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Development of a BRIGHT Curriculum-Based Interactive Video Learning Website to Promote Diversity Competence

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Abstract

Conventional diversity learning in elementary schools is often supported by digital media that primarily deliver content without providing a structured pedagogical framework to systematically develop students' diversity competence. Consequently, students' active participation and meaningful understanding of diversity values remain limited. To address this gap, this study aimed to develop an interactive video learning website based on the BRIGHT Curriculum, a framework designed to strengthen diversity competence through the integration of Belonging, Respect, Inclusion, Global Awareness, Harmony, and Tolerance. This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation phases. The product was validated by one content expert and one media expert and was pilot-tested with 18 fourth-grade elementary school students. Data were collected through observations, expert validation sheets, teacher and student feedback questionnaires, and learning outcome tests. The results showed that the interactive video website achieved a validity score of 86,25% and a practicality score of 95,13%, both categorized as very good. The effectiveness test yielded an N-Gain score of 0,54, indicating a moderate improvement in students' learning outcomes. Additionally, student responses reached 99,44%, reflecting a very high level of acceptance of the developed media. These findings indicate that the interactive video website is valid, practical, and effective in supporting Pancasila education through engaging, interactive, and context-based learning experiences in elementary schools.

Keywords: Interactive Video Website; Pancasila Education; Diversity Competencies; Elementary Schools; BRIGHT Curriculum.

A. Introduction

Diversity is a fundamental characteristic of the Indonesian nation and forms the foundation of its national identity, as reflected in the motto *Bhinneka Tunggal Ika*. However, social realities indicate that the promotion of diversity values among elementary school students continues to face significant challenges in the digital age, including the emergence of stereotypes, tendencies toward group exclusivity, and limited opportunities for meaningful cross-cultural interaction in educational settings (Afifuddin et al., 2025). In an increasingly connected digital society, students' ability to understand, appreciate, and practice diversity has become an essential competency that supports character development and prepares them to participate effectively in the global community (Eutsler & Perez, 2022). To address these challenges, this study developed the BRIGHT Curriculum as a learning framework to strengthen students' diversity competencies. The BRIGHT Curriculum consists of six dimensions: Belonging,

Respect, Inclusion, Global Awareness, Harmony, and Tolerance (BRIGHT). This framework was formulated through a synthesis of theories on diversity education, character education, constructivist learning, and technology-enhanced learning. Diversity education emphasizes the development of students' awareness, respect, and appreciation of social and cultural differences (Banks, 2008), whereas character education promotes values such as empathy, responsibility, tolerance, and integrity (Lickona, 2022).

These dimensions were developed by integrating the principles of character education, multicultural education, global citizenship education, and inclusive learning (James A. Banks, 2020). Through this framework, students are encouraged to value diversity, cultivate empathy, collaborate effectively, and build positive relationships in multicultural environments while strengthening their twenty-first-century competencies (Kemendikbud, 2022). Therefore, the BRIGHT Curriculum serves as the conceptual foundation for developing the interactive video website in this study, providing meaningful, contextual, and technology-supported learning experiences to strengthen students' diversity competencies.

Technology-enhanced learning can foster more interactive and inclusive educational experiences by providing broader access to knowledge and meaningful learning opportunities (Castells, 1996). In Pancasila education, digital media can strengthen students' understanding of diversity values through cultural exploration, visual learning experiences, and interactive activities (Nazri et al., 2024). Previous studies have also shown that interactive digital learning enhances student engagement, motivation, and conceptual understanding (Qutaifan & Alfayez, 2024). This approach is particularly relevant for elementary school students, who benefit from visual, contextual, and interactive learning experiences to understand concepts such as tolerance, collaboration, and cultural diversity (Kemendikbudristek BSKAP, 2022).

Classroom observations were conducted to analyze students' learning needs and the challenges encountered in diversity education. The findings revealed that diversity-related content was primarily delivered through teacher-centered lectures and textbook-based instruction. Although this approach facilitates the transmission of factual knowledge, it provides limited opportunities for students to participate actively in discussions, collaborative learning, activities that foster an understanding of others' perspectives, and real-world problem-solving related to diversity. Consequently, students tend to understand diversity only at a conceptual level, with insufficient opportunities to practice appreciating different viewpoints or interacting with diverse perspectives in meaningful learning situations. This limitation is particularly concerning in the context of twenty-first-century education, which emphasizes sociocultural competencies

such as intercultural understanding, empathy, collaboration, and effective communication with individuals from diverse backgrounds. Therefore, learning environments that rely heavily on conventional teaching methods may not adequately support the development of these competencies, highlighting the need for more interactive and student-centered learning approaches that enable students to experience, reflect on, and apply diversity values in authentic contexts (Costa, 2024). Accordingly, there is a need for innovative learning media that are not only informative but also interactive, responsive, and capable of actively engaging students in meaningful learning experiences (Ihwan & Rusnilawati, 2025).

The development of interactive educational video websites represents a strategic solution, as it integrates images, animations, audio, and gamification into a single, easily accessible platform. This approach aligns with the demands of education in the digital era, which requires learning environments that expand access, improve educational quality, and reinforce values such as tolerance and diversity (Asbah & Firdaus, 2025). Furthermore, website-based learning enables educators and students to access learning materials flexibly, strengthen digital literacy, and foster a more collaborative learning ecosystem (Kemendikbudristek BSKAP, 2022).

Recent studies by Herlinawati et al (2024), Bajaj (2024), Sahoo & Khuntia (2024) have demonstrated that technology-supported learning promotes student-centered learning, engagement, collaboration, and the development of twenty-first-century competencies. Similarly, studies on diversity education have reported that digital learning tools enhance students' intercultural understanding, empathy, and appreciation of social and cultural differences through authentic and context-rich learning experiences (Lee, 2024, Finkelstein, 2025).

In citizenship education, interactive digital learning has also been shown to increase student participation and social (Nashir et al., 2024) Moreover, technology-integrated learning approaches improve students' understanding of civic values and their application in everyday life (Hidayatulloh et al., 2025). Nevertheless, most previous studies have primarily examined the effectiveness of digital media, interactive videos, or web-based learning platforms in improving student engagement and learning outcomes (Rahayu, 2025). Comparatively limited attention has been given to developing interactive websites specifically designed to strengthen diversity competencies through an integrated curriculum framework for elementary school students (Susanti et al., 2026).

Despite these advances, research on the development of an interactive video website based on the BRIGHT Curriculum to strengthen students' diversity competencies remains limited. Existing studies have largely focused on the general use of digital media without integrating a curriculum framework that

systematically combines the principles of Belonging, Respect, Inclusion, Global Awareness, Harmony, and Tolerance into the learning process. Based on this research gap, this study aims to develop an interactive educational video website based on the BRIGHT Curriculum to strengthen diversity competencies among elementary school students through interactive, contextual, and technology-supported learning.

B. Research Methods

This study employed a Research and Development (R&D) approach using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The ADDIE model was selected because it is systematic, structured, and iterative, making it suitable for developing technology-based learning materials tailored to students' learning needs of technology-based learning materials tailored to the needs of students (Branch, 2009).

The development process followed the ADDIE model, which consists of five stages: (1) analysis, which focused on identifying students' learning needs and learning problems; (2) design, which included planning the learning content, website interface, and learning activities; (3) development, which involved creating and validating the interactive video website through expert review; (4) implementation, which involved pilot-testing the product to assess its practicality and effectiveness among students; and (5) evaluation, which consisted of analyzing the pilot-test results, making final revisions, and producing the final product (Buchori, 2025).

This study was conducted at an elementary school and involved 18 fourth-grade students during the first semester of the 2025/2026 academic year. The product developed was an interactive educational video website based on the BRIGHT Curriculum with the theme *Unity in Diversity*. The number of participants was considered adequate for the implementation phase because the primary objective was to evaluate the initial practicality and effectiveness of the developed product in a real classroom setting rather than to generalize the findings to a larger population. Small-scale trials are commonly conducted in educational product development research to obtain initial feedback and identify areas for improvement before broader implementation.

Product Validator

The product validation process involved one content and language expert and one media and instructional design expert. These validators were selected based on their professional expertise to evaluate the accuracy of the learning materials and the quality of the media design. Their feedback served as the basis for revising the product before its implementation.

Research Instruments

This study used several instruments to collect data. The content validation sheet consisted of 14 items covering content quality, alignment with the BRIGHT Curriculum, language appropriateness, and material usability. The media validation sheet contained seven items assessing instructional appropriateness and media quality. Both validation instruments used a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). In addition, the teacher feedback questionnaire consisted of 13 items, whereas the student feedback questionnaire contained 10 dichotomous items (Yes/No). An observation sheet was used to record students' participation during learning activities, and pre-test and post-test instruments were administered to measure students' learning outcomes before and after the implementation of the interactive educational video website. The outline of the research instruments is presented in Table 1.

Table 1. Research Instruments

Instrument	Purpose	Number of Items
Content Validation Sheet	Assessing content quality	14
Media Validation Sheet	Assessing media quality	7
Teacher Response Questionnaire	Assessing practicality	13
Student Response Questionnaire	Assessing student responses	10
Pre-test and Post-test	Assessing learning outcomes	10

Instrument Validity and Reliability

Before administration, all research instruments underwent expert review to ensure their relevance and suitability for the study. The validation process involved one content expert and one media expert, who evaluated the clarity, appropriateness, and alignment of the instruments with the study objectives. The feedback provided by these experts was incorporated into the instrument revision process.

Data Analysis Techniques

The data were analyzed using quantitative and qualitative descriptive techniques. Quantitative data obtained from the validation sheets, questionnaires, and learning outcome tests were used to evaluate the validity, practicality, and effectiveness of the developed product. Meanwhile, qualitative data obtained from experts' comments and suggestions served as the basis for product revision and evaluation.

The percentage score was calculated using the following formula:

$$P = \frac{S}{N} \times 100\%$$

Notes:
P = percentage of the score
S = score obtained
N = maximum score
The product is considered valid and practical if it achieves a percentage of ≥ 60%.

Product Effectiveness Test

To measure the effectiveness of the developed media, an N-Gain Score analysis was conducted based on students' pre-test and post-test results. This analysis was used to determine the improvement in students' diversity competencies following the implementation of the interactive educational video website.

Evaluation Criteria

The criteria for assessing validity, practicality, and student response have been revised as follows:

Tabel 2. Criteria for the Categories of Validity, Practicality, and Student Response

Interval	Criteria
81% – 100%	Very Good
61% – 80%	Good
41% – 60%	Enough
21% – 40%	Less
0% – 20%	Very Poor

A product is considered acceptable if it is rated at least "Good" (≥ 61%).

C. Results and Discussion

This study resulted in the development of an interactive educational video website for Pancasila Education with the theme *Bhinneka Tunggal Ika in Diversity* using the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The website was developed using Canva and Wordwall to support more interactive and adaptive learning experiences for elementary school students.

1. Analyze Phase

The analysis phase was conducted to identify students' learning needs and

challenges related to diversity competencies in Pancasila Education. Data were collected through classroom observations involving 18 fourth-grade students and interviews with the classroom teacher. The findings indicated that classroom instruction primarily relied on textbooks and learning videos available on YouTube, with limited use of interactive digital media. The observation results showed that all 18 students (100%) demonstrated enthusiasm when visual learning resources were used during classroom instruction. This finding was supported by the classroom teacher, who reported that students were more enthusiastic and actively participated in learning activities when YouTube videos were incorporated into the lessons.

However, the learning videos available on YouTube did not provide interactive features that enabled students to explore diversity concepts independently and contextually. Consequently, opportunities for students to actively develop diversity competencies remained limited. These findings indicate the need for interactive, technology-supported learning media that facilitate more meaningful learning experiences. Based on these findings, an interactive educational video website based on the BRIGHT Curriculum was developed to increase student engagement and support the development of diversity competencies among elementary school students.

2. Design Phase

During the design phase, the instructional materials and the initial prototype of the interactive educational video website were developed based on the BRIGHT Curriculum. This curriculum served as the foundation for formulating the learning objectives, organizing the instructional content, designing interactive learning activities, and developing assessment components to support the development of diversity competencies in Pancasila Education. In addition, a site map consisting of the home page, program profile, interactive videos, assessments, and reflection activities was designed to ensure user-friendly navigation for elementary school students. The initial appearance of the developed product is presented in Figures 1–8.

Figure 1. Cover

Figure 2. Main menu

Figure 3. Learning objectives

Figure 4. First topic

Figure 5. Lesson six

Figure 6. Lesson seven

Figure 7. Practice questions

Figure 8. Quiz/game

3. Development Phase

Following the development of the interactive educational video website, the product underwent expert validation and revision based on the validators' recommendations. The validation process involved two experts: one media expert and one educator who served as the subject matter expert in Pancasila Education. The results of the expert validation are presented in Table 3.

Tabel 3. Validation Results for the Interactive Educational Video Website

Aspect	Indicator	Percentage of Votes Received	Category
Content	Curriculum	93,75%	Very Good
	Presentation of the Material	83,33%	Very Good
	Language	87,5%	Very Good
Media	Apprearance	75%	Good
	Relevance to the	91,66%	Very Good

	material		
	One average	86,25%	Very Good

The expert validation results indicate that the developed interactive educational video website is valid and appropriate for use in elementary school learning. Among the assessed aspects, the curriculum component received the highest score (93,75%), followed by material relevance (91,66%), language (87,50%), and material presentation (83,33%), all of which were categorized as **very** good**.** Meanwhile, the visual design aspect obtained a score of 75,00%, which fell within the good category, indicating that minor improvements to the visual appearance were still needed. Overall, the product achieved an average validation score of 86.25%, which was categorized as very good. These findings suggest that the website possesses appropriate content, instructional design, and interactive features to support elementary school learning. This result is consistent with previous studies reporting that well-designed interactive learning media can enhance student engagement and facilitate meaningful learning experiences (Richard E. Mayer, 2024).

Based on the expert validation findings, several revisions were made to improve the quality and suitability of the web-based interactive video learning materials. In particular, improvements focused on the visual design aspects identified by the validators. The visual design before revision is presented in Figure 9, while Table 5 summarizes the experts' feedback and the corresponding revisions.

Figure 9. Before the revision

Figure 9 needs to be revised based on expert input. The expert input can be seen in Table 4.

Table 4. Product Revision Based on Expert Feedback

Product Before Revision	Expert Input	Product After Revision
The cultural diversity material only provided general explanations without concrete examples.	Add representative examples of Indonesian culture to make the material more contextual and easier for students to understand.	Examples of traditional clothing, traditional houses, regional dances, and local foods from different regions of Indonesia were added.

Based on the expert validation findings, several revisions were made to improve the quality and suitability of the web-based interactive video learning materials. In particular, improvements focused on the visual design aspects identified by the validators. The visual design before revision is presented in Figure 9, while Table 5 summarizes the experts' feedback and the corresponding revisions.

Figure 10. After revision

Based on the validators' recommendations, the cultural diversity content was revised by incorporating concrete examples of Indonesian culture. The previous version presented only general explanations without specific cultural illustrations. Therefore, examples such as traditional clothing, traditional houses, regional dances, and local foods from various regions of Indonesia were incorporated into the learning materials. This revision was intended to enhance the contextual relevance of the content and facilitate students' understanding of cultural diversity. As a result, the revised product became more comprehensive, engaging, and consistent with the validators' recommendations. These revisions also improved the suitability of the interactive educational video website for the characteristics and learning needs of elementary school students while supporting more interactive and contextual learning experiences.

4. Implementation Phase

The developed interactive video learning website was implemented with 18 fourth-grade elementary school students as part of their Pancasila Education curriculum. To evaluate its effectiveness, the students completed a pre-test before using the learning media and a post-test after completing the learning activities. The results indicated an improvement in students' learning outcomes following the use of the interactive video learning website. The pre-test and post-test results are presented in Table 5.

Table 5. Results of the Pre-Test and Post-Test

Components	Average Score
Pre-Test	64,2
Post-Test	83,5

Based on these findings, an effectiveness analysis was conducted using the N-Gain test. As presented in Table 6, the average score increased from 64.2 on the pre-test to 83.5 on the post-test, indicating an improvement in students' understanding after using the developed instructional media. To determine the extent of this improvement, an N-Gain analysis was performed. The results of the N-Gain analysis are presented in Table 6.

Tabel 6. N-Gain Test Results

Components	Results
N-Gain Value	0,54
Category	Moderat

As shown in Table 6, the N-Gain score was 0.54, which falls within the moderate category. This result indicates that the BRIGHT Curriculum-based interactive video website was effective in improving students' understanding of the **"Unity in Diversity"** concept in elementary school learning.

The implementation phase was intended to evaluate the practicality of the developed interactive video learning website in a real classroom setting. According to (Nieveen, 1999b) an educational product can be considered practical if it is easy for teachers and students to use, can be implemented as intended, and receives positive feedback from its users. To assess these aspects, a field trial was conducted involving 18 fourth-grade elementary school students during a Pancasila Education lesson. The practicality of the interactive video learning website was evaluated through questionnaires administered to both teachers and students after the lesson. Following Nieveen's framework, the assessment focused on three indicators: readiness for use, ease of use, and the suitability of the media in supporting the learning process. The collected data were analyzed to determine the practicality of the developed product. The results of the practicality test are presented in Table 7.

Tabel 7. Results of the Media Practicality Test

Aspect	Indicator	Percentage of Votes Received
Teacher	Preparation for Use	100%
	Usage	96,19%
	Election	87,69%
Students	Usage	96,67%
On average		95,13%
Category		Very Good

The average practicality score of 95.13% indicates that the developed website is highly practical for classroom use. The high scores obtained from both teachers and students suggest that the website is easy to use, effectively supports learning activities, and can be readily integrated into Pancasila Education lessons. These findings indicate that the developed product met (Nieveen, 1999a) practicality criteria and was suitable for implementation in elementary school classrooms.

5. Evaluation Phase

The evaluation phase was conducted to identify the strengths and areas for improvement of the interactive video learning website following its implementation in the classroom. The findings from the implementation phase indicated that students responded positively to the learning media. The student feedback questionnaire yielded an average score of 99,44%, which was categorized

as "Very Good," indicating high levels of interest, ease of use, learning motivation, and perceived usefulness. In addition, classroom observations and student feedback suggested that the website effectively supported learning activities and increased student engagement during Pancasila Education lessons. Based on these findings, several minor revisions were made to further improve the quality of the product. These revisions included refining the instructional wording, improving navigation clarity, and optimizing the presentation of learning content to enhance accessibility and ease of use for elementary school students. The final product was an interactive video learning website designed to support Pancasila Education, particularly the topic of cultural diversity. The website integrated educational videos, cultural examples, interactive activities, and user-friendly navigation features. Overall, the final version met the criteria for validity, practicality, and effectiveness, making it suitable for use in elementary school learning environments. Table 8 presents the results of the student response questionnaire collected during the implementation phase.

Tabel 8. Results of the student response sheet

Assessment Criteria	Percentage of Votes Received
Interest in the Media	99,37%
Ease of Use	98,95%
Motivation to Learn	99,68%
The Benefits of Media	99,75%
On average	99,44%
Category	Very Good

The findings indicate that the BRIGHT Curriculum-based interactive video learning website was valid, practical, and effective in supporting Pancasila Education, particularly in strengthening students' diversity competence. The effectiveness of the developed product appeared to be influenced not only by the integration of interactive digital technology but also by the pedagogical foundation provided by the BRIGHT Curriculum. As the conceptual framework for media development, the BRIGHT Curriculum guided the formulation of learning objectives, the organization of instructional content, the design of interactive learning activities, and the development of assessment tasks. Its six dimensions—Belonging, Respect, Inclusion, Global Awareness, Harmony, and Tolerance—were systematically integrated into the learning process to ensure that students not only acquired knowledge about diversity but also developed attitudes and behaviors reflecting respect, collaboration, and social responsibility. Consequently, the developed website functioned not only as a digital learning

medium but also as a curriculum-based instructional tool that systematically supported the development of students' diversity competence.

This finding is consistent with (Banks, 2008) theory of multicultural education, which emphasizes that diversity education should extend beyond the transmission of factual knowledge by fostering students' attitudes, values, and competencies needed to live in multicultural societies. Likewise Lickona (2022) argues that character education becomes more meaningful when values are intentionally integrated into learning experiences rather than taught as isolated concepts. In this study, the BRIGHT Curriculum operationalized these theoretical principles by embedding diversity values into the instructional objectives, learning materials, interactive activities, and assessment processes. Therefore, the effectiveness of the developed media can be understood not only as the result of technological innovation but also as the outcome of a curriculum framework specifically designed to strengthen diversity competence.

The effectiveness of the developed website was further supported by its interactive digital features, which enabled students to participate actively in the learning process through educational videos, interactive activities, and contextual learning experiences. These features increased students' motivation, participation, and conceptual understanding during classroom instruction. This finding is consistent with previous research by Nashir et al., (2024) which reported that interactive video-based learning media enhance students' participation and understanding through visual and communicative learning experiences. Similarly, Setyawati et al., (2025) found that interactive digital media improve learner engagement by providing adaptive and meaningful learning experiences, while Madona et al., (2023) demonstrated that multimedia-based learning materials on cultural diversity received positive responses from elementary school students and facilitated conceptual understanding.

However, unlike previous studies that primarily focused on the effectiveness of digital media or interactive technology, the present study demonstrates that curriculum design also plays an important role in determining the effectiveness of digital learning media. The integration of the BRIGHT Curriculum distinguishes this study from previous research because the curriculum served as the pedagogical foundation for developing the website rather than functioning merely as learning content. The curriculum framework ensured that every component of the media—including learning objectives, instructional materials, interactive activities, and assessments—was systematically directed toward strengthening diversity competence. Therefore, the contribution of this study lies not only in developing an interactive video learning website but also in demonstrating how a curriculum-based instructional framework can enhance the educational value of digital learning media.

Despite these promising findings, this study has several limitations. First, the implementation involved only 18 fourth-grade students from a single elementary school, which limits the generalizability of the findings. Second, the developed product was implemented only in the context of cultural diversity within Pancasila Education. Therefore, future studies are recommended to involve larger and more diverse samples, implement the BRIGHT Curriculum framework across different subjects and educational settings, and examine its long-term effects on students' diversity competence, character development, and digital literacy.

D. Conclusion

This study provides an empirically grounded account of the development of an interactive educational video website based on the BRIGHT Curriculum with the theme *Bhinneka Tunggal Ika in Diversity* for fourth-grade elementary school students by addressing the need for digital learning media that integrate curriculum objectives with interactive technology in Pancasila Education. The findings demonstrate that the developed website fulfilled the criteria of validity, practicality, and student acceptance, with all evaluation results categorized as very good. Furthermore, the effectiveness test showed a moderate improvement in students' learning outcomes (N-Gain = 0.54), indicating that the website contributed to enhancing students' understanding of cultural diversity through interactive and contextual learning experiences. The theoretical contribution of this study lies in providing empirical evidence that curriculum-oriented digital learning media integrating interactive educational videos can effectively support the implementation of the BRIGHT Curriculum in elementary Pancasila Education. The practical contribution is the development of a validated web-based learning medium that can be utilized by teachers to facilitate more engaging, student-centered, and contextual learning on the topic of cultural diversity. Nevertheless, the findings should be interpreted with caution because the study was conducted within a limited research setting and focused on a single learning topic and grade level, thereby limiting the direct generalizability of the results.

Two directions for future research are recommended. First, further studies should evaluate the implementation of the developed website across different schools, grade levels, and educational contexts to examine its broader applicability. Second, future research should extend the development of interactive educational video websites to other topics within Pancasila Education and other elementary school subjects to further investigate their effectiveness in supporting diverse learning outcomes.

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F. Author Contribution Statement

AH served as the first author and was primarily responsible for conceptualizing the study, designing the research methodology, drafting the manuscript, and conducting the data collection and analysis. UA contributed to the development of the manuscript, supported the research design, and participated in the data collection and analysis. JS contributed to the development and revision of the manuscript and assisted with the data collection and analysis. M supervised the research process, provided critical revisions to the manuscript, and contributed to the data analysis and interpretation.

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