

# E-Module: Innovation on *Pancasila* Student Profiles for First Grade of Elementary School in *Pancasila* Education Subjects

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## ABSTRAK

Penggunaan media pembelajaran pada tingkat sekolah dasar masih tergolong monoton, sehingga menyebabkan siswa merasa bosan dalam proses pembelajaran. Pembelajaran Pendidikan Pancasila untuk kelas I SD sangat sulit dipahami jika tidak didukung dengan media pembelajaran yang tepat. Penelitian ini bertujuan untuk mengembangkan media pembelajaran e-modul berbasis profil siswa Pancasila untuk kelas I Sekolah Dasar. Penelitian ini menggunakan model pengembangan Dick and Carey. Metode pengumpulan data yang digunakan adalah observasi, wawancara, angket dan tes. Subjek penelitian ini adalah 4 ahli dan 68 siswa. Data yang diperoleh dianalisis dengan menggunakan teknik analisis deskriptif kuantitatif, analisis deskriptif kualitatif dan analisis statistik inferensial. Hasil penilaian ahli isi, desain, media, bahasa, uji coba individu dan uji coba kelompok kecil masing-masing memperoleh kualifikasi sangat baik (91,66%), sangat baik (91,66%), baik (88,33%), sangat baik (93,33%), sangat baik (95,66%), dan sangat baik (95,00%). Berdasarkan hasil uji efektivitas media dengan teknik uji t diperoleh nilai Sig. (2-tailed) sebesar  $0,000 < 0,05$  sehingga dapat dinyatakan bahwa media pembelajaran e-modul berbasis profil siswa Pancasila efektif digunakan pada mata pelajaran Pancasila kelas I SD. Inovasi e-modul berbasis profil pelajar Pancasila berimplikasi pada peningkatan pemahaman siswa kelas I SD dalam mata pelajaran Pancasila dan dapat mengatasi kejenuhan akibat pembelajaran yang monoton.

## ABSTRACT

The use of learning media at the elementary school level is still relatively monotonous, causing students to get bored in the learning process. Learning *Pancasila* education for grade I elementary school is very difficult to understand if it is not supported by appropriate learning media. This research aims to develop e-module learning media based on *Pancasila* student profiles for class I elementary school. This research uses the Dick and Carey development model. The data collection methods used were observation, interviews, questionnaires and tests. The subjects of this research were 4 experts and 68 students. The data obtained was analyzed using quantitative descriptive analysis techniques, qualitative descriptive analysis and inferential statistical analysis. The results of the expert assessment of content, design, media, language, individual trials and small group trials respectively obtained the qualifications very good (91.66%), very good (91.66%), good (88.33%), very good (93.33%), very good (95.66%), and very good (95.00%). Based on the results of the media effectiveness test using the t-test technique, the Sig value was obtained. (2-tailed) is  $0.000 < 0.05$ , so it can be stated that the e-module learning media based on *Pancasila* student profiles is effective for use in *Pancasila* subjects for class I elementary school. The innovation of e-modules based on *Pancasila* student profiles has implications for increasing the understanding of grade I elementary school students in the *Pancasila* subject and can overcome boredom due to monotonous learning.

## 1. INTRODUCTION

Education is a measure of the quality of human resources. Education has an important role in educating the nation's future young generation. The future of a nation is determined by the young generation who are the spearhead of the nation's development and progress. Elementary school education is the educational foundation for sustainability for the next level of education (Khusna, 2022; Wulandari & Suastika, 2022; Dwiputri & Anggraeni, 2021). In the current era, strengthening character education is very

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important for the continued character formation of the younger generation. Character education in elementary schools is the first step in cultivating and forming the character of the younger generation. Strengthening character education must be based on *Pancasila* values (Khairani et al., 2021; Meilani et al., 2021). Strengthening student character education can be achieved through the *Pancasila* student profile program in the independent curriculum. The development of student character is very relevant to be integrated into the independent curriculum so that it can foster cultural values in Indonesia and *Pancasila* (Intania et al., 2023; Khairiyah et al., 2023). The implementation of the independent curriculum supports strengthening students' character education through *Pancasila* subjects. As technology develops, teachers are now required to be able to develop innovative learning media, especially for *Pancasila* subjects. With innovative learning media, students will be enthusiastic and eager to take part in learning activities. *Pancasila* education is one of the subjects required in the curriculum with the aim of ensuring that students are able to understand, respect and apply moral principles in everyday life and instill a sense of love for the country. *Pancasila* is not just memorized in class, but is deeply embedded in the souls and heart of all Indonesian citizens (Natalia & Saingo, 2023; Supraweti, 2023; Ibad, 2022; Parawangsa et al., 2021). Based on the objectives of the *Pancasila* subject, the challenge for teachers today is that teachers are required to be able to develop learning media that are able to support students' curiosity, especially at the elementary school level so that learning is more interesting and meaningful for students.

However, in reality in the field, it is very difficult for students to accept and understand *Pancasila* education material so that students can accept and make *Pancasila* the basis of their lives. Teachers still teach using the lecture method so that students feel bored and do not get the opportunity to compile their own knowledge in the learning process (Amu & Tampi, 2021; Nuswantari & Rachman, 2020). In this way, teachers are expected to be able to create interesting learning media so that the more students are exposed to learning media that supports the achievement of learning objectives (Ghozali et al., 2023; Taba et al., 2023; Jundi, 2022). Based on the results of interviews and observations with teachers at SD N 5 Tonja, it was stated that there is no learning media that supports the *Pancasila* student profile to increase students' digital literacy, teachers only rely on textbooks in the learning process so that students quickly become bored and bored in the learning process. The limited use of learning media also influences the achievement of learning objectives. Thus, teachers must be able to utilize technology to support learning activities so that teachers are able to create an interesting learning process that can run effectively. The solution that can be taken to overcome this problem is to use media, strategies, models and approaches. One thing that can be applied to overcome this problem is the use of learning media that suits the characteristics of students. Learning media is a forum for messages that educators want to convey to students. Learning media is one of the most important components in the learning process (Hamsir, 2023; Hoerudin, 2023; Kaffah et al., 2023). Learning media is one of the factors that supports the success of the learning process and makes students more enthusiastic about participating in learning (Magdalena et al., 2021; Sudihartinih et al., 2021; Rejeki et al., 2020).

One learning media that is suitable for students in elementary school is e-module learning media. E-module is the development of printed modules in the form of electronic modules which can be accessed online or offline without time and place restrictions via smartphone because they are presented digitally (Marizal & Asri, 2022; Dzakwan et al., 2021; Zinnurain, 2021). The advantage of this e-module learning media is that it is easy to carry anywhere and can be accessed anytime and anywhere. E-module learning media can help improve students' mastery of the material presented (Adibah et al., 2023; Violadini & Mustika, 2021). Therefore, e-module learning media is an alternative solution to support the learning process in the current era of technological development. Learning using e-module learning media will make it an interesting activity for students. E-module learning media can create a comfortable, communicative, interactive learning atmosphere, and can support students' understanding of the material presented by the teacher (Laraphaty et al., 2021; Mutmainnah et al., 2021; Fitriani & Indriaturrahmi, 2020). One thing that can support learning media in the current era of independent curriculum is learning media based on *Pancasila* student profiles. The *Pancasila* student profile is an effort to improve the quality of education in Indonesia by prioritizing the formation of students' character (Rachmawati et al., 2022; Rusnaini et al., 2021).

Previous research findings state that e-module learning media is feasible and effective for use in the learning process (Billah & Maslikah, 2022; Kartiko & Mampouw, 2021; Ramadanti et al., 2021; Riwanti & Hidayati, 2019). Other findings state that e-module learning media based on *Pancasila* student profiles has a high level of suitability so that it is effectively used in learning (Friska et al., 2023; Susilawati et al., 2023). The use of e-module learning media has a high level of feasibility and is valid for use in the learning process of *Pancasila* education subjects (Susilawati et al., 2023; Suriadiata et al., 2022). From the results of observations and interviews and seeing the usefulness of e-module learning media in several relevant studies, efforts can be made to develop an e-module learning media that can be used for *Pancasila*

education subjects at grade I elementary school level.

The use of e-modules in learning can provide space for students to learn independently. As technology currently develops, of course there is a great need for digital learning media that can accommodate the student learning process. The e-module learning media was developed using the Dick and Carey development research model which is considered appropriate for use in creating learning media. The aim of this research is to create e-module learning media based on *Pancasila* student profiles for grade I elementary school in *Pancasila* education subjects. This innovative e-module is designed with the hope of assisting students in understanding the material, ensuring that the learning process is smooth, engaging, and meaningful for them.

## 2. METHOD

This e-module learning media product based on *Pancasila* student profiles in *Pancasila* education subjects was developed using the Dick and Carey development research model which includes 10 stages, namely analyzing the need to identify goals (instructional goals), analyzing learning (conducting instructional analysis), analyzing participants students (identifying entry behaviors and learner characteristics), writing specific learning objectives (writing performance objectives), developing assessment instruments (developing criterion referenced test items), developing learning strategies (developing instructional strategies), developing and selecting learning materials (developing and selecting instructional materials), designing and carrying out formative evaluation (Designing and conducting the formative evaluation of instruction), revising learning (revising instruction), and designing and carrying out summative evaluation (conducting summative evaluation) (Setyawan & Hakim, 2023). Dick and Carey's development research model is often used to design the development of teaching materials and is suitable for the process of providing a series of information, examples, experiences and activities that guide, support and improve the internal mental processes of students (Astuti et al., 2021; Wulandari et al., 2021). The subjects of this research were 4 experts and 68 students. The data collection methods used were observation, interviews, questionnaires and tests. The observation method was used at the beginning of the research to obtain information regarding students' abilities in learning. The interview method is used to determine the need for learning media that can support the teaching and learning process. The questionnaire method is used for expert testing and student testing. A test is a way to obtain data in the form of a task that must be carried out by a person or group of people being tested (Agung, 2018). The test method is used to obtain data so that it can measure the effectiveness of the product being developed. The instruments used in this research are instruments, tests and questionnaires. The instrument grid used in this research can be presented in Table 1, Table 2, Table 3, Table 4, and Table 5.

**Table 1. Material or Content Expert Instrument Grid**

No	Aspect	Indicator
1.	Curriculum	a. Conformity of material content with learning outcomes (CP)
		b. Suitability of the content of learning indicator material
		c. Compliance of tasks with the sequence of material
		d. Conformity of material content with learning objectives (TP)
2.	Material	a. Material Accuracy
		b. Depth of Material
		c. Material Completeness
		d. Material Attractiveness
		e. Suitability of material to student characteristics
		f. The meter is supported with the right media
		g. Material is easy to understand
		h. The concepts presented can be logicalized
		i. The material is presented with illustrations, pictures and videos
3.	Evaluation	a. Conformity of evaluation to the material
		b. Suitability of the difficulty level of the questions to the material

**Table 2. Learning Design Expert Instrument Grid**

No.	Dimensions	Indicator
1.	Objective	a. Use
		b. Learning objectives

No.	Dimensions	Indicator
2.	Strategy	a. Target users b. Product components c. Learning strategies
3.	Evaluation	a. Clarity of evaluation

**Table 3. Media Expert Instrument Grid**

No	Aspect	Indicator
1.	Visual or Appearance	a. Attractive cover, content and closing designs that adapt to student characteristics and learning materials. b. Loads the main components of the E-Module c. Use of images and videos that support learning. d. The image and video quality in the E-Module is clear e. The learning videos displayed can attract students to learn f. Appropriate size and type of letters g. Color integration
2.	Videos	a. Video accuracy b. Use appropriate background music in videos
3.	Interactive	a. There is feedback for students b. Navigation buttons that provide students in using it c. Links are easy to access d. Quizzes are easy to access
4.	Operational	a. Instructions for using the E-Module b. Ease of use of E-Modules

**Table 4. Linguist Instrument Grid**

No	Aspect	Indicator
1.	Straightforward	a. Accuracy of sentence structure. b. Sentence effectiveness. c. Standardity of terms.
2.	Communicative and Interactive	a. Understanding the message in the sentence. b. Ability to sort information. c. Use language that is easy to understand. d. The sentences used are interactive. e. Clarity of the function of punctuation marks.
3.	Suitability to student development	a. Compatibility of intellectual development. b. Emotional level developmental appropriateness. c. Ability to motivate students. d. Ability to think critically.
4.	Conformity to language rules	a. Grammatical correctness. b. Consistency in the use of symbols or icons c. Writing texts according to the material.

**Table 5. Individual and Small Group Test Instrument Grid**

No.	Aspect	Indicator
1.	Media	a. Attractiveness of media appearance b. Clarity of instructions for use c. Ease of use of media d. Helps understand the material
2.	Material	a. Clarity of material description b. Material usefulness c. Retention of material
3.	Learning	a. Media improves students' digital literacy skills b. Provide relevant examples c. Provide interactive learning activities

The data obtained in this study will then be analyzed using several techniques. The three main techniques used to analyze the data in this study are quantitative descriptive analysis techniques, qualitative descriptive analysis techniques, and inferential statistical analysis techniques. These three techniques are used to analyze data properly.

### 3. RESULT AND DISCUSSION

#### Result

Design and development of e-module media based on *Pancasila* student profiles using the Dick and Carey development research model which consists of 10 stages. The first stage is identifying learning objectives. Based on the results of observations, data was obtained regarding children's literacy or reading and numeracy skills. Children still have difficulty understanding the concept of *Pancasila* educational material. Factors causing children's difficulty understanding the material are the lack of learning media, learning still focuses on books only, and students often feel bored. Thus, there is a need for learning media that can support the teaching and learning process and can make it easier for students to understand *Pancasila* educational material, namely e-module learning media based on *Pancasila* student profiles. Learning media based on *Pancasila* student profiles can certainly be easily understood by students and can support the *Pancasila* education learning process.

The second stage is carrying out learning analysis before preparing the product. Learning analysis is carried out to determine the learning material that will be included in the product. The third stage is analyzing the characteristics of the child and the learning context. Based on the results of observations, data was obtained that the characteristics of children showed a high level of knowledge when the teacher showed pictures. Children are full of enthusiasm and curiosity to analyze the pictures given. Apart from that, some children are already familiar with current technological developments.

The fourth stage is writing the learning objectives. Writing learning objectives begins with determining indicators related to the material that will be compiled in the product. The fifth stage is developing an assessment instrument. The instrument prepared is a closed questionnaire for content, media, design and language experts. Then the instrument used to assess effectiveness is the test instrument. The sixth stage is developing learning strategies. At this stage the researcher determines the learning strategy used to implement the product to students. The learning activities designed in the e-module are adjusted to the dimensions of the *Pancasila* student profile.

The seventh stage is developing and selecting teaching materials. At this stage, the product is prepared according to the design with the aim that the product being prepared can improve children's abilities regarding *Pancasila* education. The products developed are designed using Canva software. The eighth stage is designing and conducting formative evaluation. Evaluation is designed to generate data and obtain suggestions regarding the product being developed. Before testing, the product is validated by content, media, design and language experts. Based on the results of the expert review, the percentage of expert review results for content, media, design and language can be presented in [Table 6](#).

**Table 6. Percentage of E-module Learning Media Trial Results**

No.	Subject	Quality Yield (%)	Qualification
1.	Test Learning Content Experts	91.66	Very good
2.	Learning Design Expert Test	91.66	Very good
3.	Learning Media Expert Test	88.33	Good
4.	Learning Language Expert Test	93.33	Very good
5.	Individual Trial	95.66	Very good
6.	Small Group Trials	95.00	Very good

The ninth stage is product revision. At this stage the product is revised based on the results, comments and suggestions from experts and test subjects. The tenth stage is designing and developing a summative evaluation. Summative evaluation is carried out after the product is developed. Summative evaluation is carried out by distributing questionnaires to educational practitioners to gain views regarding the product being developed so that data on student learning outcomes after using the product being developed is obtained.

#### Discussion

Based on the results of research at the learning content expert review stage, it was stated that the e-module learning media developed was suitable for use in learning activities. The results of the learning content expert test obtained a score percentage of 91.66% with very good qualifications. From the results

of filling out the questionnaire/questionnaire, the assessment by the learning content expert on the curriculum aspect which assesses the suitability of the material to the learning outcomes and learning objectives received a score of 3, which means it was approved by the content expert. The statement assessing the suitability of the material with the learning indicators received a score of 3, which means it was approved. Furthermore, the assignment according to the sequence of learning material received a score of 4, which means it was highly approved by the content expert.

In the material aspect that assesses student understanding, the material is presented in a complete manner, the material presented is interesting, the material is in accordance with the characteristics of the students, the material is presented supported by appropriate media, the material is easy to understand, the material has concepts that students can use logically, and the material has illustrations, images and videos get a score of 4, which means they are highly approved by content experts. Furthermore, the evaluation aspect which assesses the evaluation according to the material, and the level of difficulty of the evaluation questions according to the learning material gets a score of 3, which means it is approved. The development of learning media must be adapted to the material and learning objectives to be achieved. Thus, to achieve a learning goal, teachers must use innovative methods or media to attract students' attention and increase students' motivation to learn.

Based on the results of the review, learning design experts obtained a score percentage of 91.66% with very good qualifications. Based on the results of the review, it was stated that the learning media developed was effectively used to support learning activities. From the results of filling out the questionnaire/questionnaire, the assessment by the learning design expert on the objective aspect which assesses the clarity of the learning objectives and the suitability of the learning objectives received a score of 3, which means it was approved by the design expert.

In the strategy aspect which assesses clarity of product user targets, completeness of components, clarity of steps in learning preparation, and providing opportunities for students to study independently, each received a score of 4, which means it is highly approved by design experts. Finally, the evaluation aspect which assesses the suitability of the questions with the learning objectives received a score of 3, the clarity of the instructions for working on the questions received a score of 4, and the summary of the material received a score of 4, which means it was highly approved by the design expert.

Based on the results of a review by learning media experts, it was stated that e-module learning media was categorized as good for use in learning activities. The results of the learning media expert test obtained a score percentage of 88.33%. The comments given by learning media experts were related to the absence of instructions for use on e-module media. From the results of filling out the questionnaire/assessment questionnaire by learning media experts on the visual or appearance aspect, namely the design of the cover, content and attractive cover of the e-module, it got a score of 4, it contains the main components of the e-module, it got a score of 3, which means it was approved by media experts, the use of videos and images, the display of images and videos, interesting videos, clear letters and color integration received a score of 4, which means it is highly approved by media experts.

In terms of the video aspect, namely the video according to the learning and suitability of the components of each page, it gets a score of 3, which means it is approved by media experts. Furthermore, in the interactive aspect, namely the accuracy of providing feedback on student responses, button navigation gets a score of 3, which means it is approved by media experts, video links and easy-to-access quizzes get a score of 4 each, which means it is approved by media experts. Finally, in the operational aspect, the user manual received a score of 3, meaning it was approved by media experts, and the easy-to-use e-module received a score of 4, meaning it was highly approved by media experts.

This e-module media is created with an attractive color combination with the aim of making students interested in using this e-module. This is in line with several previous studies which stated that the use of appropriate colors can arouse students' motivation, attention, feelings and willingness to learn (Atikah et al., 2021; Oktaviani, 2021). Apart from its varied colors, this media is also equipped with images that support the material.

Based on the results of a review by language experts with a score of 93.33%, it was stated that the e-module learning media developed was in very good qualifications. From a straightforward aspect, the sentences used to represent the content received a score of 3, which means they are approved by linguists, the sentences used are easy to understand, and terms according to the Big Indonesian Dictionary get a score of 4, which means they are highly approved by linguists. Then in the communicative and interactive aspects related to messages presented using effective sentences, they get a score of 3, meaning they are approved by linguists, interactive sentences get a score of 4, meaning they are highly approved by linguists, and the use of clear punctuation gets a score of 3, meaning they are approved by linguists.

In the aspect of suitability to students' development regarding language, explaining concepts, and illustrations, the language used is able to foster curiosity, the language is in accordance with the concept,

and the language is able to arouse students' feelings of pleasure when reading, getting a score of 4, which means it is highly approved by language experts. Finally, from the aspect of conformity with linguistic rules, namely sentences used in accordance with linguistic rules get a score of 4, meaning they are highly approved by linguists, spelling according to EYD gets a score of 3, meaning they are approved by linguists, the use of terms describes a concept, the suitability of symbol depiction, and the delivery of content. The text according to the material presented gets a score of 4, meaning it is highly approved by language experts.

Based on the results of individual trials involving 3 class I students, it was found that the e-module learning media was in very good qualifications with a score percentage of 95.66%. Furthermore, the results of a small group trial involving 9 class I students obtained a score percentage of 95% with very good qualifications. Students are very interested in the media developed in terms of colors, images and forms of learning media. This is of course in accordance with the characteristics of elementary school age students who are very interested in pictures and various colors.

Based on the results of the effectiveness test of e-module learning media based on *Pancasila* student profiles which was developed using a test method in the form of an ordinary multiple choice objective test involving 68 class I students, it was stated that there was a difference in the average learning outcomes of students between students who used educational e-modules. *Pancasila* is based on *Pancasila* student profiles with students who do not use the *Pancasila* education e-module based on *Pancasila* student profiles. E-module learning media must have high attractiveness in order to be able to influence students' learning interest (Audina et al., 2023; Siska & Kristiawan, 2021).

The *Pancasila* education e-module learning media based on the *Pancasila* student profile that was developed was declared suitable/valid for use in the learning process and can improve students' *Pancasila* education learning outcomes when using the developed learning media. This finding is strengthened by previous findings which state that e-module learning media can improve learning outcomes, literacy, interest and learning motivation (Nizaar et al., 2021; Violadini & Mustika, 2021; Gufran & Mataya, 2020; Sriyanti et al., 2020).

The implication of this research is that it can provide innovation in the form of digital learning media so that it can be used by teachers and students anytime and anywhere. This learning media can also be a solution to overcome boredom due to monotonous learning. The limitation of this research is that the product developed can only be used by teachers and students at the elementary school level of grade I. Further research can develop similar products at different grade levels.

#### 4. CONCLUSION

The results of the assessment and analysis of e-module learning media based on *Pancasila* student profiles show that innovation of e-module media is very worthy of development, both in terms of material content, learning design, learning media, and the language used in the media. Trials on individual students and small groups show that the e-module learning media is practical and easy to use. Apart from that, based on the results of the effectiveness test of the e-module learning media, it was stated that the learning media developed was effective in overcoming students' difficulties in understanding the material. Apart from that, this e-module learning media is able to have a positive impact on educators and students along with current technological developments.

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