



## Average E-Module Pancasila Student Profile Strengthening Projects to Develop Students' Digital Literacy

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### Abstrak

Pendidikan di Indonesia memasuki era dunia digital dimana menjadi tantangan khusus bagi sekolah untuk dapat mengimbangi perubahan zaman. Guru dan siswa harus dapat mengikuti perkembangan teknologi sehingga memiliki kompetensi literasi digital yang digunakan untuk mengoperasikan berbagai teknologi pembelajaran. Tujuan dari penelitian ini adalah menganalisis dan menggambarkan tahapan pengembangan e-modul proyek penguatan profil pelajar pancasila (P5) dengan tema kearifan lokal untuk siswa SD pada fase B. Subjek penelitian ini adalah siswa SD. Metode penelitian yang digunakan dalam penelitian ini adalah RnD (Research and Development) dengan model penelitian ADDIE. Namun, dalam penelitian ini peneliti hanya menggunakan tahap awal yakni analisis dan desain. Hasil analisis kurikulum merdeka menunjukkan bahwa peneliti melakukan desain pembuatan media e-modul dengan tema kearifan lokal dengan dimensi profil pelajar pancasilanya adalah kreatif, kebhinekaan global, dan mandiri. Adanya pengembangan media dilakukan dalam rangka upaya peningkatan literasi digital siswa. Dalam pembuatan produk, peneliti menggunakan Microsoft Word dan software Canva untuk mendesain modul, selanjutnya tim melakukan proses desain melalui aplikasi Heyzine. Terdapat berbagai proses perbaikan produk untuk memperoleh desain yang terbaik. Implikasi penelitian ini adalah penggunaan teknologi digital dalam E-Modul ini mendorong siswa untuk lebih aktif dan kritis dalam memahami materi, yang pada gilirannya meningkatkan keterampilan literasi digital mereka

**Kata Kunci:** E-modul, media, P5, kearifan lokal.

### Abstract

Education in Indonesia is entering the era of the digital world where it is a special challenge for schools to be able to keep up with changing times. Teachers and students must be able to keep up with technological developments so that they have digital literacy competencies that are used to operate various learning technologies. The aim of this research is to analyze and describe the stages of development of the e-module project for strengthening the Pancasila student profile (P5) with the theme of local wisdom for elementary school students in phase B. The subjects of this research are elementary school students. The research method used in this research is RnD (Research and Development) with the ADDIE research model. However, in this research the researchers only used the initial stages, namely analysis and design. The results of the independent curriculum analysis show that the researchers designed the creation of e-module media with the theme of local wisdom with the dimensions of the Pancasila student profile being creative, global diversity and independence. Media development is carried out in an effort to increase students' digital literacy. In making the product, researchers used Microsoft Word and Canva software to design the module, then the team carried out the design process through the Heyzine application. There are various product improvement processes to obtain the best design. The implications of this research are The use of digital technology in this E-Module encourages students to be more active and critical in understanding the material, which in turn improves their digital literacy skills.

**Keywords:** E-Module, Media, P5, Local Wisdom.

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## 1. INTRODUCTION

The Merdeka Curriculum emphasizes efforts to form national character in the form of a Pancasila student profile for each student in the educational unit (Ainia, 2020; Inayah, 2022) One of the characteristics of the Independent Curriculum is the existence of the Strengthening Pancasila Student Profile (P5) project activities. P5 is a contextual interdisciplinary project based on the needs and problems surrounding educational units (Asiati & Hasanah, 2020;

Sulistiyaningrum & Fathurrahman, 2023; Ulandari & Rapita, 2023). P5 learning uses a project-based learning approach which provides opportunities for students to be involved in meaningful learning where they directly experience real problems and take real action to solve them according to the learning stages. and the needs of each student (Asiati & Hasanah, 2020; Budiono et al., 2023; Kahfi, 2022). The themes in P5 activities are chosen by schools to encourage students to become lifelong learners who are competent, have character and behave according to the norms and values of Pancasila. P5 activities are carried out at all grade levels every year with a project time allocation of 20%-30% of the total lesson hours for each stage in one year (Asiati & Hasanah, 2020; Ulandari & Rapita, 2023). Schools can choose from seven themes provided by the Ministry of Education and Culture in P5 activities, with elementary schools required to choose a minimum of two themes. The draft time allocation for P5 activities and the composition of the organizing team are submitted to each school. P5 can be implemented effectively if students, teachers, and the educational unit environment can carry out their respective roles optimally (Ayun, 2021; Hamidah, 2022; Kuncoro et al., 2022; Landa et al., 2023; Standar & Kurikulum, 2022). In P5 activities, the learning subjects are students who are expected to be actively involved in a series of activities, while the teacher is tasked with facilitating activities to help students solve selected problems and also supporting activities by providing a conducive learning environment (Fitri & Aini, 2021; Kuncoro et al., 2022; Purwaningrum et al., 2021). Previous research states that in the P5 activity process, schools can adapt the necessary strengthening themes according to the school's readiness to carry out self-empowerment in a gradual and sustainable manner (Syah et al., 2023; Zahroh & Sholeh, 2020).

Based on field observations, it is known that P5 activities carried out in several schools in Kudus Regency are still carried out conventionally, where teachers still facilitate the process through the lecture method and do not use digital technology in their teaching (Budiono et al., 2023; Diputra et al., 2021). P5 activities are less interesting because they always focus on product creation, causing many students to feel bored with monotonous learning. The minimal use of learning technology in P5 activities has resulted in low digital literacy among students (Diputra et al., 2021; Standar & Kurikulum, 2022). If students can utilize technology well, various solutions can be produced to solve the problems discussed in P5 activities. Currently, the chosen solution is limited to guidance directed by the teacher. The results of interviews with teachers at SD 2 Puyoh Kudus Regency show that teachers have not utilized digital technology optimally in P5 activities. Even though the school has 15 chrome books and 3 LCDs that students can use as P5 learning media, teachers are used to conventional lecture-based learning. This results in activities becoming monotonous, uninteresting and less enjoyable. Apart from that, 90% of teachers still lack competence in compiling P5 modules digitally. The school only has one guidebook for designing the P5 module, so it is still confusing for teachers because P5 activities are a new addition to the Independent Curriculum. In addition, 88% of teachers also had difficulty integrating project themes and teaching. They are less able to adapt to the assessment of student learning outcomes related to the project theme at the end of the program. Previous research also revealed that challenges in the classroom and mindsets rooted in the old curriculum make it difficult for teachers to implement the new curriculum (Febriana et al., 2021; Fitri & Aini, 2021).

Furthermore, the Independent Curriculum requires teachers to carry out teaching according to student characteristics, taking into account their abilities and stages of development (teaching at the right level), including in P5 activities. Teachers need to use digital technology and the internet in learning in the form of efforts to develop appropriate learning media products (Herawati & Muhtadi, 2020; Widiana & Rosy, 2020) Students born in the 2000s are students in the digital era where they are accustomed to using interactive

digital technology in their daily lives, allowing them to play, communicate, and learn using gadgets (Sugiharti et al., 2021; Syah et al., 2023). This makes them happier learning using technology, where with gadgets students can freely and quickly explore to find answers to problems posed by the teacher without having to wait too long. Based on this situation analysis, SD 2 Puyoh teachers need technology-based learning media to be used in P5 activities, including the project to strengthen the Pancasila student profile e-module as an effort to support increasing digital literacy in the implementation of Merdeka. Curriculum in elementary school. E-modules are digital media containing text and images arranged in such a way that students can learn independently. The presence of e-modules makes students more interactive and interested in learning (Rizal et al., 2021; Wahyuningsih, 2020). In the module there are animations that can motivate students to learn (Manzil et al., 2019; Purwaningrum et al., 2021).

The novelty of research regarding the Pancasila E-Module media in the project to strengthen student profiles lies in the integration of digital technology to support interactive and interesting learning of Pancasila values. This research combines aspects of digital literacy with character education, which have not been explored in depth in Indonesia. The Pancasila e-Module designed not only functions as a source of information, but also as a learning platform that facilitates active student involvement through various multimedia features and interactive activities. This allows students to not only understand the theory of Pancasila, but also apply these values in everyday life through real projects. Thus, this research offers a new approach to Pancasila education that is relevant to the needs of today's digital generation, while also making a significant contribution to the development of digital literacy among students. The aim of this research is to examine the analysis of elementary school students' needs, descriptions, design process, layout and quality of the project to strengthen the Pancasila student profile e-module in an effort to develop students' digital literacy.

## 2. METHODS

This research uses the Research and Development (R&D) method with the ADDIE model (Febriana et al., 2021; Rosiyanti et al., 2019). However, this research is only limited to basic research, utilizing the analysis, design and development stages. At the analysis stage, researchers and teachers at SD 2 Puyoh analyzed the dimensions, elements and sub-elements of the Pancasila student profile in the Merdeka Curriculum according to the needs and characteristics of the school, followed by selecting themes in P5 learning. activities and establishing objectives and flow of activities P5. Next, the researcher drew and designed an e-module strengthening project that was appropriate for the profile of Pancasila students in an effort to develop digital literacy in elementary school students at stage B using Microsoft Word and Canva software. In this activity, researchers held discussions with SD 2 Puyoh teachers to evaluate each other's shortcomings in product design. The final activity in basic research was to test the quality of the e-module strengthening project for the Pancasila student profile developed for elementary school students at stage B with three experts, namely media experts, P5 content experts, and language experts. The subjects in this research were elementary school students. The results of the validity test are then adjusted to the product validity criteria and are presented in Table 1.

**Table 1. Product Validity Criteria**

No	Percentage	Category
1	81.00% - 100.00%	Very valid, can be used without modification
2	61.00% - 80.00%	Fairly valid, usable but requires slight modification
3	41.00 - 60.00%	Invalid, requires major modifications, not recommended use

No	Percentage	Category
4	21.00% - 40.00%	Invalid, cannot be used
5	0.00% - 20.00%	Very invalid, cannot be used

(Manzil et al., 2019)

### 3. RESULTS AND DISCUSSION

#### Result

Research activities began by identifying the readiness of SD 2 Puyoh in carrying out P5 activities. Based on interviews and observations with SD 2 Puyoh teachers, data on the readiness of educational units in P5 activities was obtained, as presented in [Table 2](#).

**Table 2.** Readiness of Education Units in Carrying out P5 Activities

No	Information	Readiness Results
1	How many teachers have implemented teaching using a project-based learning model?	Only 1 in 10 teachers (10%) have ever implemented teaching using a project-based learning model.
2	Only 1 in 10 teachers (10%) have ever implemented project-based teaching learning model.	Not mention, because 90% of teachers are used to using conventional approaches, for example lectures, in their teaching activities.
3	Own hall 5 activity Once Held cross-disciplinary interdisciplinary?	Yes, P5 activities are carried out separately from Intracurricular activity and own has been applied across interdisciplinary disciplines.
4	Does the school have facilities and infrastructure that support P5 activities?	The school has 3 LCD screens and 15 Chromebooks that can be used for P5 activities, but their utilization is not optimal. Teachers are accustomed to using textbooks in P5 activities, which focus more on product creation than resolve problems or issues that exist in the surrounding environment.
5	Own That school partners involved in P5 activities?	The school has not yet involved partners in P5 activities. The facilitator is still focused on making use of it teacher human resources at SD 2 Puyoh.

Based on [Table 2](#), it can be concluded that SD 2 Puyoh does not yet have a system where the school regularly carries out evaluation and enrichment activities for teachers in carrying out learning using a student-centered, project-based learning model. Most teachers only have a basic understanding of the project-based learning model but have not applied this teaching model to P5 activities. The school also has not carried out P5 activities that involve external parties such as partners to become resource persons in P5 activities. Apart from that, P5 activities still rely on conventional methods, with teachers as the only learning source. This results in low digital literacy among students. Therefore, the P5 activities developed in this research focus on increasing students' digital literacy. Based on discussions between the research team and SD 2 Puyoh teachers, the dimensions of the Pancasila student profile that were developed were creativity, global diversity and independence. The following is a description of the elements and sub-elements that were developed according to the dimensions of the Pancasila student profile, as presented in [Table 3](#).

**Table 3.** Dimension Development Flow

Dimensions	Elements	Sub-Elements	Expected Goals
Creativity	Generate original ideas		Generate new, meaningful imaginative ideas from various different ideas as expressions of thoughts and/or feelings.
Global Diversity	Recognize and appreciate culture.	Dig into Culture and cultural identity.	To identify and describe ideas about oneself and various groups in the environment, as well as how other people behave and communicate with them.
	Communication an cross-cultural interactions.	Cross-cultural communication	To describe the use of words, writing, and body language that have different meanings in their environment and in certain cultures.
Independence	Self understandg and understanding it situationg faced	Recognize personal qualities, interests and challenges.	To identify abilities, achievements and interests as well as challenges faced based on experiences in daily life.

Dimension Development Flow According to the Decision of the Head of the Standards, Curriculum and Educational Assessment Agency of the Ministry of Education, Culture, Research and Technology The Ministry of Education and Culture (Kemdikbudristek) has provided six main themes for elementary and equivalent schools in the project to strengthen the profile of Pancasila students. The six themes are Sustainable Lifestyle; Local wisdom; Unity in Diversity; Building Soul and Body; Engineering and Technology; and Entrepreneurship. Based on the results of discussions between the research team and SD 2 Puyoh teachers, the theme developed in the P5 activity was local wisdom in addressing the problem of low digital literacy among SD 2 Puyoh students. In P5 activities, students are asked to develop inquiry skills and explore their curiosity about various local cultures around Kudus Regency, and their development. After determining the theme of the P5 activity, the next step is to create goals, work flow and project achievement targets for the P5 activity. The aim of P5 activities is for students to develop the three dimensions of the Pancasila Student Profile: creativity, global diversity and independence. Furthermore, created a design framework for E-module P5. At this stage the researcher created a P5 e-module design framework using *Microsoft Word* application. The results of the design framework slides created by the researchers are presented in [Table 4](#).

**Table 4.** P5 E-Module Design Framework

<b>Introductory Level: 32 Learning Periods</b> This phase includes introducing and increasing student awareness of the theme of local wisdom and the importance of digital literacy skills for students.
<b>Contextualization Phase: 26 Learning Periods</b> This phase involves students exploring problems around Kudus Regency related to local wisdom.

**Action Phase: 62 Learning Periods**

This phase involves students using their digital literacy skills to learn the local wisdom of the Kudus community.

**Reflection Phase: 6 Learning Periods**

This phase includes sharing work results, evaluation, and reflection on P5 activities.



**Figure 1.** E-Module Front and Back Cover Design

After completing the design of the P5 e-module activities, the next step is to carry out product development using the Heyzine flipbook activity. The quality of the products that have been developed is then tested by three experts, namely P5 subject matter experts, mediaexperts and language experts. Linguist validation results are presented in [Table 5](#).

**Table 5.** Product Validation Results by Linguistic Experts

No	Assessment Aspects	Item Number	Score	Maximum Score	Percentage Score	
1	Front page	1-2	10	10	100%	
2	Clarity	3-6	17	20	85%	
3	Communicative	7-11	21	25	84%	
4	Dialog And Interactive	12-13	10	10	100%	
5	Suitability with Student Development	14-15	8	10	80%	
6	Suitability with Indonesian Language	16-18	13	15	87%	
7	Norma Use from Provision And Symbol	19-20	8	10	80%	
<b>Average</b>					88%	(Very valid, can be used without modification)

Language expert validators stated that e-modules can help students improve their digital literacy. The advantage of e-modules is that they incorporate local wisdom, making the content contextual. The results of content expert validation of P5 activities are presented in Table 6.

**Table 6.** Product Validation Results by Content Experts in Activity P5

No	Assessment Aspects	Item Number	Score	Maximum Score	Percentage Score
1	Introduction	1-6	27	30	90%
2	Introduction	7-12	27	30	90%
3	Accuracy	13-19	32	35	91%
4	Serving Equipment	20-25	27	30	90%
5	Basic concepts	26	5	5	100%
6	Suitability Presentation with Student-Centered Learning Demands	27-35	41	45	91%
<b>Average</b>					92% (Very valid, can be used without modification)

The P5 activity content expert validator stated that e-modules can help students improve digital literacy. E-modules have the advantage of providing digital literacy that is relevant and adapted to current technology and needs, such as an introduction to Canva and basic digital literacy materials such as using Google Forms and Google Chrome. The validation results of learning media experts are presented in Table 7.

**Table 7.** Product Validation Results by Learning Media Experts

No	Assessment Aspects	Item Number	Score	Maximum Score	Percentage Score
1	Cover Draft E-Module for the Pancasila strengthening projectpupil Profile	1-10	45	50	90%
2	Cover font for the E-Module for the Pancasila strengthening projectsimple student profile	11-13	13	15	87%
3	Illustration of the cover of the E-Module for the Pancasila strengthening	14-15	8	10	80%

No	Assessment Aspects	Item Number	Score	Maximum Score	Percentage Score
4	project student profile Layout of the contents of the E-Module design for the Pancasila strengthening project pupil Profile Equipment	16-19	14	20	70%
5	Harmony of the layout of the E-Module cover image for the Pancasila strengthening project student profile	20-22	13	15	87%
6	Placement and appearance of elements in the draft E-Module for the Pancasila strengthening project pupil Profile	23-26	18	20	90%
7	Content of <i>Draft</i> E-Module project to strengthen the profile of Pancasila students in a simple and simple way easy to read	27-29	13	15	87%
8	Content of <i>Draft</i> from the E-Module project for strengthening Pancasila students profile is easy to read	30-33	18	20	90%
9	Content of <i>Draft</i> from the E-Module project for strengthening Pancasila students profiles clarify and facilitate understanding	34-36	14	15	93%
10	Illustration	37-39	14	15	93%



No	Assessment Aspects	Item Number	Score	Maximum Score	Percentage Score
11	<i>Draft</i> The e-Module for the project on strengthening Pancasila students is equipped with pictures and makes it easier to understand Illustration in the content is interesting	40-41	8	10	80%
<b>Average</b>					92% (Very valid, can be used without modification)

Learning media expert validators stated that e-modules can help students improve digital literacy. Based on [Table 5-7](#), it can be concluded that the E-Module product for the project to strengthen the profile of Pancasila students is very valid and can be used without modification. Thus, the product is ready for limited-scale and large-scale testing.

## Discussions

The e-module contains various activities that students will carry out depending on the P5 activity stage. At the introductory stage, students are asked to understand the background and importance of digital literacy to explore the local wisdom of Kudus Regency. In this activity the teacher asks stimulating questions about the cultural diversity of Kudus Regency and the importance of understanding these cultures ([Budiono et al., 2023](#); [Diputra et al., 2021](#)). This activity also emphasizes the importance of digital literacy for students in exploring the cultural diversity of Kudus Regency. At the introduction stage, students are also asked to understand the benefits, advantages and disadvantages of digital literacy skills in exploring the local wisdom of Kudus Regency. Various digital applications such as Google Chrome, Google Forms, Canva, and YouTube are also introduced at this stage ([Ayun, 2021](#); [Hamidah, 2022](#)). This is done so that students can use the application to explore and understand the culture of the Kudus community and its development in the current era, collect data on various cultures of Kudus Regency, and make posters of various community cultures to be published to the public. Before proceeding to the next stage, students also carry out initial reflections on the material they have studied in the introductory stage ([Febriana et al., 2021](#); [Herawati & Muhtadi, 2020](#)). In the contextual stage, students are asked to use YouTube to watch video tutorials on how to operate Canva. Furthermore, students were also asked to fill in a description of the problem on the Google Form related to the young generation's low knowledge about the cultural diversity of the Kudus community and to collect data on the various cultural diversity of the Kudus community ([Purwaningrum et al., 2021](#); [Rizal et al., 2021](#)). To make data collection easier, students can use YouTube and Google Chrome.

The next activity at the contextual stage is for students to create tables or diagrams about the cultural diversity of the Kudus community using Canva guided by the teacher ([Kuncoro et al., 2022](#); [Landa et al., 2023](#); [Manzil et al., 2019](#)). At this stage students are free to be creative according to their imagination and creativity. To ensure the level of

competence and skills in using various applications, students are asked to write down the steps for creating a table or diagram about the cultural diversity of the Kudus community on Canva in their assignment book (Inayah, 2022; Kahfi, 2022). The action stages in activity P5 are asking students to create the title and theme of a poster about the cultural diversity of the Kudus community, for example: the Earth Alms activity poster, the 1000 Kupa tradition poster, the Bukak Luwur tradition poster, and others. After determining the product to be made, students are asked to sketch their poster ideas in a drawing book. Once finished, they can realize their poster idea by creating a poster using Canva. This activity is carried out independently by each student. As before, to ensure the level of competency and skill in using Canva to make posters, students were asked to arrange the steps for making a poster via Google Forms. The final step in the action stage is to publish the students' work by explaining the meaning of the poster they made in front of the class in turn. The final activity of P5 is for students to self-reflect and complete a summative assessment of P5 activities. This research has significant differences compared to other research that focuses on the use of technology in education. While previous research often examines the use of e-learning or learning applications to improve understanding of academic material in general, this research specifically targets character education through Pancasila values. Most previous research tends to ignore aspects of digital literacy in the context of character education, while this research explicitly integrates digital literacy as an important component. In addition, this research also uses a project approach to strengthen student profiles, which emphasizes practical application and active student participation, in contrast to conventional learning methods which focus more on one-way teaching.

Thus, this research offers a new contribution by combining character education and digital literacy through E-Modul media, providing a more holistic and relevant approach to modern educational needs. The implications of this research have significant implications in developing digital literacy among students. The Pancasila E-Module, as an interactive digital learning tool, not only makes it easier to access information about Pancasila values, but also increases student involvement in the learning process. The use of digital technology in this E-Module encourages students to be more active and critical in understanding the material, which in turn improves their digital literacy skills. In addition, the integration of E-Modules in the student profile strengthening project helps students develop critical, creative thinking abilities, as well as better communication and collaboration skills. This implication shows that the use of digital media in education can be an effective strategy to support the achievement of national education goals, especially in forming student characters that are based on Pancasila values and are competent in the digital era. This research has several limitations. One of the main limitations is limited access to technology and the internet which is still a challenge in several regions in Indonesia. This can hinder the implementation of E-Modules evenly across schools. Apart from that, the varying digital literacy abilities of students and teachers are also an obstacle in implementing this E-Module effectively. Lack of training and technical support for teachers in using E-Modules can also affect learning outcomes. To overcome these limitations, several recommendations that can be given include increasing investment in technology and internet infrastructure, especially in underserved areas. Apart from that, it is necessary to carry out intensive and continuous training for teachers to improve their competence in using digital technology in learning. The government and related parties also need to provide technical support and additional resources to ensure that all students and teachers can make maximum use of E-Modules. Finally, further evaluation and research is needed to continue to develop and refine the E-Module so that it is more effective and appropriate to the needs of students and teachers in various educational contexts.

#### 4. CONCLUSION

Based on the Merdeka Curriculum analysis, researchers designed the product E-Module project to strengthen the profile of Pancasila students for Stage B students with the theme Local Wisdom to increase students' digital literacy. Products are prepared and designed using Microsoft Word, Canva, and Heyzine software. Currently the product has been validated by experts and is considered suitable for testing.

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