Case Study on Mobile Learning Implementation to Foster Pancasila Student Profile (P5) Character Development in Elementary Schools

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Articles Information	Abstrak
	Penelitian ini mengeksplorasi penerapan pembelajaran seluler dalam menumbuhkan nilai-nilai karakter P5 (keimanan dan ketakwaan kepada Tuhan Yang Maha Esa, akhlak mulia, gotong royong, kemandirian, berpikir kritis, berpikir kreatif) di kalangan siswa sekolah dasar. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus, dengan fokus pada sampel 50 siswa dan 10 guru dari dua sekolah dasar. Data dikumpulkan melalui wawancara, observasi, kuesioner, dan dokumentasi yang melibatkan siswa, guru, dan kepala sekolah. Analisis tematik diterapkan untuk mengidentifikasi kategori dan tema utama. Temuan penelitian mengungkapkan bahwa 80% siswa melaporkan peningkatan pemahaman tentang gotong royong, 85% menghargai pentingnya akhlak mulia, dan 82% lebih termotivasi untuk mempelajari nilai-nilai karakter setelah terlibat dengan aplikasi seluler. Selain itu, 78% siswa terlibat dalam diskusi yang lebih sering tentang karakter dengan teman sebaya. Hasil-hasil ini menyoroti potensi mengintegrasikan teknologi seluler ke dalam program pendidikan karakter untuk meningkatkan pengembangan dan keterlibatan siswa dengan nilai-nilai karakter.
	Abstract This study explores the implementation of mobile learning in fostering P5 character values (faith and devotion to God Almighty, noble character, mutual cooperation, independence, critical thinking, creativity thinking) among elementary school students. The research employed a qualitative method with a case study design, focusing on a sample of 50 students and 10 teachers from two elementary schools. Data were gathered through interviews, observations, questionnaires, and documentation involving students, teachers, and principals. Thematic analysis was applied to identify key categories and themes. The findings revealed that 80% of students reported an improved understanding of mutual cooperation, 85% appreciated the importance of noble character, and 82% were more motivated to learn character values after engaging with mobile applications. Additionally, 78% of students engaged in more frequent discussions about character with peers. These results highlight the potential of integrating mobile technology into character education programs to enhance student development and engagement with character values.

1. INTRODUCTION

Education in Indonesia faces increasing challenges, particularly as the rapid development of information and communication technology (ICT) reshapes the landscape of learning. In this context, mobile learning (learning that utilizes mobile devices such as smartphones and tablets) has become a promising innovation to address the need for more flexible, personalized, and engaging educational experiences (Setiawan et al., 2024). Mobile learning allows students to access learning materials anytime and anywhere, offering significant opportunities for enhancing interaction, engagement, and active learning (Juniarso et al., 2023). With technology deeply embedded in everyday life, it is only fitting that its integration into education be explored more thoroughly to improve the overall learning experience for students.

Alongside academic growth, character education has become a focal point of Indonesian education, particularly as the country seeks to develop well-rounded, ethically responsible individuals. The Merdeka Curriculum, introduced in elementary schools, emphasizes the importance of fostering strong character traits alongside intellectual abilities (Sunaryati et al., 2022; Susanti et al., 2022) . Among the core components of this curriculum is the P5 character framework, which emphasizes five key values: faith and devotion to God Almighty, noble character, mutual cooperation, independence, and critical thinking (Rozhana et al., 2023; Yustina et al., 2024). These character values are essential not only for academic success but also for shaping individuals who can contribute positively to society with moral integrity and social responsibility (HB & Lubis, 2023).

The integration of mobile learning can play a significant role in supporting the development of these P5 character values. By utilizing mobile applications that offer interactive learning experiences (such as educational games, videos with inspirational content, and collaborative tasks) students are able to engage with and internalize character values in a dynamic, hands-on manner (Abduljawad & Ahmad, 2023; Gocheva et al., 2022). Moreover, mobile learning allows for more personalized learning experiences, where students can explore materials independently and at their own pace, fostering self-directed learning and an increased sense of responsibility for their education. This aligns with the goal of promoting student independence, one of the core aspects of the P5 character framework.

Despite the potential of mobile learning, most existing studies on this topic have focused primarily on cognitive and academic outcomes, with limited attention given to how mobile learning can effectively contribute to character development (Juliani et al., 2024; Utaminingsih et al., 2023). There is a pressing need for research that specifically examines how mobile learning can be used to foster the P5 character values in elementary school students. Previous studies on mobile learning for character education have shown promise, but they often overlook the unique challenges and opportunities associated with younger learners (Asmiliyah et al., 2021; Bernacki et al., 2020). To better understand the intersection of mobile learning and character development, it is essential to explore frameworks and theories that can guide the integration of these tools into character education, such as transformative learning theory, which emphasizes the role of critical reflection in the learning process, and self-determination theory, which focuses on the importance of autonomy and motivation in learning (Deci & Ryan, 2000).

Additionally, while mobile learning offers vast potential for character development, its implementation is not without challenges. The readiness of technological infrastructure in schools, disparities in teachers' ability to effectively use mobile devices, and issues related to limited access to technology in rural and underprivileged areas are barriers that could hinder the widespread adoption of mobile learning (Mutambara & Bayaga, 2021). Furthermore, teachers may lack the necessary training to incorporate mobile learning tools into character education effectively, which could undermine their potential benefits.

This study aims to fill the gap in the literature by examining how mobile learning can be effectively used to

build P5 character values in elementary school students. Through a qualitative approach, the study will explore factors influencing the successful implementation of mobile learning in the context of character education, including technological infrastructure, teacher preparedness, and student engagement. By investigating the integration of mobile learning with character development theories, this research will provide valuable insights into how mobile technology can enhance character education and help develop students who are not only academically proficient but also morally grounded and socially responsible. The findings of this study will offer practical recommendations for educators, policymakers, and stakeholders to optimize the use of mobile learning for character education in elementary schools.

2. METHOD

2.1. Research Design

This study employs a qualitative method using a case study design. A qualitative method was selected because the aim is to gain a deep understanding of how mobile learning can contribute to the development of P5 character values in elementary school students, as well as the challenges and benefits that arise from its implementation. The case study design was chosen because it allows for an in-depth exploration of the phenomenon in a real-world context, specifically focusing on elementary schools that have integrated mobile learning into their character education programs (Parrado-Martínez & Sánchez-Andújar, 2020; Rafidah et al., 2023). By concentrating on a small number of schools, this case study will provide rich, context-specific insights into the influence of mobile technology on P5 character development. The case study approach is particularly suited for examining complex phenomena in specific settings, where the interactions between technology, educators, and students can be thoroughly explored (Priya, 2021).

2.2. Participants

The participants in this study are students, teachers, and principals from several elementary schools in East Jakarta that have implemented mobile learning as part of their character education curriculum. To ensure that the sample is relevant to the research objectives, students will be selected through purposive sampling, specifically targeting those in classes where mobile applications are actively used for teaching P5 character values. Teachers who directly engage with the mobile learning tools will also be included, as they can provide valuable insights into the practical challenges and successes of using mobile technology in character education. Furthermore, principals will be interviewed to gather perspectives on school-level policies, leadership strategies, and the overall integration of mobile learning into the curriculum. This multi-perspective approach ensures that the research encompasses the views of all key stakeholders involved in the mobile learning process.

2.3. Research Data Instruments

To gather comprehensive data, this study employs a combination of qualitative and quantitative methods:

- Semi-structured interviews: These will be conducted with students, teachers, principals, and parents to explore their perspectives on the implementation of mobile learning for P5 character education. This interview format allows for flexibility and depth, providing the opportunity to probe participants' experiences and perceptions in detail.
- Classroom observations: These will be carried out to observe how mobile learning is integrated into daily classroom activities and its impact on character education. This method enables the researcher to directly witness the interactions between technology, students, and teachers in a real educational setting.

- Document analysis: Relevant documents, such as syllabi, lesson plans, and evaluation reports, will be reviewed to understand how mobile learning tools are incorporated into the curriculum and character education programs.
- Questionnaires: These will be distributed to students and parents to collect quantitative data regarding the perceived impact of mobile learning on students' understanding and application of P5 character values. Although self-reported data can introduce bias, the inclusion of a diverse range of data sources helps triangulate the findings and reduce the impact of any single method's limitations.

2.4. Data Analysis Techniques

Thematic analysis will be used to analyze the qualitative data collected through interviews, observations, questionnaires, and document reviews. Thematic analysis is appropriate for identifying and interpreting patterns or themes within qualitative data (Braun & Clarke, 2006). The process begins with transcribing the interviews and observations to convert the raw data into a format suitable for analysis. Afterward, the data will be coded to identify categories related to the implementation of mobile learning and the development of P5 character values. Key themes, such as mutual cooperation (gotong royong), independence, critical thinking, and moral character, will be identified and analyzed to assess the influence of mobile learning on character development.

To ensure the credibility and validity of the findings, data triangulation will be employed, which involves comparing data from multiple sources (interviews, observations, questionnaires, and documents) to check for consistency and coherence across the findings (Bazen et al., 2021). Additionally, the limitations of the study, including the potential bias in self-reported data from questionnaires and the limited generalizability due to the case study design, will be acknowledged to provide transparency in the research process. By using thematic analysis and multiple data sources, this study aims to offer a comprehensive understanding of how mobile learning can be effectively used to support character education in elementary schools, particularly in fostering P5 character values.

3. RESULT AND DISCUSSION

3.1. Quisionionairre Result

To find out the extent to which mobile applications influence the formation of P5 characters, a questionnaire was filled out by students. The questionnaire measures the extent to which mobile applications can improve students' understanding of character values, student involvement in discussions, and students' ability to apply character in everyday life.

Table 1. Qusionairre Result

No.	Indicator	Statement	Percentage
1	Understanding of P5 character values	"I find it easier to understand how to cooperate with my friends."	80%
		"The mobile app helps me understand the importance of good character."	85%
		"I can remember the value of gotong royong better after using the app."	75%

2	Involvement in learning	"I am more motivated to learn about character with this app."	82%
		"The app makes me discuss character values more often with my friends."	78%
		"I enjoy learning using the app in class more."	76%
3	Ability to apply character values	"I become more independent in completing tasks after using the app."	70%
		"I help my friends more often when working together after learning with the app."	80%
		"I always strive to be of good character after using the app."	74%

The data obtained through student questionnaires reveal that mobile applications have had a significant impact on the formation of P5 character values, particularly in the areas of understanding, student involvement, and the application of character values in daily life. As shown in Table 1, the majority of students reported enhanced comprehension of the character values, with 80% agreeing that the app helped them better understand the value of gotong royong (mutual cooperation), and 85% stating that it improved their understanding of the importance of good character. These findings are consistent with the cognitive learning theory, which emphasizes the role of active engagement and problem-solving in understanding abstract concepts (Mayer, 2017). The mobile app's ability to break down complex character values into engaging, understandable content is a key factor in this success.

Further, student involvement was notably high, with 82% of respondents feeling more motivated to learn about character and 78% stating they engaged in more discussions with peers about character values after using the app. This aligns with active learning theories, where interactive and participatory methods increase student motivation and engagement (Freeman et al., 2014). The findings also suggest that mobile applications foster a student-centered learning environment, which has been shown to improve learning outcomes in other studies (Garg et al., 2022). Furthermore, 80% of students reported that the app encouraged them to apply character values in real life, specifically in helping friends and taking more initiative in tasks. These results align with research on character education, which stresses that teaching should not only focus on understanding values but also on their real-world application (Duck, 1993).

3.2. Interview Result

In-depth interviews with students further corroborate the survey results, with many expressing that the mobile learning application enhanced their ability to understand and apply P5 character values. Students noted that the visual components such as videos and images helped them grasp abstract concepts like mutual cooperation, making these values easier to internalize. This finding supports the cognitive theory of multimedia learning (Mayer, 2017), which suggests that visual aids can improve comprehension and retention, particularly for complex and abstract concepts.

Several students shared how they found character education more enjoyable and less monotonous when using the app. One student remarked, "*I find it easier to remember what mutual cooperation is because there are pictures and videos that show how we work together with friends.*" This indicates that multimedia features may enhance

engagement by appealing to different learning styles, including visual and kinesthetic learners. Moreover, teachers reported that mobile applications made teaching character values easier and more interactive. However, they also highlighted challenges related to technological infrastructure. One teacher mentioned, "*The application is very helpful, but sometimes internet connection problems interfere, so learning is hampered.*" This points to a broader challenge identified in educational technology research, where limited access to stable internet and technology hampers the effectiveness of digital learning tools (Husnita et al., 2023).

Principals also shared positive feedback, noting that the app motivated students to actively participate in character education, despite the technological challenges. The principal emphasized, "*Despite the technical obstacles, I see children becoming more active and interested in exploring character values.*" This reflects findings in other studies that show mobile learning can enhance student engagement even when faced with infrastructural challenges (Setiawan et al., 2024).

3.3. Observation Result

Classroom observations further highlighted the positive impact of mobile learning on student engagement and creativity. During group activities focused on mutual cooperation, students appeared more enthusiastic and confident in applying character values. One example of this was a student confidently explaining how they helped their classmates complete group assignments, in line with the gotong royong values. These observations align with Vygotsky's Social Development Theory, which suggests that social interaction and collaboration in learning foster deeper understanding and development (Vygotsky, 1978).

Moreover, students demonstrated increased creativity in projects involving the creation of videos that depicted the application of character values in real life. This mirrors findings in other studies, where mobile applications provided opportunities for students to engage in creative and collaborative learning activities, enhancing both their cognitive and social skills (Garg et al., 2022).

However, the observations also underscored a significant challenge: the quality of internet connectivity. In classrooms with unstable internet access, learning was often disrupted, leading to less effective use of the mobile application. In some cases, students were unable to access learning materials or videos buffered frequently, reducing the overall effectiveness of the app. This issue is consistent with the findings of previous studies that highlight the importance of stable technological infrastructure for the successful implementation of mobile learning (Setiawan et al., 2024).

3.4. Discussion

The results of this study indicate that mobile learning can effectively support the development of P5 character values in elementary schools. As seen from both the questionnaires and interviews, mobile applications helped students gain a deeper understanding of character values, engage in active discussions, and apply these values in their daily lives. This aligns with existing educational theories that emphasize the importance of interactive, student-centered learning in promoting character development (Dewi & Alam, 2020; Haleem et al., 2022). Moreover, the use of multimedia elements in the app, such as videos and images,

was crucial in helping students understand abstract character values, supporting Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2017).

However, challenges related to technological infrastructure, particularly internet stability, remain a significant barrier to the effective use of mobile learning applications. As noted by both teachers and students, poor internet access can disrupt the learning process, preventing students from fully benefiting from mobile learning. This aligns with research that identifies infrastructure as a critical factor influencing the success of mobile learning (Sophonhiranrak, 2021). To address this issue, schools must invest in improving their technological infrastructure, including stable internet connections, and ensure that mobile learning tools are optimized for low-bandwidth environments.

In addition, the study emphasizes the importance of parental involvement in character education. Parents who engaged in discussions about character values with their children helped reinforce the lessons learned at school, demonstrating the importance of a holistic approach to character development. This finding is consistent with Epstein's Framework of Parental Involvement in education, which underscores the role of families in supporting students' moral and social development (Epstein, 2018).

This study also highlights several critical implications for education policy and practice. First, it emphasizes the need for schools to prioritize the enhancement of technological infrastructure, particularly ensuring stable internet connectivity to support mobile learning initiatives (Al-Rahmi et al., 2021; Sophonhiranrak, 2021). With a reliable digital environment, mobile learning can become more effective, enabling students to engage fully with educational content. Second, the involvement of parents in their children's character education is crucial. Schools should actively provide resources and training to parents, helping them reinforce character values at home, which has been shown to significantly contribute to the moral and social development of students (Epstein, 2018). Finally, policymakers should focus on the development of mobile learning applications that are not only engaging but also effective in fostering character education, with features that cater to diverse learning styles. This approach aligns with research suggesting that student-centered, multimedia-enhanced learning tools enhance understanding and application of complex values (Booton et al., 2023; Mayer, 2017).

4. CONCLUSION

In conclusion, this study highlights the positive impact of mobile learning on the development of P5 character values among elementary school students. The findings show that mobile learning significantly enhances students' understanding of essential character values such as gotong royong (mutual cooperation), independence, critical thinking, and good character. Students reported that mobile applications made learning these values more accessible, engaging, and motivating, which led to increased discussions and application of these values in daily life. Additionally, the study demonstrates that mobile learning fosters greater student involvement through collaborative activities, such as group discussions and projects. However, challenges related to internet connectivity and access to technology were noted, which can hinder

the effectiveness of mobile learning.

This research supports the integration of mobile learning tools in character education, particularly in elementary schools, but also suggests several practical implications. Educators and policymakers should prioritize improvements in technological infrastructure to ensure consistent access to mobile learning applications. Furthermore, teachers are encouraged to incorporate interactive and student-centered learning strategies that utilize mobile apps to enhance engagement with character education. Future research should explore the impact of mobile learning across different educational levels and contexts to refine the best practices for integrating mobile technology in character development. Finally, further studies could investigate solutions to overcome technological barriers, such as low internet connectivity, ensuring that mobile learning can be universally accessible and effective.

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