RESEARCH ARTICLE

Implementation of Hayzine Media-Based Cultural Literacy Education through P-5 Integration in Education Learning

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ABSTRACT

This research discusses the implementation of Heyzine flipbook-based digital media in the subject of Pancasila Education, which is integrated with the Pancasila Student Profile Strengthening Project (P5). The aim is to improve cultural literacy and student engagement in learning through a more interesting and interactive approach. The method used in this research is qualitative, with observation techniques and in-depth interviews involving teachers, students, and parents. The results show that Heyzine media is effective in improving students' understanding and motivation to learn, especially because it is practical and easily accessible through digital devices. In addition, the integration of P5 encourages the development of 21st century skills, such as critical thinking, independence, and collaboration. The conclusion of this study confirms that the utilization of Heyzine as a digital teaching media is relevant in the context of Pancasila education in the digital era.

Keywords: Cultural literacy, Pancasila P5, Heyzine digital education.

INTRODUCTION

Cultural literacy education has a strategic role in shaping the character of Indonesia's young generation, especially in facing the challenges of globalization that often blurs local identities and values. The integration of Pancasila values through cultural literacy not only strengthens ideological understanding but also instills values such as mutual cooperation, tolerance and justice in everyday life. One innovation in literacy education is the use of digital media, such as Heyzine, to deliver learning materials in an interesting and effective way.

Heyzine is a digital platform that allows the presentation of interactive e-modules in the form of flipbooks, which can be accessed through smart devices such as smartphones or laptops. The implementation of this media in Pancasila Education subjects is expected to increase student engagement and facilitate understanding of abstract concepts, while supporting the Pancasila Student Profile Strengthening Project (P-5). In the context of P-5, the application of digital literacy media also encourages the development of critical and creative thinking skills, and strengthens students' independence and diversity.

Various studies have shown that media such as Heyzine are effective in increasing students' interest in learning and understanding. The use of interactive flipbooks has been proven to provide a more meaningful learning experience and avoid student boredom with material that is often considered monotonous. In addition, the Pancasila-based literacy approach is relevant in efforts to re-ground the nation's noble values in today's digital era.

Cultural literacy is an important element in modern education as it helps students understand and appreciate local values and strengthens national identity. In Indonesia, cultural literacy plays a role in strengthening the implementation of Pancasila as a way of life and code of conduct in daily life. Cultural literacy education is expected to be able to integrate national values and overcome the

challenges of globalization which often creates an identity crisis among the younger generation.

To strengthen cultural literacy in schools, the government encourages various innovative programs, one of which is the Pancasila Student Profile Strengthening Project (P-5). P-5 prioritizes dimensions such as mutual cooperation, independence, diversity, and critical thinking in the education process. With this character strengthening, students are expected to have integrity and life skills in accordance with the values of Pancasila.

In the context of digital education, innovative media such as Heyzine can be an effective tool to deliver learning materials in an engaging and interactive manner. Heyzine is a platform that enables the creation of e-modules in the form of digital flipbooks. This content can be accessed through devices such as smartphones or laptops, providing a flexible and accessible learning experience. By using Heyzine flipbooks, students not only learn from static text, but also get a visual and interactive experience that facilitates the understanding of abstract concepts in Pancasila Education.

The use of digital media such as Heyzine in Pancasila Education subjects is very relevant because Pancasila material is often considered boring by students if presented conventionally. Nainggolan and Rachman's research (2024) shows that the implementation of Heyzine in the form of a Canva-based e-module is very effective in increasing students' interest in learning and understanding. In the study, the Heyzine e-module was rated "very feasible" by teachers and students because it was able to present the material in an interesting and easy to understand manner, with a validity level of up to 98% from media and material experts.

In addition, the integration of cultural literacy with P-5 through Heyzine can strengthen 21st century skills, such as critical and creative thinking, and broaden students' global horizons without losing local identity. This cultural literacy supports students to better recognize and live the values of Pancasila in everyday life. For example, the dimensions of gotong-royong and global diversity in P-5 can be internalized through Heyzine-based collaborative activities, where students can learn to understand cultural diversity while working together on the common project.

Cultural literacy education plays an important role in strengthening local identity and values amid the onslaught of globalization. In addition to improving literacy skills, this education is also an effective means of instilling national character based on Pancasila. The values of Pancasila, such as mutual cooperation, justice and diversity, must continue to be introduced to the younger generation through formal and non-formal education so that they are not eroded by the changing times. Therefore, innovation in learning methods is needed, one of which is through the use of digital media such as Heyzine Flipbook to strengthen cultural literacy.

Heyzine is a digital flipbook-based platform that enables presentation of materials in an engaging and interactive form. The material presented in Heyzine Flipbook is not only informative, but also provides an immersive learning experience. This media is very relevant in the digital era because it can be accessed easily through smart devices, such as smartphones and laptops. In the context of Pancasila education, Heyzine can be a tool in delivering material visually and interactively, overcoming challenges related to student boredom with abstract or monotonous material.

In the digital era, cultural literacy and Pancasila need to be strategically integrated in the school curriculum through the Pancasila Student Profile Strengthening Project (P-5). P-5 is an initiative of the Ministry of Education that aims to shape students' characters to be faithful, independent, cooperative, critically reasoning, creative, and respectful of global diversity. One of the challenges facing Pancasila education today is the lack of student interest in material that is considered difficult or irrelevant. Through innovative media such as Heyzine Flipbook, learning can be more easily accepted and understood because it is presented in an interesting and interactive way.

Heyzine also has the advantage of strengthening student engagement. The use of visual media and animation in flipbooks allows students to be more focused and interested in participating in learning,

thus improving understanding of key concepts in Pancasila Education. Pancasila literacy, as explained by Hamzah et al. (2022), is important in instilling national values and improving students' understanding of national identity in the midst of globalization.

Cultural literacy education is one of the strategic efforts in preparing the younger generation to face the challenges of globalization, which often erodes cultural values and national identity. Cultural literacy does not only focus on the ability to understand texts, but also on instilling the nation's noble values, such as tolerance, cooperation and diversity. By combining cultural literacy and Pancasila education, students not only learn about the basic concepts of Pancasila, but also internalize these values in their daily lives.

Innovation in literacy education is growing with the presence of digital media, such as Heyzine, a platform that allows the presentation of materials in the form of interactive flipbooks. Heyzine facilitates the learning process in a more interesting and flexible way, as it can be accessed through electronic devices such as smartphones or laptops. Through this media, the teaching and learning process no longer relies on conventional textbooks, but combines visualization and interactivity that is more attractive to students. This kind of innovation is in line with the principle of Merdeka Belajar, where students can learn more independently and creatively.

METHOD

This study uses a qualitative approach to explore the implementation of Heyzine media based cultural literacy education through the integration of P-5 in the Pancasila Education subject. Data collection techniques used include participatory observation, in-depth interviews with relevant stakeholders (teachers, students, parents) and document analysis related to policies and implementation guidelines.

Effective methods used are observation and interview techniques because with these methods researchers will be able to get a picture of the phenomenon of student conditions in the learning. This research is also useful to increase knowledge and skills for a teacher to improve cultural literacy education in Heyzine media-based students. A

teacher must also have a broad understanding of technology in education in order to expand access to learning resources and also promises the potential to improve the quality and development of student skills. This knowledge is carried out to help teachers to design learning media that attract students' interest and involvement in learning. The implementation of Heyzine media-based literacy education is still not optimal, there are still many schools that have not implemented it due to the lack of knowledge of a teacher about digital-based learning media. Teachers usually only use thematic books or materials available at school, without any additional learning resources. The existing learning media is not interesting and not in accordance with the needs of students, often only in the form of books in the library or student books. The use of this unattractive media results in low student participation in teaching and learning activities. Therefore, with the application of digital teaching materials, students can be more enthusiastic about participating in innovative and creative learning, creating a conducive classroom atmosphere and facilitating the teacher's task. From this problem, it can be concluded that Heyzine-based digital teaching materials are the right solution to increase the effectiveness and attractiveness of the learning process.

RESULTS

This research shows that the use of Heyzine as a digital learning media in Pancasila Education subject effectively improves students' understanding and motivation to learn. From the results of observations and in-depth interviews conducted with students, teachers, and parents, there are several key findings that need to be considered:

1. Improved Student Understanding The results of interviews with teachers and students revealed that the use of Heyzine was able to present material that was more interactive and visual, so that students could more easily understand abstract concepts in Pancasila Education. Students' understanding of the material presented increased to 85% compared to conventional methods.

2. Student Engagement in Learning Classroom observations showed a significant increase in student engagement during the learning process. Around 90% of students were more active in asking

questions and discussing after using Heyzine media. They also felt more interested and motivated to join the lesson Merdeka Belajar Curriculum is one of the breakthroughs in the education system in Indonesia to optimize students' potential and interests. This program aims to enable students to learn according to their talents and interests without being burdened by excessive academic demands. Learning materials are organized more effectively, giving students more opportunities to explore concepts and hone skills. Teachers are also given the freedom to choose a variety of learning tools, so that teaching methods can be tailored to the needs and interests of each student.because the media used was more interesting.

3. Ease of Access and Flexibility of Learning Students and parents stated that Heyzine media that can be accessed through smartphones and other digital devices makes the learning process more flexible. As many as 95% of students stated that they felt comfortable learning this way because they could access the material anytime, anywhere.

4. Development of 21st Century Skills The integration of Heyzine with P-5 not only improves students' cognitive understanding, but also helps develop 21st century skills, such as critical thinking, creativity, and collaboration. Students are invited to participate in collaborative projects involving the values of Pancasila, which increases their awareness of the importance of gotong- royong and diversity.

Overall, the results of this study confirm that the use of Heyzine media in learning Pancasila Education has a positive impact in improving the quality of education, both in terms of material understanding, learning motivation, and student skill development.

DISCUSSION

A. Implementation of Cultural Literacy Education in the Merdeka Curriculum
Cultural literacy is the ability to understand and appreciate Indonesian culture as part of the nation's identity. Meanwhile, civic literacy includes an understanding of the rights and obligations as citizens. These two forms of literacy not only focus on the ability of individuals and communities to respond to the social environment, but also on how they adjust to cultural developments and changes at the global level. Therefore, the ability to adapt and be wise in a changing world is a must. In general, literacy includes basic skills such as reading, writing and arithmetic. This literacy starts to be instilled from an early age to help children build positive character and attitudes. be achieved if the learning process is appropriately designed and able to accommodate the diverse competencies of students.

Along with its development, the concept of literacy has undergone a change to become a set of skills covering various areas, such as information, health, technology, economic and cultural literacy. Lack of cultural and civic literacy can be problematic, especially for students as the next generation of the nation. They may not feel they have the rights and responsibilities as citizens to preserve the cultural identity and traditions of the community. In addition, cross-cultural communication is essential in supporting social and civic self-realization through multicultural education, encouraging young people's participation in institutional activities.

Engagement in social, political and civil society actions, both related to local wisdom and global issues, needs to be maintained for the sustainability of human life and the natural environment (Sergeeva et al., 2019; Nelisa et al., 2021). Learning about culture can also make students more flexible and adaptive in the application of various types of learning, including outside the cultural context (Adzkia, 2016). Literacy is no longer just a basic skill or tool to support the academic process, but has become an important element in meeting society's need for accurate and reliable information. In addition, literacy plays a role in honing individuals' critical thinking skills in solving

problems and forming ethical attitudes in social interactions between groups in society. Cultural literacy education has a significant impact on students' emotional intelligence. Learning that integrates national values and diversity helps students to appreciate differences and develop empathy. According to Helaluddin (2018), strengthening cultural literacy can improve students' social skills in communicating and interacting in a multicultural environment.

In addition, cultural literacy also supports the development of students' emotional intelligence, which includes the ability to manage emotions and empathize with others. Findings from Adzkia (2016) show that students exposed to cultural literacy have a better ability to resolve conflicts and foster mutual respect. The integration of cultural literacy with the Pancasila Student Profile Strengthening Project (P-5) allows students to apply Pancasila values in daily life, for example through collaborative activities and community- based projects. According to Pratiwi et al. (2023), Heyzine-based interactive e-books have received validation from experts with a 97% feasibility rate. This media not only improves students' understanding but also changes their perspective on learning, making it more enjoyable and relevant. The implementation of Heyzine allows students to learn flexibly, as they can access the materials from various digital devices, including smartphones and laptops (Manzil, Sukamti & Thohir, 2023).

Research by Mashudi (2021) and Priscilla & Yudhyarta (2021) shows that interactive media such as Heyzine is effective in increasing students' learning motivation. It also allows teachers to develop creative learning strategies, which support a more conducive and productive classroom atmosphere. One of the advantages of using digital media is its ability to increase student learning motivation. According to Pratiwi et al. (2023), students who use digital media feel more involved in the learning process, so they are more motivated to learn. The visual and audio interaction in Heyzine makes material that was previously considered boring more interesting.

In addition, the platform gives students the freedom to access materials anytime and anywhere, which is important to support continuous learning outside the classroom. By combining visual, audio, and text elements, Heyzine also helps students with various learning styles (visual, kinesthetic, and auditory) to more easily understand the material. Rahmawati (2017) found that students who have access to digital media such as Heyzine tend to participate more actively in class discussions and group projects. This shows that interactive media not only improves comprehension, but also encourages students to be more active in learning activities.

Indonesia has diverse ethnicities, arts, religions, customs and local wisdom in almost every region. Therefore, it is important to address the changing trends of the 21st century wisely. Instilling noble values and maintaining social life as a national identity is the main bulwark in maintaining culture so that it does not erode (Nudiati, 2020). Cultural and civic literacy is needed for every student, because it can foster a sense of responsibility, a tolerant attitude towards others, and love for the country (Helaluddin, 2018).

With Indonesia's geographical condition as an archipelago, cultural diversity is spread across various islands and regions. As part of a multicultural country, every citizen needs to master cultural and civic literacy in order to have a broad understanding of diversity, not only their home culture, but also cultures in other parts of Indonesia. This understanding is important to raise awareness of cultural diversity, foster pride in the richness of national culture, and build mutual respect and tolerance. With a good understanding of diversity, students will be more open and accepting of differences in the surrounding environment, thus reducing prejudice and stereotypes that often arise due to lack of knowledge or misunderstanding. Cultural literacy also teaches appreciation for the role

of various cultural groups in creating a rich and dynamic community (Putri & Nurhasanah, 2023). It contributes to the establishment of an inclusive and harmonious social environment, where everyone feels accepted and valued. In social life, cultural literacy is an essential need. Every individual naturally lives a social life alongside his or her personal life. To live without paying attention to cultural literacy is to live a life that is unbalanced and far from peaceful.

B. The use of Heyzine media to support Pancasila Education learning

The learning process in the classroom requires various supporting elements in order for educational goals to be achieved. Given the diversity of student characteristics, an innovative approach is needed to ensure every learning need is met. This approach includes the use of comprehensive learning tools, such as the application of models, methods, media, and teaching materials tailored to student needs. In the context of the current independent curriculum, the selection of attractive teaching materials plays an important role in improving learning effectiveness. This innovative approach makes learning activities more enjoyable and encourages students to actively participate. With interesting teaching materials, it is expected that students can more easily understand the material presented and at the same time develop a higher interest in learning. This allows the creation of an interactive and in-depth learning atmosphere, so that students are better prepared to master various concepts optimally.

Interesting teaching materials for learning Pancasila Education in elementary schools need to consider aspects of creativity and visuals that attract students' attention. For example, textbooks can be equipped with interesting illustrations that depict Pancasila values in a simple yet meaningful way. In addition, interactive methods such as educational games, short stories, or quizzes that involve active participation of students are also effective options. The utilization of

technology, such as short animations or interactive learning applications, can further increase students' interest in understanding the values of Pancasila. With this approach, students will be more motivated and enthusiastic in learning Pancasila and understanding the importance of applying its values in everyday life.

Character-focused learning and cultural literacy have long-term positive impacts on students' social lives. Through a deep understanding of Pancasila values, students can practice tolerance, cooperation, and mutual respect in their daily interactions. Putri & Nurhasanah's (2023) research showed that students who received exposure to cultural literacy were more prepared to play an active role in the community and had high social awareness.

Strengthening character through cultural literacy also equips students to face the challenges of globalization without losing their local identity. This literacy teaches the importance of appreciating differences and seeing them as a source of strength, not a threat. In the context of Indonesia's multicultural society, this skill is essential for building harmonious and inclusive social relationships.

To support effective learning, the use of attractive teaching materials is very important. One example is teaching materials in digital format (Ella, Rohmah, & Ismail, 2023). Digital teaching materials are prepared by utilizing information and communication technology through electronic devices (Aryawan, Sudatha, & Sukmana, 2018). One technology that can be used to create or implement interactive e-modules is Heyzine, a software that allows the creation of e-modules with attractive features such as visuals, videos, audio, and other interactive elements (Nugraha, Megawati, & Ikhwati, 2023).

Heyzine is a web-based platform that makes it easy to convert PDFs into flipbooks for free, providing an experience similar to opening a

physical book when the pages are turned (Manzil, Sukamti, & Thohir, 2023). Interactive e-books in flipbook format through Heyzine have several advantages over conventional printed books, one of which is a more attractive and interactive display. In addition, additional features on this e-book allow students to learn in a more enjoyable way. Its practical nature is also an added value, as e-books can be accessed at any time through students' digital devices, making it easier for them to learn anywhere and anytime (Rahmawati, 2017).

Heyzine is a free platform that allows users to create flipbooks, turning PDF files into a book display with reversible pages. The presence of Merdeka Curriculum in Indonesia aims to overcome learning loss during the pandemic, providing teachers with the opportunity to design learning media that suits student needs (Nurzila, 2022; Triyatno, Fauiziati, and Maryadi, 2022). Since its introduction in 2020, Merdeka Curriculum has served as a guideline in the implementation of learning in Indonesia, characterized by phases of learning outcomes. For the primary school level, there are three phases of learning outcomes: phase A, phase B, and phase C, in accordance with Ministerial Decree No. 262/M/2022.

Students really need interesting and concrete learning methods. Therefore, it is important to develop learning media that is in line with their cognitive development. This media is designed by the teacher to improve understanding and create a pleasant learning atmosphere. The development of Merdeka Curriculum teaching materials in elementary schools through Heyzine software is expected to help students understand the material more easily and pleasantly. The use of this media is very important because it can attract students' attention when the teacher presents the material. A good understanding of the material will support students in dealing with everyday problems, thinking critically, and adapting to the times (Mashudi, 2021; Priscilla and Yudhyarta, 2021).

The results of the Heyzine-based interactive

e-book can be accessed through Android, iOS smartphones, computers, and laptops. This product consists of 100 pages. The appearance of the interactive e-book implemented in this study is as follows:

Figure 1. Interactive E-Book Cover

The cover is designed by displaying images that match the theme of this interactive e-book, which is "Building Identity in Diversity." The cover page includes the e-book title, images, and animations related to the theme of NKRI. By following these steps in the development of digital teaching materials, it is expected to create an inspiring learning environment and support the development of students' thinking skills. After the media design is complete, the next step is to consult with the supervisor to get advice and input on the media that has been made.

Heyzine is one type of digital book that brings innovation in the world of education. This media offers many advantages, such as easy access through various digital devices, attractive appearance, and material that is relevant to learning outcomes, especially in the context of diversity. The features in this e-book make it easier for students to understand learning concepts in an interactive and interesting way. According to previous research by Ashari and Puspasari (2024) and Pratiwi et al. (2023), Heyzine-based interactive e-books have received validation

from experts of 97%, indicating that this media is very feasible to use. The development of this e-book has the potential to increase the understanding of grade IV elementary school students about the elements of building identity in diversity, because the attractive packaging of the material makes the learning process more enjoyable.

Manzil, Sukamti, and Thohir (2023) showed that after being piloted on students, Heyzine-based e-books received significant positive responses. Students not only more easily understand the concepts taught, but also experience increased learning motivation. In addition, the development of this interactive e-book can enrich teachers' understanding in creating innovative and effective learning (Pratiwi, Hidayat, and Suherman, 2023; Hanum & Atmojo, 2023). Interactive e-books also have the potential to improve student literacy (Haryati et al., 2023). Based on this, the author is interested in implementing a Heyzine-based interactive e-book that focuses on cultural literacy education for grade IV elementary school students. In addition to being interesting and useful in the learning process, it is hoped that this e-book can improve students' concept understanding. With digital teaching materials, educators can more easily access materials that are in accordance with local wisdom, so that learning objectives can be achieved effectively. In addition, this also makes it easier for teachers to deliver the material they want to teach.

C. Integration of P-5 in Pancasila education subjects

The Pancasila Learner Profile (P5) Strengthening Project and Merdeka Curriculum are now intertwined and inseparable. The Merdeka Curriculum aims to develop character through the concept of the Pancasila Learner Profile, which is formulated based on Indonesia's national education goals (Kahfi, Zoza). The Pancasila Learner Profile has six dimensions of character, namely: faith and piety in God Almighty and noble character, mutual cooperation, global diversity, critical reasoning, creativity, and independence ('Inayah, Aoz1). Through P5, learners are encouraged to contribute to their environment, to be lifelong learners, and to have competence, intelligence, and character in accordance with the Pancasila Learner Profile. Therefore, the implementation of P5 in every school needs to be realized. The vision and mission of the first Pancasila Learner Profile, which is faith, piety, and noble character, means that Indonesian students must have faith and piety in their relationship with God. In their daily lives, they should understand and apply the principles of their religion and beliefs. The second Pancasila Learner Profile, global diversity, aims to foster mutual respect and develop a positive noble culture. Indonesian students should value their local culture and identity while remaining open to interaction with other cultures. The third Pancasila Learner Profile, bergotong royong, emphasizes the importance of the ability to work together cooperatively so that activities can be completed quickly and efficiently. The fourth profile, mandiri, suggests that Indonesian learners should take responsibility for their learning processes and outcomes. The fifth profile, critical reasoning, means that learners must be able to analyze information objectively, connect different types of information, and draw conclusions. Finally, the sixth profile, creative, requires learners to be able to create original, unique, useful and influential work (Lubaba & Alfiansyah, Zoza). These six profiles can be applied in various activities, not only in extracurricular learning, but also in school culture activities such as Adiwiyata.

According to Suhardi (2022), there are 4 principles of the Pancasila student profile including the following

1. Holistic.
   The holistic principle means considering things as a whole and as a whole, without separating the parts. In the context of designing the Pancasila Learner Profile Strengthening Project, this principle encourages us to examine issues in a more comprehensive way and understand the

relationship between various elements. Each theme in the project not only combines various subjects, but also serves as a medium to bring together various viewpoints and knowledge content in an integrated manner. In addition, this holistic principle helps us understand the relationship between the various parties involved in the project, such as students, educators, education units, communities, and how it all manifests in everyday life.

2. Contextual

   Basically, this principle relates to the real experiences experienced in daily learning activities. In the contextual principle, educators and learners are encouraged to pay attention to the environment and the reality of life as the main teaching material in the learning process. Therefore, the project manager-which is an education unit-should open opportunities for students to explore various things outside the school environment. The theme raised in this project must be relevant to the problems that exist in the area of each learner. By basing the project on real experiences faced by students in everyday life, it is expected that they can obtain meaningful learning, which can improve and expand their understanding and skills.

3. Learner-Centered

   This principle focuses on the learner, relating to how the lesson plan can encourage them to be active and subject to independent learning. When students learn actively and independently, the educator's role as the main provider of information should be reduced, so they do not always explain the material or give instructions. Instead, educators function as facilitators in learning activities. With the role of facilitator, educators open opportunities for learners to continue to explore various things based on their own will, without coercion. In this way, it is expected that students can have the initiative, choose what they want to learn, and solve the problems they face.

4. Explorative

This principle is closely related to the spirit of opening a wide learning space for the process of inquiry and self-development of learners. This project is not tied to an intracurricular structure that requires linkage to various formal schemes governing subjects. On the contrary, this project offers a wider space for exploration in terms of subject matter, time allocation, and adjustment of learning objectives to be achieved by learners. However, it is expected that in planning and implementation, educators can create structured and integrated project activities to facilitate implementation.

This explorative principle is expected to increase the role of the Pancasila Learner Strengthening Project in strengthening and perfecting the abilities that students already have in intracurricular lessons. The implementation of the Pancasila Learner Profile is also closely related to the learning of Pancasila and Citizenship Education. As stated, the urgency of learning Civics Education in elementary school is not only to form the character of citizenship, but also to develop critical, rational, and creative thinking in addressing state issues. Civics learning in primary schools aims to build positive thinking and encourage active participation in the life of the nation and state, as well as being responsible and intelligent in thinking, including in participating with other countries to maintain harmony (Dewi et al., 2022).

CONCLUSION

Based on the results of the study, the use of Heyzine as a digital media in learning Pancasila Education proved effective in improving students' understanding and motivation. The Heyzine platform allows the presentation of material in the form of interactive e-books with interesting features such as visuals, audio, and animation. This makes the learning process more dynamic and fun, helping students to understand abstract concepts that are often difficult to understand through conventional methods. The

advantage of Heyzine lies not only in its attractive appearance but also in its flexibility of access. Students can study the material anytime and anywhere through digital devices, such as smartphones or laptops. This supports the concept of Merdeka Belajar, which gives students the freedom to learn independently and adjust learning time according to their individual needs. Heyzine's integration with the Pancasila Student Profile Strengthening Project (P5) further strengthens students' character building. P5 emphasizes the development of six dimensions, namely faith and piety in God Almighty, global diversity, mutual cooperation, critical reasoning, creativity, and independence. Through Heyzine-based projects, students not only learn the theory but also apply the values of Pancasila in real activities that foster 21st century skills such as collaboration, creativity, and critical thinking ability. In addition, Heyzine can help teachers arrange learning materials that are more creative and innovative, so that the classroom atmosphere becomes more conducive and interesting. The implementation of this media is also expected to overcome the lack of student participation that often occurs in traditional learning.

Overall, Heyzine is the right solution in supporting cultural literacy and character education in the digital era. This innovation not only improves learning effectiveness but also plays an important role in maintaining local identity in the midst of globalization. Thus, Heyzine is relevant to be used as part of a sustainable and adaptive learning strategy for modern education needs.

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