teaching resources for character education, particularly in promoting the mutual cooperation dimension of the Pancasila Student Profile. Consistent with Simarmata et al., (2019) instilling mutual cooperation is vital in building strong character aligned with Pancasila values. Moreover, the integration of multimedia elements visuals, stories, and music into a single digital resource increased children's motivation and understanding, echoing findings by Khamidah & Sholichah (2022) and Sitompul et al., (2022) on the pedagogical power of digital media.

The material's design aligns with digital learning principles that engage children through interactivity, relevance, and multimodal content. According to Rafita & Puspa Juwita (2025), integrating digital elements into learning enhances motivation and attention. The story component leveraged digital storytelling techniques to make abstract values more concrete and emotionally resonant, supported by Rahiem, (2021) and Byrne et al., (2018) Meanwhile, the game and song components stimulated cognitive and social-emotional development, contributing to holistic child learning.

Although the findings of this study confirm that the developed digital storybook effectively fosters reciprocal cooperation among young children, a deeper examination reveals several underlying factors contributing to its success. The contextual storytelling, collaborative game elements, and thematic songs were not only engaging but also supported by the presence of teachers as mediators who guided the children's interactions. These elements may have collectively played a significant role in promoting prosocial behaviors such as helping, sharing, and working together.

The success of this intervention opens important questions for the future of character education in digital settings. As digital tools become increasingly integrated into early childhood education, it is necessary to consider how materials like these can be adapted across diverse sociocultural contexts. Will children from different cultural backgrounds respond similarly to the same digital narratives and activities? Such considerations are crucial to ensuring equity and inclusiveness in the implementation of digital learning materials.

Furthermore, a critical reflection on the limitations of digital media in fostering moral values is warranted. While interactivity and multimedia elements enhance engagement, they may also limit opportunities for spontaneous, real-life interpersonal exchanges—an essential



foundation for cultivating empathy and deep social understanding. The reliance on screens and structured activities could potentially reduce the authenticity of moral experiences that naturally emerge through direct human interaction.

Therefore, this study acknowledges the importance of balancing digital interactivity with real-world interpersonal learning. Future development and implementation of digital learning materials should strive to complement, rather than replace, face-to-face social experiences. Such integration would ensure that digital character education not only delivers content effectively but also nurtures the emotional and social depth necessary for holistic moral development in early childhood.

## CONCLUSION

This study demonstrates that the development of interactive digital storybooks effectively enhances cooperation (gotong royong) among early childhood learners, as evidenced by improvements in their collaboration, helping behaviors, and peer sharing. Expert validation confirmed that the material is suitable, practical for teachers, and engaging for young learners, making it viable for kindergarten environments. These findings highlight the potential of integrating social values, such as mutual cooperation, into digital learning tools as a strategy for supporting character education in the digital age. This approach aligns with the Pancasila Student Profile (P5) Project within the Merdeka Curriculum framework. Future research should focus on expanding the study to diverse populations and contexts to assess the scalability of the product, as well as exploring its integration into teacher training programs and national curricula to ensure sustainable character education implementation in early childhood education.

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