

Developing Cover Song-Based Multimedia to Support Pancasila Education in Primary Schools

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ABSTRACT

This research is a development research that aims to analyze, design, develop, implement and evaluate Cover Song media. The results showed the need for interactive media and help understanding Pancasila education material for grade III SD / MI. Selection of children's songs that students already know, making lyrics that are easy to understand, different video concepts, and devices as well as Canva and CapCut applications to support the development of Cover Song media. The gadget is used as a sound recording device, Canva and CapCut applications for video editing. Validation by material experts obtained a percentage of 100% including very valid criteria. The results of validation by learning video experts obtained a percentage of 96.48% including very valid criteria. The results of the trial to the teacher obtained a percentage of 100% (very good), the small group obtained a percentage of 92.85% (very good), the results of the large group trial 97.71% (very good), and the results of the field trial 97.80% (very good). Based on the results of validation and research trials, the media developed is feasible to be used as learning media. The results of the trial show that there is no need for revision, Cover Song media get very good validation results and trials with very good response results, so it can be concluded that Cover Song media can be used as learning media to answer existing needs in the learning process.

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1. INTRODUCTION

The development of technology today makes knowledge and technology the main foundation of all aspects of life. The use of technology has an impact on aspects of life, especially in education (Bambang Warsita, 2014). Technological advances in the field of education affect the learning process which encourages the creation of a more interactive and interesting learning experience. One of them is by innovating learning media that utilizes technology as its support (Pujirianto, 2002). Thus, the wise use of technology can help the learning process.

Learning media are people, objects, or environments that can be used to convey messages so as to provide convenience in the learning process. Learning media development is able to overcome the problems that occur in the learning process, such as a boring atmosphere in the learning process, the difficulty of students understanding the material being taught, and educators who only use the lecture method and the use of book learning resources in the learning process. One of the developments in learning media is the use of electronic-based media, namely audio-visual media in the form of music, videos, films, animated videos, and TV programs. Of these media, music is one that is of interest to students and teachers in the learning process (Ainoer Roffiq, et al. 2021).

Varieties of music-based learning media that are widely utilized by teachers in assisting the learning process include audio-visual media, game media, and cover song media. Of the three types of music-based media that will be studied is cover song media because this media is widely used by teachers, easy to make and easy to use in the learning process. This cover song media is in the form of changing the lyrics of a song according to the material needed and added with video and lyrics.

Based on the results of observations and interviews with grade III teachers and students conducted at MIN 11 Blitar, it shows that in the learning process the teacher uses the lecture method and only uses book learning resources. So that there is boredom and difficulty in receiving material by students. There needs to be an effort to create interactive media that can increase enthusiasm, invite students to take part in it and make it easier for students to understand Pancasila education material (Wika Dwi Wulandari and Dewi Nurwati, 2023).

Pancasila education in elementary schools has an important meaning for students, namely in the formation of personal citizens who understand and are able to carry out their rights and obligations to become smart, skilled and characterized Indonesian citizens mandated in Pancasila and the 1945 Constitution (Ina Magdalena, et al. 2020). This education needs to be learned from an early age, because it is related to the way children behave in becoming good Indonesian citizens, understanding the rights and obligations of citizens, loving the country, and having an Indonesian national spirit. Thus, Pancasila Education is very important to be taught to students from an early age. However, when there is no use of learning media by teachers, it can affect the interest and acceptance of material by students. So that the learning results become less than optimal.

For this reason, learning Pancasila education is important to be learned and understood by elementary school students, with the use of interactive learning media. One of the media that can be used to answer the solution of these problems is to use Cover Song media that can provide a sense of enthusiasm to students, because this media can invite students to sing during the learning process, and can make it easier for students to memorize the material in the Cover Song media lyrics.

Based on the description of these problems, the researcher conducted a study with the title Cover Song Media Development for Learning Pancasila Education for Grade III SD / MI.

2. METHOD

a. Type of Research

This type of research is Research and Development (R&D) or commonly called research and development, which aims to produce a pre-existing product and test the usefulness of the effectiveness of the product carried out through several processes.

b. Procedure

The research and development procedure used is ADDIE proposed by Lee & Owens. The stages include analysis, design, development, implementation, and evaluation.

c. Data, Instruments, and Data Collection

Needs analysis was obtained from observations and interviews with teachers and students of Pancasila Education class III. Data obtained from validation to material experts and learning videos as well as teachers and third grade students.

d. Data Analysis Technique

In data analysis techniques using qualitative and quantitative, where qualitative is to describe or describe data in words and sentences so as to get a conclusion, this qualitative data is generated from processing the results of interviews and suggestions from experts or validators. Quantitative analysis is used to process quantitative data in the form of numbers, this quantitative data is generated from product assessment questionnaires on validation sheets and response questionnaires. The results of the data analysis are used to improve the developed product.

1) *Analysis of the Validity of Cover Song Media*

Data to determine the validity of the product was obtained from the assessment of 2 expert lecturers, namely material and learning video experts. The analysis of product validity was carried out with the following formula:

$$V = \frac{TSEV}{S - \max} \times 100 \%$$

Description:

V = Validity

TSEV = Total Empirical Score of Validators

S-max = Maximum expected score

Tabel.1 Expert Validation Criteria

Validity Criteria	Validity Level
75,01% - 100%	Highly valid
50,01 % - 75,00 %	Moderately valid
25,01 % - 50,00 %	Invalid
00,00 % - 25,00 %	Highly invalid

Source: Septinaningrum

The distribution of the assessment criteria above can be used as a reference to the results of the validity assessment. Cover Song media is said to be valid by experts if the assessment results are at least included in the criteria for being quite valid or very valid.

2) Analysis of Teacher and Student Response Results to Media Cover Song

Data to determine the results of teacher and student responses to the Cover Song media were obtained from the third grade Pancasila Education teacher and third grade students. Analysis of the response results was carried out with the following formula:

$$Pr = \frac{A}{N} \times 100 \%$$

Description:

Pr = Percentage of student/teacher responses who answered "Yes"

A = Overall score of students/teachers who answered "Yes"

N = Maximum score

Tabel.2 Teacher and Student Response Criteria

Validity Criteria	Validity Level
91% - 100%	Excellent
61 % - 90%	Good
41% - 60%	Fairly Good
11 % - 40 %	Poor
0%-10%	Very Poor

Sumber: Septinaningrum

The distribution of the assessment criteria above can be used as a reference to the results of the assessment of the response results. Cover Song media can be used for the learning process when it gets very good or good criteria.

3. RESULTS AND DISCUSSION

The research and development that has been carried out produces a product in the form of "Media Cover Song for Learning Pancasila Education Class III SD / MI". Research and development conducted using the ADDIIE development model (Lee & Owens, 2004) The stages of research that have been carried out are as follows:

a. Results

1) Analysis

This initial stage analyzes the needs that exist in the learning process of Pancasila education subjects. The needs analysis stage here begins with observation. Observations were made during the internship on November 25, 2024, the aim was to find out the learning process, the media used and the learning methods. Educators use lecture and assignment methods. Learning is not conducive because many children are busy and when they feel bored they play and go around the class. The teacher's efforts in overcoming this by giving assignments to students by dictating so that students pay attention to what the

teacher says and making a rule when students are busy and difficult to tell. After making observations, researchers conducted interviews with teachers and 2 students.

Based on interviews conducted by researchers on December 18, 2024 with the third grade Pancasila education teacher Mr. Hadi Sasmito, S.Pd. I. "The methods used by teachers in the learning process are lectures and explanations. The media used are teacher books, students, and the blackboard. The obstacles that exist in the learning process are the lack of conditioned students and the lack of willingness of students to read the material before working on problems. Teachers expect researchers to develop media that can attract and motivate students in learning". The teacher strongly agreed with the researcher's plan to develop Cover Song media. The statement was also supported by what was conveyed by Navea and Ahmad as third grade students, "The teacher uses the method of explaining and giving questions during class. The teacher uses the teacher's book, students, and the blackboard. Obstacles during class, my friends always joke a lot when explained and given questions, my friends and I don't like to read reading to find answers. Students are interested in the Cover Song media that will be made by researchers. Students will be happy if they use Cover Song media.

From observations, the results of interviews with teachers and students can be concluded that the methods used by teachers still use lectures and assignments. Not yet supported by media to increase student interest and motivation to learn so that students during the learning process feel bored and less conditioned.

2) Design

The design stage is carried out as follows:

a) Analyzing Learning Outcomes and Learning Objectives

The material from the analysis of the song "Rules" contains the definition of rules, discussing what can and cannot be done. In the song "Identity" contains the meaning and types of identity. In the song "Saling Respect and Respect" contains an invitation to respect each other, respect and its benefits.

b) Designing the Product to be Developed

Choosing songs that students already know and are often sung by students. The second song selection is an identity song with a cover of the song "Naik delman" created by Ibu Sud, this song has long lyrics, cheerful instruments, and is unique. The third song selection is a song of mutual respect and appreciation with the cover of the song "Heli guk guk guk" created by Chicha Koeswoyo, this song has a cheerful instrument and is easy to understand. The three songs chosen are children's songs that many students already know and have a rhythm that can increase enthusiasm.

c) Creating Song Lyrics

Making song lyrics with language that is easy to understand and easy to pronounce. The following are the results of making lyrics made by researchers.

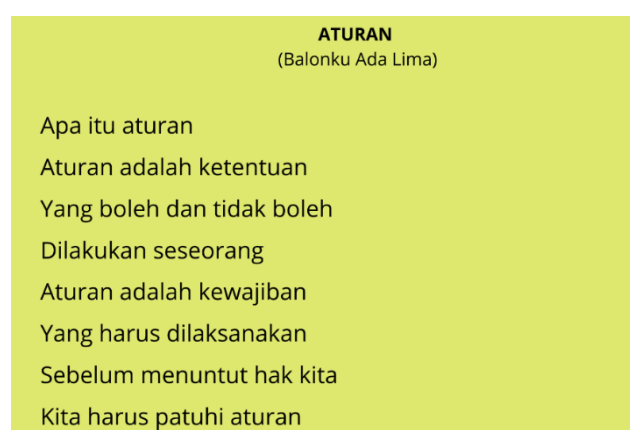


Figure 1. Rules Song Lyrics



Figure 2. Identity Song Lyrics

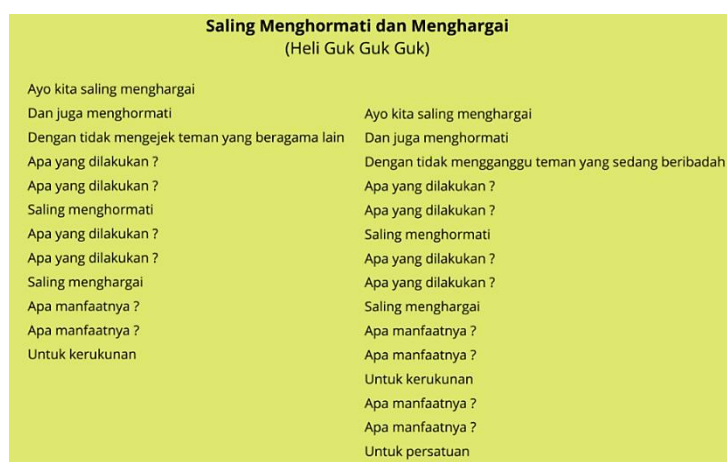


Figure 3. Respect and Honor Song Lyrics

The song lyrics above are made with simple language and easy to understand, so it is good to use in Cover Song media.

d) Conceptualizing the Learning Video

The concepts made are different in order to provide interest for students. The concept is made by the researcher as follows

Song	Concept
Rules	The researcher entered the video frame by singing, there were children modeling the rules, and the rules were written in the school.
Identity	Animations that match the material, accompanied by moving song lyrics
Mutual respect and appreciation	The researcher sings with a white background accompanied by movements according to the lyrics and there are pictures on the right and left sides according to the lyrics of the song.

e) Selection of Sound Recording and Video Editing Tools

In the selection of tools using gadgets and video editing tools using Canva as an animation editor, and CapCut as a video editing tool.

3) Development

a) Voice Recording

The sound recording stage for Cover Song media uses a device, at this stage the way researchers record by using a headset to listen to the karaoke arrangement of the song and record the sound using a device. The use of researchers using a headset is to listen to the song arrangement so as to get the right tempo and in editing the merging of recorded sound with karaoke arrangements is also easier. The following is the display of the recording results using the device.

b) Video Creation Stage

(1) Animation Creation in Canva

Creating animations in Canva by using the available features in the form of elements and transitions that are used so that they can move like animation. Here's a picture of the animation creation:

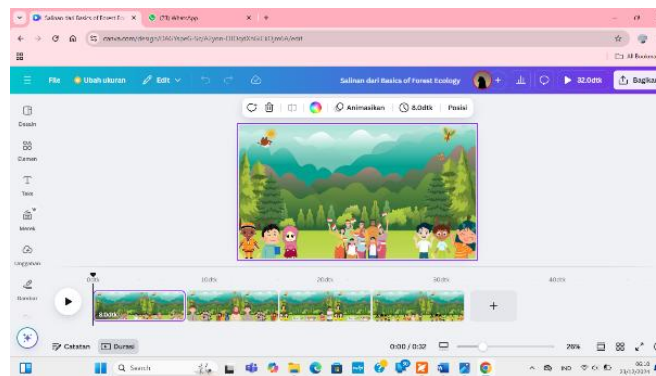


Figure 4. Animation creation editing

(2) Video Editing in CapCut

Video editing in CapCut uses the available features, the CapCut application focuses on merging videos, providing sound, providing song lyrics, and adding images to videos. Here is a picture of the editing process:

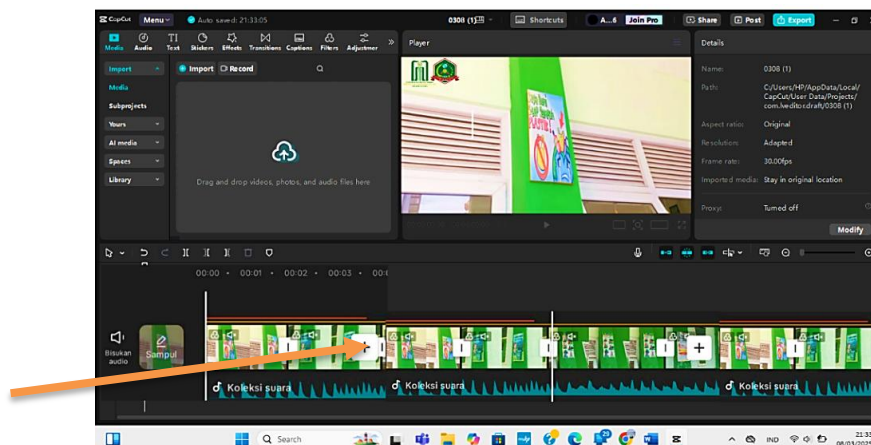


Figure. 5 Video Merging

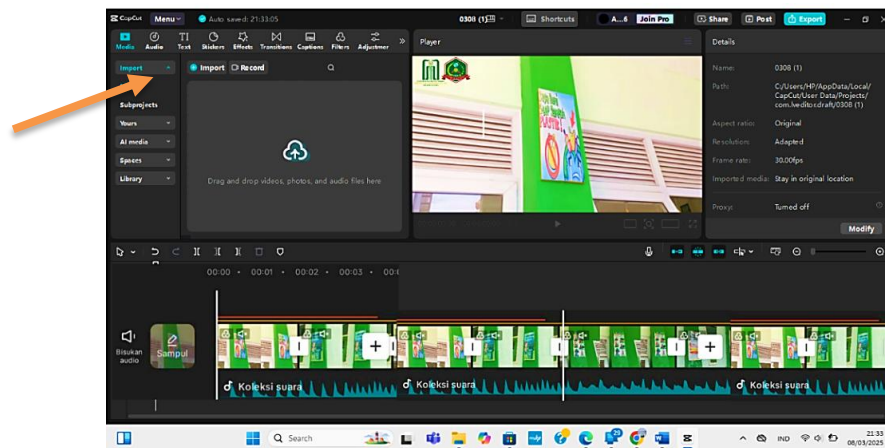


Figure 6. Song and Recording Merger

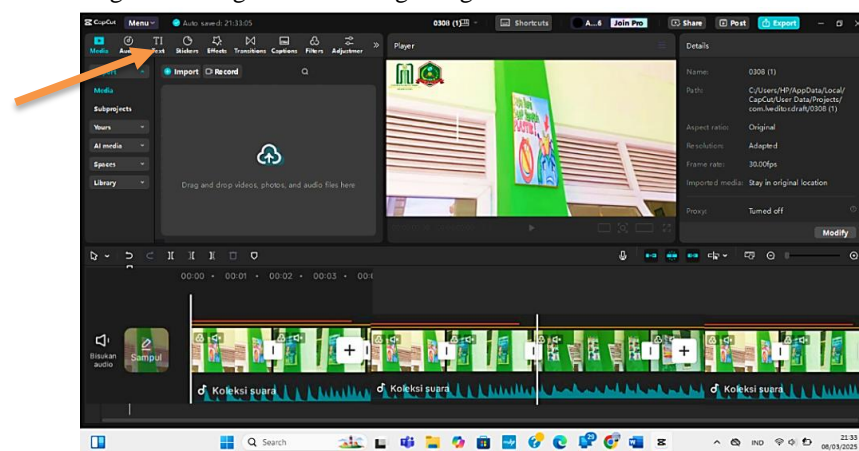


Figure 6. Lyrics Editing

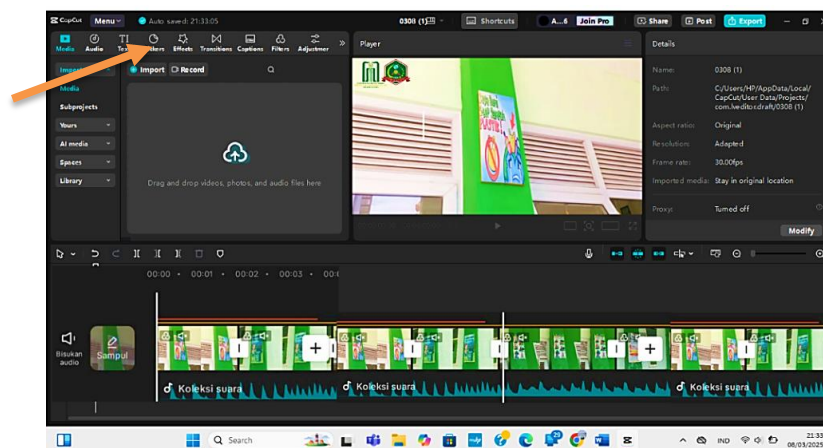


Figure 7. Image Editing

After the editing process is complete, the video is downloaded from the CapCut application and exported to YouTube to be accessed. This link can be opened on a cellphone or laptop online. Here is the link or QR code for Cover Song media:



Figure 8. Barcode to Access Cover Song Media

(<https://youtube.com/playlist?list=PLyELpG6dH37czn4u0CrD0EV3fHmhS-aGj&si=Vn2zWctWi-FNbW5J>)

4) Implementation

The implementation stage is the validation test stage to the validator to test its feasibility and then tested on students, the following explanation:

a) Expert Validation Test

The validation test was carried out by giving a validation questionnaire instrument to the validator, in the validation questionnaire there are question items that will be assessed using a Likert scale. Validation of Cover Song media was carried out by 1 material expert and 1 learning video expert.

(1) Material Expert Validation Results

In the validation of material experts who are seen is the content of the material in the Cover Song media. The data obtained includes information in quantitative and qualitative form obtained through the use of questionnaires given to material experts. The results of validation by material experts are used to improve product deficiencies to make it even better. The material expert validation sheet has 12 questions. Material expert validation was carried out on December 9, 2024, namely by lecturer Diana Lutfiana Ulfa, S.Pd.I., M.Pd. the following are the results of material expert validation.

Table 1. Material Expert Validation Results

No	Indicator Element	Number of Indicators	Expert Assessment	Average Value	Present ase (%) (%)
1.	Material	16	16	16	100 %
2.	Lyric	12	12	12	100 %
	Appropriateness				
3.	Language	20	20	20	100 %
	Amount	48	48	48	300 %
	Average				100%

The results of the table above show that the results of validation by material experts are 100% or categorized as very valid.

(2) Learning Video Expert Validation Result

The learning video validation test aims to assess the quality of the learning video which contains music, appearance, and material from the video. The data obtained includes information in quantitative and qualitative form obtained through the use of questionnaires given to learning video experts. The results of validation by learning video experts are used to improve product deficiencies to make it even better. The learning video expert validation sheet has 17 questions. Material expert validation was carried out on December 9, 2024, namely by lecturer Dr. Septianingrum, M.Pd.

Table. 2 Learning Video Expert Validation Results

No	Indicator Element	Number of Indicators	Expert Assessment	Average Value	Presentase (%)
1.	Video and Audio Quality	36	34	35	94,44%
2.	Song Selection	12	12	12	100 %
3.	Attractiveness	20	19	19,5	95 %
	Amount	68	66	48	289,44 %
	Average				96,48%

The results of the table above show that the results of validation by teaching video experts are 96.48% or categorized as very valid.

(3) Trial Results

(a) Teacher Trial

Media that has been developed, validated, and revised by researchers in accordance with the direction of the validator, the next stage is the trial to the teacher. This teacher trial was conducted to determine the response of teachers who teach Pancasila education to the Cover Song media made by researchers. The following are the results of the Cover Song media trial on the teacher:

Table.3 Teacher Trial Results

No	Teacher	Total Score	Maximum Score
1.	Hadi Sasmito, S.Pd. I	7	7
	Amount	7	7
	Average	7	7
	Apply Respond	100 %	

Based on the table above, the results of the trial on the teacher get a response percentage of 100%, it is obtained that the Cover Song Media product gets a very good response from the teacher.

(b) Small Group Trial

Media that has been developed, validated, and revised by researchers in accordance with the direction of the validator, the next stage is a small group trial. The small group trial involved 10 students. The following table shows the results of the Media Cover Song product trial in small groups.

Table.4 Small Group Trial Results

No	Student To-	Total Score	Maximum Score
1.	1	5	7
2.	2	5	7
3.	3	7	7
4.	4	7	7
5.	5	7	7
6.	6	7	7
7.	7	7	7
8.	8	7	7
9.	9	6	7
10.	10	7	7
	Amount	65	70
	Average	6,5	7
	Percentage of small group response	92,85 %	

Based on the table of results of student trials in small groups, the response percentage of 92.85% obtained that the Cover Song Media product received a very good response from small group students.

(c) Large Group Trial

This trial was conducted in one class, involving 19 students. Product trials in large groups obtained results as in the following table:

Table.5 Large Group Trial Results

No	Student To-	Total Score	Maximum Score
1.	1	7	7
2.	2	7	7
3.	3	7	7
4.	4	7	7
5.	5	7	7
6.	6	7	7
7.	7	7	7
8.	8	7	7
9.	9	7	7
10.	10	7	7
11.	11	6	7
12.	12	7	7
13.	13	7	7
14.	14	7	7
15.	15	6	7
16.	16	7	7
17.	17	6	7
18.	18	7	7
19.	19	7	7
Amount		130	133
Average		6,84	7
Large group response percentage		97,71 %	

The results of the students' trial in the large group obtained a response percentage of 97.71%, indicating that the Cover Song media product received a very good response.

(d) Field Trial

Products that have been tested in large groups are then carried out field trials. This trial was conducted in two classes involving 39 students. Field trials obtained results as in the following table:

Table.6 Field Trial Results

No	Student To-	Total Score	Maximum Score
1.	1	7	7
2.	2	6	7
3.	3	7	7
4.	4	7	7
5.	5	7	7
6.	6	7	7
7.	7	6	7
8.	8	6	7
9.	9	7	7
10.	10	7	7
11.	11	7	7
12.	12	7	7
13.	13	7	7
14.	14	7	7
15.	15	7	7
16.	16	7	7
17.	17	7	7
18.	18	7	7
19.	19	7	7
20.	20	7	7
21.	21	7	7
22.	22	7	7
23.	23	7	7

24.	24	7	7
25.	25	7	7
26.	26	7	7
27.	27	7	7
28.	28	7	7
29.	29	7	7
30.	30	7	7
31.	31	6	7
32.	32	7	7
33.	33	7	7
34.	34	7	7
35.	35	6	7
36.	36	7	7
37.	37	6	7
38.	38	7	7
39.	39	7	7
Amount		267	273
Average		6,84	7
Field Test response		97,80 %	
percentage			

The results of the student trial in the field test obtained a response percentage of 97.80% obtained that the Cover Song media product received a very good response.

5) Evaluation

Evaluation is a process carried out to provide value to the products developed by researchers. In this case, the evaluation is carried out after implementing the Cover Song media of Pancasila education material in class III. At this evaluation stage, the final revision of the product is carried out according to the results of the student and teacher response questionnaires. However, in the questionnaire results there were no comments / suggestions for improvement regarding Cover Song media, the comments given were very good towards the media. So that researchers did not revise the product because there were no comments/suggestions for improvement from students and teachers.

During the process of implementing Cover Song media to students and teachers, they pay attention to the media well and try to sing along, when tried to sing together they can immediately adjust the Cover Song displayed by following the writing of the song lyrics. The teacher gave a good and supportive response to the media, when using Cover Song media the teacher said that this media could increase students' enthusiasm and interest in learning because it had never been used before. The students' response is also very good with this Cover Song media, because the language is clear and easy to understand so that after this media is played some questions from researchers who are asked orally can be answered easily by students. However, the use of this media must also be supervised by the teacher because in its use it must use a projector that must use electricity so that it must be supervised.

Overall, the responses of students and teachers were motivated and interested in the existence of this Cover Song media which can facilitate the acceptance of student material and increase student enthusiasm for learning. The results of the implementation of the trial to the material and learning video expert validators who got very valid results, and the results of small group trials, large groups, and field trials also received very good responses so that it can be concluded that this Cover Song media gets a good response to use.

b. Discussion

1) Analysis

The development of Cover Song media begins with an analysis in the form of observations and interviews conducted by researchers to teachers and students of Pancasila education subjects. The data from observations and interviews were then analyzed and used as a reference in developing Cover Song media. Cover Song media is developed with the characteristics of presenting appropriate material, attracting student interest, and can make students think critically so that it fits the learning needs that can make it easier for students to understand the material and increase student enthusiasm in their learning.

Learning media has a function to support effective learning, to make it easier for students to capture material quickly, and improve the quality of the learning process (Puji Rahayuningsih, 2022). Therefore, the development of Cover Song media was developed with a number of characteristics that can answer the challenges of the learning media function. The characteristics developed in Cover Song media are, for example, interesting video displays such as animation, moving images, and live singer/teacher

displays. The music used can come from trending songs, or songs that are already known by students so that it becomes a characteristic that can answer the challenges of the learning media function learning media. Cover Song media contains elements of music and video, music is able to motivate students to learn the material through audio, and video is able to help understand the material with its video display (Lina Novita, dkk. 2019). So it is felt that this media is able to be a solution to the problems found by researchers from observations and interviews.

2) Design

Cover Song Media is designed using children's songs that can make it easier to use, because students have heard and have memorized them. The songs chosen are "Balonku ada lima, Naik Delman, dan Heli Guk Guk Guk". The results of the song selection made song lyrics according to the existing material by paying attention to simple language, language that is easily spoken by third grade children, and language that is easy to understand. Cover Song media contains videos, sounds, images, and text of the material "Rules, Identity, Respect and Appreciation" which comes from the analysis of Learning Outcomes and Learning Objectives.

The discussion of the presentation concept in this Cover Song media includes different video displays in each song. In the song "Rules", the video contains researchers who sing, pictures of rules in school, and examples of attitudes towards obeying the rules. In the song "Identity", the video contains animation, pictures that match the material in the lyrics, and moving lyrics. In the song "Mutual Respect and Appreciation" the video contains researchers singing with added hand movements, and images that match the material in the lyrics. The concept of each song is made different in order to give an interesting impression to students. In accordance with the function of the video itself, which can attract students' interest, attention, clarify the presentation of ideas and illustrate them. So that the selection of various videos in the Cover Song media also provides attractiveness and clarifies the presentation so that the students can understand the material.

3) Development

This Cover Song media development model uses the ADDIE development model which aims to develop learning media that has been tested for quality and is suitable for implementation. The quality in question is based on the results of validation by experts who get very valid category results during the validation process.

The Cover Song media development process utilizes technological developments with sound recording using gadgets and video editing with Canva and CapCut design applications. Canva is one of the applications that can be used to design learning media. (Amin Harahap, 2022).. CapCut in the implementation of the world of education has the benefit of increasing the ability of teachers to be creative in making learning videos so as to create creative, innovative, and productive teachers who create interesting learning media (Saragih Marice, 2023). In video editing on the CapCut application, the selection of transitions and lighting processing needs to be considered in order to get a good look. These two applications in education are very useful and are needed by teachers to create innovative learning media. The available features can be developed according to the creativity of the teacher so that the learning design is more interactive and communicative so that the media made is more fun and easy to understand. Cover Song media can be used in the classroom with the help of a projector.

4) Implementation

Cover Song media that has been developed is then validated by material experts and learning videos before being tested on students. The final result of this Cover Song media product is to help students understand the material "Rules, Identity, Mutual Respect and Respect" and increase students' enthusiasm, interest in following the learning process of Pancasila education in class III. This enthusiasm and attractiveness is in line with previous research which says that music is the art of expressing ideas through sound that can attract and motivate students to learn material through audio (Ekalia Yulianti dan Laily Mualifah, 2022)¹. The validator assessment aims to see the validity of the Cover Song media product developed by referring to the specified aspects.

The material validation aspect consists of the suitability of lyrics, and language. The learning video aspect consists of video quality, audio, song selection, and attractiveness. The material expert validation process has improvements according to expert suggestions, namely the use of images that have not varied and the selected images are not in accordance with the existing song lyrics. After making improvements,

the results of the material expert validation received a very valid category with a percentage of the questionnaire results of 100%. The learning video expert validation process has improvements according to expert advice, namely the presentation of lyrics that are still monotonous so they need to be changed into moving lyrics. After making improvements, the results of the validation of the learning video expert received a very valid category with a questionnaire percentage of 96.48%. The results of Cover Song media validation are feasible or valid based on the results of the questionnaire that has been conducted so that it can be used in the learning process. This is in line with the theory which says that the learning tools developed must pass the validation stage by experts to determine the validity before being applied (Dahlan Latif, dkk. 2022).

Assessment by teachers is carried out to determine the teacher's response to the use of Cover Song media. Validation was carried out by the Pancasila education teacher of grade 3 MIN 11 Blitar, he said that the Cover Song media designed was very suitable for the material needs of students with language, appearance that was very easy to understand. The results of the analysis of the teacher's response assessment to the Cover Song media received a very good response category with a percentage of 100%. The results of the response questionnaire show that Cover Song media can help teachers in carrying out the Pancasila Education learning process in class, especially the material "Rules, Identity, Respect and Respect". Cover Song media can make it easier for students to understand the material and motivate students to create interesting learning. The assessment by the Pancasila Education teacher of grade 3 MIN 11 Blitar meets the criteria for a very good response so that it can be applied.

The results of the small group, large group, and field trials received a very good response, with a percentage of 92.85% of the small group trial results, 97.71% of the large group trial results, and 97.80% of the field trial results. This excellent response not only comes from filling out a questionnaire but also from the reality in the field, when researchers try to ask questions about the material in the Cover Song media students can answer it quickly, students are also addicted to Cover Song media because it is very fun when used in the learning process. So from the very good response it can be concluded that Cover Song media is suitable for use in the learning process.

5) Evaluation

The results of the trial showed that there was no need for revisions to the Cover Song media. The comments given are very good so that it provides an answer that the Cover Song media that has been developed is suitable for use in the learning process to support the attractiveness and ease of receiving material. Some research shows that this Cover Song media makes it easy for students to understand and increase enthusiasm in the learning process. This is in accordance with previous research by Safitri and Minsih who said that Cover Song media can provide a sense of interest and easily remember and understand the material (Safitri dan Minsih, 2022). In addition, Dian Susanti and Eka said that Cover Song media is easy to provide interest because there are visuals and music used, so it is easy to attract students in its use, and supports students in understanding the material (Dian Susanti dan Eka, 2000). Nur Syarifah said that the results of her research on Cover Song media received a very good response because students were interested and easily understood the material (Nur Syarifah, 2021). So that the development of Cover Song media is a solution to the problems that have been analyzed, namely the difficulty of students understanding the material and the lack of enthusiasm of students in the learning process.

4. CONCLUSION

The development of Cover Song media for Pancasila Education learning in Grade III SD/MI has proven to be a feasible and effective instructional tool. This study successfully followed the stages of analysis, design, development, implementation, and evaluation to produce a media product that integrates familiar children's songs with adapted lyrics to facilitate conceptual understanding of Pancasila values. The media development process utilized accessible digital tools such as gadgets for audio recording and Canva and CapCut for video editing, ensuring both usability and replicability. Validation results from material and media experts yielded very high scores, as did responses from teachers and students across small group, large group, and field trials. These findings indicate that Cover Song media is not only pedagogically valid but also well-received by its target users. Therefore, the media can be adopted as an innovative solution to support value-based education in primary school contexts, addressing the identified need for engaging and comprehensible learning materials in Pancasila Education.

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