Exploring Pancasila Students Profile Character through Multiple Learning Objects in History Education

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Abstract

This research aimed to achieve three primary objectives: (1) develop multiple learning objects incorporating the Pancasila student profile for history learning, (2) enhance the dynamism of the teaching and learning process through vibrant media featuring engaging colors and symbols, and (3) assess the validity of the material, media, and language employed. The research employed the research and development (R&D) approach, utilizing the ADDIE model for systematic development. The study focused on students in class X.10 at SMA Negeri 1 Indralaya, employing data collection methods such as interviews, questionnaires, and documentation. The results of the research revealed the following validity scores for the multiple learning objects containing the Pancasila student profile in history learning: poster media expert validation at 81.81%, videos at 70%, and history dominoes at 51.42%. Additionally, material expert validation reached 89.41%, and language expert validation was at 75.55%. Notably, the incorporation of media demonstrated a positive impact on student learning outcomes, contributing to a significant increase of 31.51%.

Keywords: *Exploration, Character, Pancasila Student Profile, Multiple Learning Objects, History Learning*

Introduction

The COVID-19 outbreak in 2020 brought about significant changes in global society, impacting Indonesia as well. Within the education sector, face-to-face interactions became impractical, necessitating a shift to online learning. This shift has indirect effects on students' character (Novitasari et al., 2023), highlighting challenges in the implementation of character education. In response to this issue, the government introduced the latest curriculum, known as the independent curriculum (Mariyani et al., 2024).

Through the independent curriculum, education becomes the foundation (Sopwandin et al., 2024) in shaping the character of students (Chang, 2022) by the values of Pancasila (Sopia et al., 2023). The

independent curriculum and *proyek penguatan profil pelajar Pancasila* (P5), with six dimensions of character are government initiatives to strengthen students' character (Napitu et al., 2023). One effective way to implement the values of Pancasila student profile character is through history learning (Effendi, 2023; Seli et al., 2023).

History learning plays a pivotal role in instilling Pancasila values (Kusnadi, 2023), reinforcing character (Sukatin et al., 2023), and fostering a love for the homeland (Effendi, 2023). Despite being viewed as a narrative-rich subject (Malysheva et al., 2022), the advent of the Industrial Revolution 4.0 introduces opportunities for innovation through the integration of digital technology in education (Kler et al., 2024).

Technology-supported learning processes contribute to educational excellence (Maksimović & Lazić, 2023). Students can experience various conveniences (Kilag et al., 2023), starting from easy access to the material they need to find learning references (Lee et al., 2023; Petrova & Петрова, 2023). However, technology implementation faces obstacles (Maulid et al., 2024), necessitating adaptation from educators and students amidst changes in the education system and mindset (Syabania, 2024).

Educators and students frequently utilize technology to create learning media (Syarifuddin et al., 2022), aiming to streamline the learning process according to individual learning modalities (Eka et al., 2023). Learning media, particularly multiple learning objects, serves as a solution adapted to students' learning modalities, incorporating Pancasila's character values (Barella et al., 2023). The development of history learning media containing the characteristics of Pancasila student profiles is envisioned to fortify the profile of Pancasila students and prepare them for the future (Wulandari, 2023).

Utilizing multiple learning objects infused with the character of the Pancasila student profile in history education aims to enhance students' comprehension of Pancasila values, fostering their ability to apply these principles in daily activities. These learning tools not only contribute to a more engaging understanding of Pancasila's history and values but also play a crucial role in reinforcing the Pancasila student profile. This development in history learning through multiple learning objects is envisioned to better equip students for success in the future.

Additionally, this research is supported by several previous related studies. One such study by Mariyani et al. (2024), titled "Implementation of Pancasila Student Profile Values in the Package Book Indonesian Junior High School Class VII Merdeka Curriculum,". Based on this research, it can be concluded that the application of the Pancasila student profile occurs through teaching Indonesian in classrooms supported by textbooks and the Pancasila student project program. However, variations in implementation may arise in different schools due to differing understandings among teachers or program implementers.

Another study by Tricahyono (2022), titled "Efforts to Strengthen the Profile of Pancasila Students Through History Learning Design Based on Diversity," highlights the contribution of history learning in shaping the Pancasila student profile. This can be achieved through an intracurricular learning approach, utilizing a diversity-based design such as the Kemp model. Employing a living history approach, students engage with materials from their surroundings, instilling positive values that can be passed on to the younger generation of Indonesia. By fostering a young generation internalizing Pancasila value, the collective responsibility in the education sector is to cultivate not only intellectually superior individuals but also those with strong character.

These previous related studies demonstrate the relevance of using multiple learning objects infused with the character of the Pancasila student profile, especially in the context of the independent curriculum. The novelty of this research lies in providing learning media for history education that integrates Pancasila student profile character education.

Method

This study employed the Research and Development (R&D) methodology, a research design aimed at developing or achieving a product (Bushido et al., 2023). The product developed through Research and Development must meet accountability standards (Daryanes et al., 2023) and can take the form of hardware or software (Kamza et al., 2021). Therefore, the development model serves as a method to enhance the functionality of an existing model and achieve better product quality conceptually and systematically (Dalimunthe et al., 2021).

The subjects of this research comprised 33 students in class X.10 of SMA Negeri 1 Indralaya. Data collection techniques included observation, interviews, and questionnaires. Descriptive quantitative data analysis was applied to this research, which took place on November 2 and 3, 2023, at SMA Negeri 1 Indralaya. The ADDIE model was utilized in this research—a broad design framework consisting of five iterative phases (Lukanina & Merkulova, 2023): Analysis, Design, Development, Implementation, and Evaluation (Müller et al., 2023), as illustrated in the figure below:
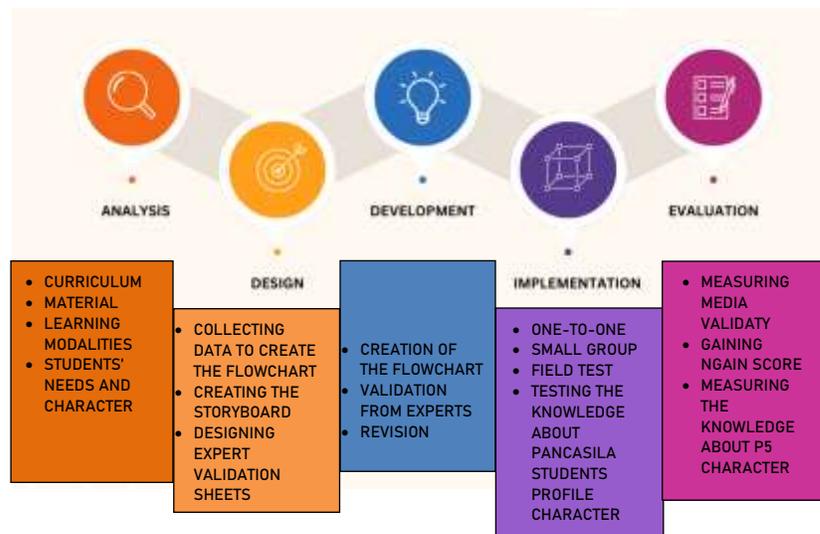

Figure 1.
ADDIE Development Model

The Analysis Phase involved evaluating the current state of history teaching at SMA Negeri 1 Indralaya, focusing on the potential for in-depth history learning. Researchers also analyzed the needs of both students and educators, along with the constraints of the learning environment. Based on this analysis, researchers defined learning objectives, content, and evaluation methods. Moving to the Design stage, researchers crafted multiple learning objects containing the character of a Pancasila student profile. This stage included creating flowcharts and storyboards, aligning with the learning objectives and content determined in the analysis stage.

In the Development Stage, researchers utilized multimedia tools to create history-learning media, incorporating video, audio, and images. Progressing to the Implementation stage, these multiple learning objects, imbued with the Pancasila student profile character, were tested on students. Researchers collaborated with educators to integrate this media into the classroom environment, collecting input and feedback from students to enhance the learning experience. The Evaluation stage involved assessing the effectiveness of the multiple learning objects in instilling the character of the Pancasila student profile. Evaluation criteria included student achievement of learning objectives, engagement levels, and the effectiveness of the branching approach. Researchers also gathered feedback from both educators and students to pinpoint areas for improvement.

Results and Discussion

1. Results

SMA Negeri 1 Indralaya has been implementing an independent curriculum for several years. The educators and students have encountered numerous regulatory changes, necessitating adjustments to the implementation of this independent curriculum. Initially, the implementation involved allocating a final hour in each subject to discuss the Pancasila student profile. However, a recent change has shifted this practice to the last week of the month. During this time, students engage in activities aligned with the dimensions being emphasized. For instance, in the cooperation dimension, students collaborate on activities such as planting seeds. This adjustment reflects a dynamic approach to implementing the independent curriculum. Recognizing the significance of the Pancasila student profile character, the researchers developed media that integrates historical material connected to these dimensions. This media is designed to facilitate a deeper understanding of the Pancasila student profile among students. Additionally, it provides a unique perspective by connecting historical material to the dimensions. The goal is to not only aid students in comprehending the Pancasila student profile but also to encourage a nuanced perspective by linking it to historical context.

2. Analysis

This stage was carried out to find out the root of the problem and the solutions that will be given to students. Researchers conducted a comprehensive curriculum analysis in collaboration with the deputy head of curriculum at SMA Negeri 1 Indralaya. The results of this analysis indicated that SMA Negeri 1 Indralaya had successfully implemented an independent curriculum, aligning with the research theme, specifically, the Pancasila student profile. Subsequently, material analysis was conducted in collaboration with history educators. The researcher focused on the Indonesian History subject for 10th Grade in Semester 1, Phase E, with learning outcome 10.2 about "the origins of the ancestors of the Indonesian people" for the class while also adjusting learning time for students.

The next stage of analysis is learning modalities analysis. To support the development of multiple learning objects it is necessary to do a learning modalities analysis. Learning modalities consist of three types, namely auditory, visual, and kinesthetic. From the results of the analysis, the data obtained was that 12% or 4 students chose the auditory learning, then 29% or 15 students chose the visual learning. Finally, as many as 59% or 23 students chose the kinesthetic learning. For more detailed insights, refer to the diagram below:
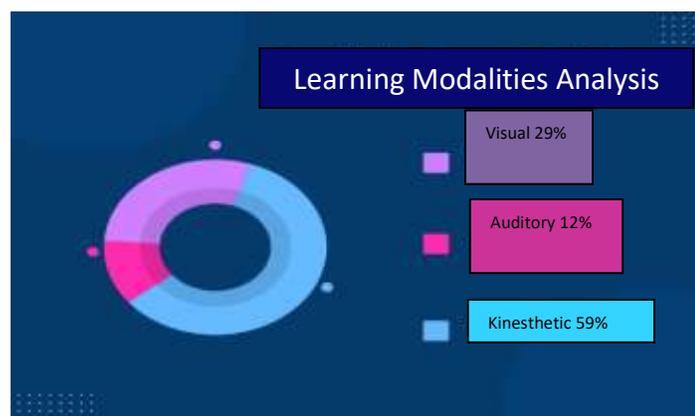

Figure 2.
Diagram of Student Learning Modalities Analysis Results

In the final stage, researchers conducted a students' needs analysis in the X.10 class, comprising 33 students. This analysis encompassed an evaluation of learning conditions and an assessment of

students' needs. The collected data served as the foundation for this research, with the results of the students' needs analysis presented in the following picture:
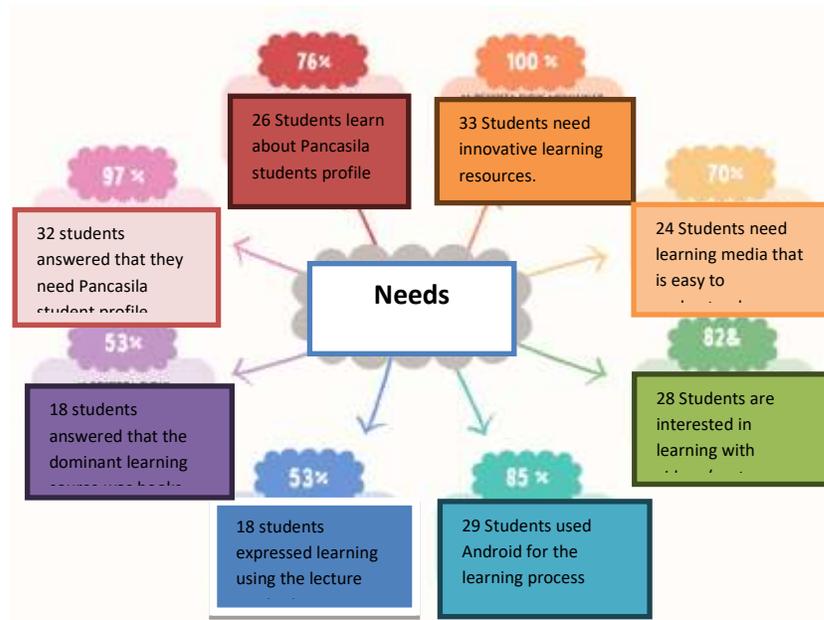

Figure 3.
Diagram of Students' Needs Analysis Results

3. Design

This research involved the collection of supporting materials and the creation of a flowchart outlining the steps or flow of material. The flowchart is meticulously designed to streamline the process of developing material concerning the origins of the ancestors of the Indonesian nation, particularly in relation to the Pancasila Student Profile. This material is tailored to the Class X Indonesian History curriculum, emphasizing periodization learning outcomes in history, especially focusing on pre-literate material. Integrated into one chapter of the Ministry of Education and Culture's textbook, the material aims to enrich the curriculum, incorporating character development content.

Subsequently, researchers develop a storyboard, a series of sequential image sketches, to visualize storylines and media designs involving multiple learning objects. The storyboard delineates the material's progression, with a specific focus on the origins of the Indonesian people, notably the Yunnan theory. This narrative delves into the Yunnan theory, asserting that the Indonesian people originated from China. Animation and explanations are utilized to elucidate the subtitles, and the researcher has opted to incorporate video as one of the multiple learning objects.
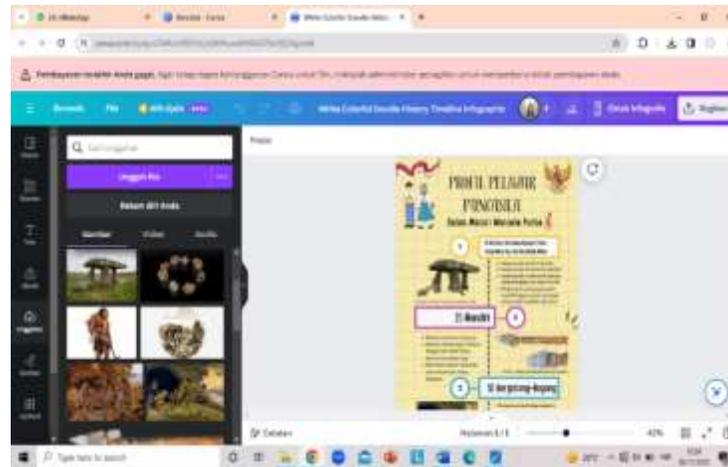

Figure 4.
Video Design

Figure 5.
Poster Design

Figure 6.
Historical Domino Designs

The image above showcases a multimedia design featuring a video, poster, and historical domino. The design process was executed using the Canva application. The video is crafted to captivate students' attention, with each sub-discussion title presented against a white background for enhanced clarity. In contrast, the poster focuses on symbols depicting the life of ancient humans. The historical dominoes, comprising questions and answers, are arranged randomly on pieces made from goat paper. Through this approach, the research aims to create an engaging and interactive learning experience, enriching students' understanding of the origins of Indonesian ancestors and the values of Pancasila.

4. Development

Researchers created multiple learning object products consisting of videos, posters, and historical dominoes containing the character values of Pancasila student profiles. In the initial stage, the researcher looked for a suitable template in Canva to add aesthetic elements. In repairs, independent evaluation is carried out as a self-evaluation step before submitting validation to experts in their field. Overall, this research involved a series of steps from material analysis to the creation of learning media products, including the creation of posters, videos, and historical dominoes.

The evaluation of the developed products was undertaken through a validation stage with experts from various fields. The validation panel included material experts, media experts, and language experts. The validators identified for this research are:

Tabel 1. Expert Validation Field

No Name		Institution	Information
1.	N	Sriwijaya University	Linguist
2.	DTAP	Sriwijaya University	Materials Expert
3.	SSED	SMA LTI IGM Palembang	Media Expert

(*Source: Primary Data Processing Results, 2023*)

Each expert conducted an assessment of the multiple learning objects media, including posters, videos, and historical dominoes, developed by researchers to incorporate the characteristics of Pancasila student profiles. The results from the expert validation are as follows:

Tabel 2. Expert validation multiple learning objects charged.
Pancasila student profile character for history learning

No	Expert Validation	Eligibility Percentage	Category
1	Media Expert Validation		
	Poster	81,81 %	Good
	Video	70 %	Good
	Domino History	51,42 %	Good Enough
2	Material Expert Validation	89,41%	Very Good
3	Linguist Validation	75,55 %	Good

(Source : Primary Data Processing 2023)

The results of material validation show a percentage of 89.41% strongly agree, classified as highly valid. Revisions were made based on material expert suggestions, such as making images more realistic and adding sources to the images. For media validation, the poster received a percentage of 81.81%, the video 70%, and the history dominoes 51.42%. The poster falls into the category of acceptable, while the video and history dominoes require revision based on language and media validator suggestions. As for language expert validation, an average rating of 3.77 was obtained, classified as acceptable. Some adjustments were made by the researcher, such as refining sentences for greater effectiveness and improving the use of foreign languages.

Tabel 3. Results of Experts' Review and Revisions Made

Comments/Suggestions	View Before Revision	View After Revision
The picture in the poster is still in the form of animation and not a real picture.		

Text in Video is too dense		

Thus, the multiple learning objects, enriched with the character of the Pancasila student profile, have undergone a thorough revision process based on valuable input from validators. This evaluation ensures the quality and suitability of the media in supporting the learning of history subjects for Class X at SMA Negeri 1 Indralaya.

5. Implementation

After the learning media was validated and deemed suitable for testing, the researchers proceeded to implement the media for students in class X.10 of SMA Negeri 1 Indralaya. The objective of this implementation is to demonstrate the effectiveness of the developed learning media. The implementation phase comprises three stages: one-to-one product testing and small group product testing.

Tabel 4. Recapitulation of Test Result

No	Aspect	Rates	Criteria
1.	*One to One*	4,47	Very effective
2.	*Small Group*	4,59	Very effective

(*Source: Primary Data Processing, 2023*)

Based on the table above, it is evident that the initial implementation phase in one-to-one evaluation with three students in Class X.10, with each varying levels of academic ability. The test results revealed an average score of 4.47, categorizing it as very effective. Students responded positively, expressing that the infographic learning media portraying the characteristics of Pancasila student profiles was comprehensible and worth exploring.

Following the favorable outcomes from the one-to-one evaluation, researchers progressed to the small group evaluation stage, involving ten students in Class X.10. The results from this small group evaluation demonstrated an average score of 4.59, placing it within very effective category. Student feedback indicated that the media is well-suited for classroom use and is easily comprehensible. Some suggestions for improvement, such as increasing font thickness, were acknowledged and incorporated into the revision process.

The subsequent stage involved field testing, aiming to assess the effectiveness of multiple learning objects containing the Pancasila student profile in the context of learning history. This phase included administering pretests and posttests to students. The following details outline the data obtained by the researchers:
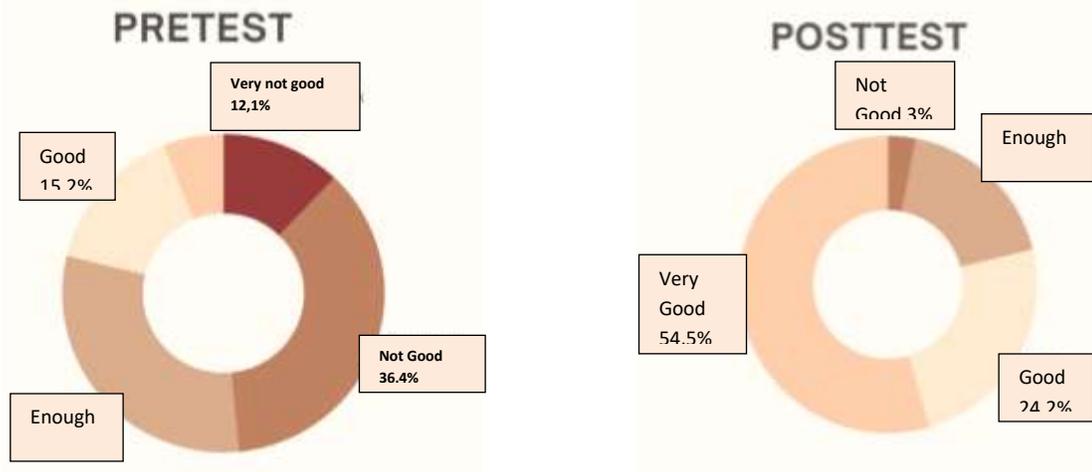
Figure 7.
Pie Chart of Pretest and Posttest result

Based on the figure above, it can be seen that there has been an increase in student learning outcomes by using multiple learning objects containing the character of the Pancasila student profile. This can be seen through the comparison results pretest and posttest which was implemented on November 8, 2023.

After conducting one-to-one, small group, and field tests, the research team then carried out a test regarding the knowledge of Pancasila students profile character. This research was conducted to test the knowledge of class X.10 students regarding the character of the Pancasila student profile after undergoing history learning using multiple learning objects as media. Students fill out a questionnaire containing 20 multiple-choice questions designed in story form with an emphasis on the six dimensions of the Pancasila student profile.

Tabel 5. P5 Character Knowledge Test Result

No	Total	Percentage	Category
1.	24 students	72,72%	High
2.	8 student	24,24%	Middle
3.	1 student	3,03%	Low

(*Source: Primary Data Processing, 2023*)

Out of the 33 students in the class, the findings indicate that, on the whole, students possess a high level of knowledge regarding the character of the Pancasila student profile. The average score attained is 80.75, with the highest score reaching 100 and the lowest score recorded at 45. Following the completion of the implementation phase, the subsequent step involved transitioning into the evaluation phase.

6. Evaluation

The results of the implementation phase show a quite significant comparison between the pretest and posttest scores for class X.10 students. To measure the potential effect, a value calculation is carried out $Ngain$ indexed by category. The analysis results show value $Ngain$ of 0.61. If index $Ngain \geq 0.7$, then the media being developed is included in the medium category. Increasing learning outcomes and students' understanding of Pancasila history material shows that this media has the potential to be effective.

Tabel 6. Comparison of pretest and posttest result

Category	*Pretest*	*Posttest*
Highest Score	90	90
Lowest Score	10	45
Average	49,09	80,60

(*Source: Primary Data Processing, 2023*)
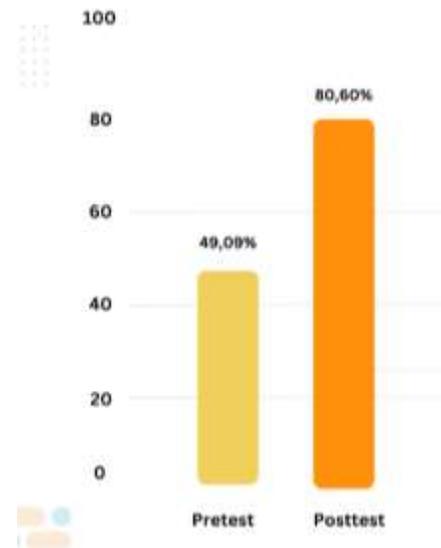
Average Score of Pretest and Posttest Result

Recapitulation of pretest scores showed that the majority of students (78%) were in the poor category, and 12% of them scored below average or were in the failing category. Lack of understanding of the material on the origins of the Indonesian ancestors and the spice route is one of the causes. However, the results of the recapitulation of post-test scores show a significant increase. As many as 54% of students obtained very good results (81-100%), 24% were in a good category (71-80%), and 18% were fair (41-70%). Even though there are still 3% of students who do not meet the minimum score criteria, there has been a significant increase in understanding of historical material and the character of the Pancasila student profile.

With an increase of 31.51% from pretest to posttest, using multiple learning objects media containing the characteristics of Pancasila student profiles has proven to be very suitable for application in history learning in class X.10 in subjects that apply the independent curriculum.

After finding out the scores obtained at the one-to-one, small group, and field test stages, the research team then discussed exploring the character profiles of Pancasila students. Through a questionnaire test, the research team found out about students' knowledge of the character of the Pancasila student profile.

From Table 5, information was obtained that students had high knowledge of the character of the Pancasila student profile after carrying out the learning process through multiple learning objects. Even though there is still 1 student who is in the low category, students in the medium and high categories have already exceeded some members of class X.10. This states that the use of the three media can increase students' knowledge in the Pancasila student profile material.

Discussion

The objective of this research was to explore into the character values embodied in the Pancasila student profile as presented in multiple learning objects utilized in history learning. This aligns with the viewpoint of Siagian et al. (2023), emphasizing the imperative need for character education in the contemporary era, characterized by numerous societal deviations. The data and insights derived from the analysis in this research serve as a foundation for developing learning materials tailored to the individual learning modalities of each student. The research involved 33 students in class X.10 at SMA Negeri 1 Indralaya.

Building on the perspective of Haqiem & Nawawi (2023), the research acknowledges that the utilization of learning media can significantly contribute to the implementation of the Pancasila student profile. The exploration of the Pancasila student profile through various learning objects is particularly evident in the poster medium, which provides an in-depth portrayal. The video component incorporates historical material pertaining to P5's character, while the poster showcases P5's behaviors drawn from ancient human life. Additionally, historical dominoes serve as quizzes or questions crafted by the research team.

This research was conducted to assess the knowledge of students in class X.10 regarding the characteristics of the Pancasila student profile after undergoing history learning using multiple learning objects as media. Following the pretest and posttest phases, students answered a questionnaire consisting of 20 multiple-choice questions designed in the form of stories, emphasizing the six dimensions of the Pancasila student profile. Each question was scored 5 for a correct answer and 0 for an incorrect answer. The results of the knowledge test were then categorized based on the score ranges determined by the researcher: 45-60 for low, 65-75 for moderate, and 80-100 for high.

Out of 33 students in class X.10, it is evident that the majority (24 individuals) fall into the high category, while 8 students are in the moderate category, and only 1 student is in the low category. This outcome reflects that overall, the students' knowledge about the characteristics of Pancasila student profiles is in the high category. The average score reaches 80.75, with the highest score being 100 and the lowest score being 45.

The questions in the questionnaire are divided into six themes based on the dimensions of the Pancasila student profile. Seli et al., (2023) said that the profile dimensions of Pancasila students consist of faith and devotion to God Almighty, noble character, cooperation, independence, global diversity, critical reasoning, and creativity. These positive results can be interpreted as meaning that the learning approach using multiple learning objects media makes a positive contribution to students' understanding of the character of the Pancasila student profile.

This success can also be considered as the impact of the implementation of the independent curriculum at SMA Negeri 1 Indralaya, which allocates particular time every last week of the month to focus on the dimensions of the Pancasila student profile. Thus, it can be concluded that the learning approach implemented in conjunction with the independent curriculum has succeeded in increasing students' knowledge regarding the character of the Pancasila student profile. In the process, there are 5 stages carried out, including analysis, design, development, implementation, and finally evaluation.

In the analysis phase, the first analysis conducted was the curriculum analysis. Based on this analysis, it was found that SMA Negeri 1 Indralaya has implemented a 'merdeka' curriculum, which aligns with the research theme focusing on the Pancasila student profile. Then, the content analysis was conducted, with the researcher choosing a sub-topic related to the origin of the ancestors of the Indonesian nation. This choice was made to align with the material being studied by the students during the research period.

Furthermore, an analysis of students' learning modalities was conducted to allow the researcher to understand the learning modalities of each student. This is in line with Kaiss's (2023) perspective, which emphasizes the importance of selecting learning modalities to aid the students' learning process. This data was valuable in the creation of multiple learning objects, including videos, posters, and history dominoes. Finally, a needs analysis was conducted. Based on observations of class X.10 students and interviews with history educators at SMA Negeri 1 Indralaya, it was found that the learning process often relied on lecture methods. This occasionally led to student boredom, especially given the dense nature of historical content.

Then at the design stage, material data collection regarding the origins of the ancestors of the Indonesian people was carried out through literature studies in journals and books related to the theme. After that, the team made a flowchart regarding the material and a video storyboard. Historical posters and dominoes are not included in media that have storyboards. Finally, the team designs an expert validation sheet. Validation was carried out on three aspects, namely media, material, and language.

The third stage is development. The team created a flow diagram for making posters, videos, and historical domino media. Making the three media begins with writing down the material data and images needed in Word and ends with independent revision. After the media creation is complete, then carry out the validation stage of media experts, material experts, and language experts. Based on the results of the validation that has been carried out, the following results were obtained, namely: The material validation results show a percentage of 89.41% strongly agree, including the very valid category. Media validation results, posters got a percentage of 81.81%, videos 70%, and historical dominoes 51.42%. Posters are in the appropriate category, while videos and historical dominoes require revision based on language and media validator suggestions. Meanwhile, for validation by language experts, an average assessment score of 3.77 was obtained, including the appropriate category.

Based on the validation results discussed in the results section, the media developed, namely multiple learning objects containing the characteristics of Pancasila student profiles for history learning, was made suitable for use. With the feasibility obtained, these three media can be implemented with students in history learning. The media is intended for historical learning material that is being studied during the research period, namely regarding the origins of the ancestors of the Indonesian nation.

After carrying out expert validation, the next step is carrying out implementation. The implementation stage is a trial of the product that has been developed for students. This is done to see the effectiveness of the media. Based on trials using the product, there was an increase in student learning outcomes. Before using the media, the average score obtained by students was 49.09, then after using the media the average score for students was 80.60. There was an increase of 31.51%. This shows that the media is suitable for use.

Based on the results of the implementation that has been carried out, multiple learning objects containing the Pancasila student profile for learning history also have several shortcomings. From student evaluations, it is known that the use of media is very helpful in the learning process. The use of attractive colors and supporting symbols makes it easier for students to understand the learning material.

Media multiple learning objects is a learning media consisting of posters, videos, and historical dominoes. Posters are intended for students who have a visual learning modalitiy. Then there are videos, this learning media is intended for students with an auditory learning modality. Lastly, there are historical dominoes. In contrast to previous media which can be stored on cellphones because it can be obtained online, historical dominoes are made from paper. This history domino is for students with a kinesthetic learning modality.

Media multiple learning objects are used as learning media in history subjects. Use of multiple learning objects can be used especially in discussing character education because apart from presenting historical material according to the sub-themes discussed in this media, this media also contains discussions regarding the character profile of Pancasila students. (Kiska et al., (2023) explained that the Pancasila student profile has a great influence on character education. For this reason, the research team is trying to provide learning media as a tool for educators but still contains the P5 character packaged in multiple learning objects. Utilization of multiple learning objects based on an analysis of the needs of class X.10 students at SMA Negeri 1 Indralaya.

The result of videos and posters can be saved and viewed again via mobile phone or laptop. This makes it quite easy for students, because without having to turn on cellular data, and can be accessed directly anytime and anywhere. Media operations are also not too difficult as you don't have to press too many navigation buttons.

However, the drawback that we can encounter is that the download process takes a long time because it requires a large amount of storage. This can be provided as an alternative via Google Drive so that it doesn't disturb the storage on your phone or laptop too much. However, accessing it requires cellular data with a strong signal to be able to open it smoothly.

Meanwhile, the history domino game is quite easy to implement as it involves arranging cards based on the correct questions and answers. This activity helps sharpen students' knowledge so that the questions on the cards can be answered correctly and form a sequence like a ladder. Creating this media is also relatively straightforward as it only consists of easily obtainable materials such as cardboard and glue.

Conclusion

The Pancasila student profile character can be explored through the use of multiple learning objects in education, including history learning. In implementing character education, educators can utilize instructional media such as multiple learning objects that also contain historical content. The multiple learning objects created by the research team consist of videos, posters, and history dominoes. The video covers the historical origin of the ancestors of the Indonesian nation, the poster discusses the application of behaviors that can be emulated from ancient humans towards the Pancasila student profile character. Meanwhile, the history dominoes contain quizzes or questions. Based on the implementation phase, the use of media can improve students' learning outcomes, tailored to visual, auditory, and kinesthetic learning modality. The utilization of this media in history education is expected to contribute to the formation of the Pancasila student profile character. Overall, these multiple learning objects can serve as effective tools for history education to shape the Pancasila student profile character. Continuous efforts are needed to address shortcomings and enhance the quality of the media to make it more optimal in supporting character education in schools.

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