Social Sciences E-Module Contains Balinese Folklore Based on Pancasila Student Profiles

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A B S T R A K

Implementasi pembelajaran IPS untuk kelas 1 SD masih belum optimal dalam hal penyerapan konsep materi dan nilai-nilai rakyat yang tertuang pada pelajaran IPS. Salah satu penyebabnya ialah rendahnya kualitas modul ajar yang dimiliki oleh guru. Penelitian ini bertujuan untuk mengembangkan e-modul IPS bermuatan cerita rakyat Bali berbasis profil pelajar Pancasila untuk siswa kelas 1 di SD. Penelitian ini menggunakan model pengembangan Dick and Carey yang terdiri atas 10 tahapan. Adapun subjek penelitian ini ialah menggunakan uji coba perorangan 3 siswa dan uji coba kelompok kecil berjumlah 9 orang. Penelitian ini menerapkan metode post-test only dengan metode pengumpulan data menggunakan angket dan tes objektif pilihan ganda. Analisis data melibatkan teknik analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian menunjukkan e-modul memperoleh klasifikasi sangat baik dan baik dengan validitas media 80%, validitas muatan IPS 95%, validitas desain 97,22%, validitas bahasa 90%, uji coba perorangan sebesar 91,67%, dan uji coba kelompok kecil sebesar 91,67%. Perhitungan efektivitas menunjukkan nilai signifikansi 0,000 (<0,05), menegaskan adanya perbedaan yang signifikan dalam pemahaman siswa antara kelas yang menggunakan e-modul bermuatan cerita rakyat Bali dengan profil pelajar Pancasila dan kelas yang menggunakan e-modul biasa. Dengan demikian diketahui bahwa kebaruan fitur pada e-modul terbukti efektif meningkatkan kualitas proses pembelajaran. Penelitian ini dapat dijadikan parameter pengembangan e-modul untuk mendukung kelayakan dan efektivitas implementasi pembelajaran siswa sekolah dasar.

A B S T R A C T

Implementing social studies learning for grade 1 elementary school is still not optimal in absorbing material concepts and people's values in social studies lessons. One of the causes is the low quality of teaching modules teachers own. This research aims to develop a social studies e-module containing Balinese folklore based on Pancasila student profiles for grade 1 students in elementary schools. This research uses the Dick and Carey development model, which consists of 10 stages. The subject of this research is to use individual trials of 3 students and small group trials of 9 people. This research applies a post-test-only method with data collection methods using questionnaires and multiple-choice objective tests. Data analysis involves qualitative and quantitative descriptive analysis techniques. The research showed that the e-module obtained a very good classification with media validity of 80%, social studies content validity of 95%, design validity of 97.22%, language validity of 90%, individual trials of 91.67%, and small group trials amounting to 91.67%. The effectiveness calculation shows a significance value of 0.000 (< 0.05), confirming a significant difference in student understanding between classes that use e-modules containing Balinese folklore with Pancasila student profiles and classes that use regular e-modules. Thus, it is known that the new features in the e-module have proven effective in improving the quality of the learning process. This research can be used as a parameter for e-module development to support the feasibility and effectiveness of implementing learning for elementary school students.

1. INTRODUCTION

Education is an important element in forming children's character and personality. Learning local folklore culture is crucial to preserving and forming children's characteristics. Education in Indonesia continues to develop with technological advances (Ferdiansyah & Wulandari, 2021; Pawitra & Wulandari,

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2021). One method that can be used to learn local culture through technological developments is developing e-modules with Balinese folklore content based on Pancasila student profiles. This step was taken to introduce local cultural values while building strong character based on the principles of Pancasila in first-grade elementary school children. In today's digital era, innovative learning approaches are crucial to attracting attention and motivating students (Anastasya & Wulandari, 2022; Emalasari & Wulandari, 2022). Information technology, especially e-modules, is necessary to increase the effectiveness and quality of learning. During the government's efforts to strengthen character education, especially within the framework of Pancasila values, the development of e-modules is an attractive solution. This article will discuss the steps for developing an e-module for Social Sciences (IPS) subjects with Balinese folklore content based on the Pancasila student profile. The emphasis on first-grade elementary school students is important in strengthening character from an early age.

The existence of e-modules has a strategic role in providing accessibility and interactivity to learning (Viranthi & Wulandari, 2022; Wulandari & Parameswara, 2020a). Therefore, innovative steps are needed to develop e-modules, especially in social studies subjects. Balinese folklore was chosen because it contains noble values and local wisdom, which can provide a deep understanding of culture and traditions. By incorporating Pancasila elements into the module, it is hoped that students will understand Bali's cultural heritage and internalize the nation's noble values. E-Modules were chosen as the learning medium because of the ease of access and students' positive tendencies towards digital learning (Dwiyasari et al., 2023; Putra & Wulandari, 2022; Rusdiana & Wulandari, 2022).

Folklore is an inseparable part of a region's identity. Bali is a region that has a wealth of unique and deep folklore. The use of folklore as social studies learning content is expected to provide a more interesting and in-depth learning experience for grade 1 students. It is hoped that including local elements such as Balinese folklore can strengthen students' love for their local culture. In addition, the Pancasila student profile is integrated into the e-module to provide a strong value foundation. Pancasila, as the basis of the Indonesian state, has an important role in shaping the character of the younger generation. Integrating Pancasila values in social studies learning helps shape students' personalities and character from an early age.

Folklore has a strategic role in forming students' character. Telling traditional Balinese stories can increase students' interest in learning and effectively transfer local wisdom, values, and love for one's own culture. In this context, developing a social studies e-module containing Balinese folklore is an interesting alternative for first-grade students in elementary schools. The Pancasila student profile is the basis for creating this e-module. The Pancasila student profile is the main basis for forming children's character from an early age (Muhdhor et al., 2023; Uyun et al., 2023; Mahmud & Cempaka, 2022). Therefore, e-module development must be able to reflect Pancasila values as a whole.

By integrating Pancasila content into the e-module, it is hoped that students will be able to understand the learning material and internalize the noble values reflected in the nation's foundations (Harjanti et al., 2022; Widodo & Wiyata, 2020). Each material presented in the module is designed by considering aspects of Pancasila values, such as cooperation, justice, unity, and people's belief in the one and only God. In this way, it is hoped that students will not only gain knowledge about Balinese folklore but also be able to apply Pancasila values in everyday life. However, it needs to be recognized that first-grade students have different characteristics and learning needs than those at higher-grade levels. Therefore, it is necessary to adjust the e-module design to suit the understanding and interest of first-grade students.

In developing e-modules, psychological aspects and child development must be carefully considered so that e-modules can become an effective learning tool. Along with that, using technology in learning also requires understanding and ability on the part of educators. Training and assistance for teachers in implementing this e-module is crucial, so using technology is not just a tool but has a positive impact on the learning process. Using e-module media is expected to provide a fun and interactive learning experience for first-grade elementary school students. With this approach, they can better understand and internalize cultural values and Pancasila.

It is also hoped that technology in learning can train students' information technology skills from an early age (Arpriansyah & Hakim, 2023; Nuraeni et al., 2023; Wulandari & Agustika, 2018). The development of e-modules is also important globally, as education is increasingly directed at using technology to support learning. Thus, developing a Social Sciences E-Module containing Balinese Folklore Based on Pancasila Student Profiles for first-grade students in elementary schools is not only in line with national developments but is also a relevant step in preparing students to face global demands. First-grade students in elementary school are a group that is very vulnerable to external influences. Therefore, learning that is fun and has a local nuance can be a special attraction (Sukiyati et al., 2023; Naibaho & Wulandari, 2021).

This research aims to develop a social studies e-module containing Balinese folklore based on Pancasila student profiles for first-grade elementary school students. The new features, which are interactive, visual, and in line with the cognitive development of first-grade students, can make learning more effective and enjoyable. Teachers can use e-modules as a comprehensive reference source to facilitate learning and create sustainable holistic learning. Apart from that, it is hoped that the e-module will also be able to uphold the values of Pancasila as a moral and ethical foundation that can positively contribute to student character formation. It is hoped that implementing Pancasila values from an early age will create a young generation who is not only intellectually intelligent but also has moral values and a love of local culture. In this way, learning becomes more meaningful and positively impacts the formation of national character.

2. METHOD

The type of research used is development research as research and development (R&D). This research aims to produce innovative and applicable solutions that can be applied in real contexts. The development process in this product development research is carried out systematically in stages, which include problem identification, design planning, product development, validation, implementation, and evaluation. The development model used in this research is Dick and Carey to develop social studies teaching modules because this model is included in the systems development-oriented model. The Dick and Carey development model is structured systematically, so it is suitable for use in developing modules. Dick and Carey's development model has ten stages, namely: (1) identify instructional goals or identify learning objectives, (2) conduct instructional analysis or conduct learning analysis, (3) analyze learners and contexts or analyze students and context, (4) write performance objectives or writing performance goals, (5) develop assessment instruments or develop assessment instruments, (6) Develop instructional strategy or develop learning strategies, (7) develop and select instructional materials or develop and select learning materials, (8) design and conduct formative evaluation or designing and conducting formative evaluation, (9) revising instruction or rearranging learning, and (10) conduct summative evaluation or conducting summative evaluation (Kamil, 2021; Muga et al., 2017).

The subject of this research was to use individual trials of 3 students and small group trials of 9 students. Two types of data are used in this research: qualitative and quantitative. Qualitative data is collected from observations, interviews, expert reviews, and student evaluations. Data collection in this research involves several methods that will be used to collect information from research results and manage information in research reports. The methods that will be used are observation, interviews, questionnaires, and tests. Of course, this method requires instruments to carry it out. The instrument grid used to determine the validity and effectiveness of e-modules can be presented in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. Content Expert Instrument Grid

No	Dimension	Indicator	Item Number	Total Item
1	Curriculum	Suitability of material with basic competencies	1	6
		Suitability of material to learning indicators	2	
		Suitability of material to learning objectives	3	
		Learning material is presented coherently and systematically	4	
		The e-module contains Balinese folklore	5,6	
2	Material	The material in the e-module is easy for students to understand	7,8	3
		The material in the e-module can encourage students' learning motivation	9	
3	Evaluation	Suitability of questions to the material	10	1
		Total Item		10

Source: Suarthama, (2016) with modifications

Table 2. Media Expert Instrument Grid

No	Dimension	Indicator	Item Number	Total Item
1	Display	Selection of typeface	1	5
		Appropriate font size	2	
		Selection of writing color	3	

No	Dimension	Indicator	Item Number	Total Item
		Background selection	4	
		The size of the space between text and illustrations	5	
2	Readability and Ease of Navigation	Ease of Use	6	2
		Clarity of general instructions on e-modules	7	
3	Media Diversity	Image layout suitability Accuracy of illustrations and proportions of images	8 9	3
		Video quality	10	
		Total Item		10

Source: Suarthama (2016) with modification

Table 3. Learning Design Instrument Grid

No	Dimension	Indicator	Item Number	Total Item
1	Curriculum	Suitability of material with basic competencies	1	
		Suitability of material to learning indicators	2	
		Suitability of material to learning objectives	3	6
		The material is presented coherently and systematically	4 5,6	
		The e-module contains Balinese folklore		
2	Material	The material in the e-module is easy for students to under	7,8 9	3
		The material in the e-module can encourage students' learning motivation		
3	Assessment	Suitability of questions to the material	10	1
		Total Item		10

Source: Suarthama, (2016) with modification

Table 4. Language Expert Instrument Grid

No	Dimension	Indicator	Item Number	Total Item
1	Writing	Conformity with linguistic rules	1,2	4
		Compatibility of writing	3,4	
2	Language	Use sentences effectively and efficiently	5,6	
		Use simple, clear, and easy-to-understand language	7,8	6
		Choosing the right language	9,10	
		Total Item		10

Source: Suarthama, (2016) with modification

Table 5. Grid of Individual and Small Group Instruments

No	Dimension	Indicator	Item Number	Total Item
1	Media	Attractiveness of media appearance	1	
		Clarity of instructions for media use	2	6
		Ease of use of media	3	
		It helps understand the material	4	
2	Material	Clarity of material description	5	
		Utilization of materials	6	3
		Retention of material	7	
		Media increases students' learning motivation	8	
3	Assessment	Provide relevant examples	9	1
		Provide interactive learning activities	10	
		Total Item		10

Source: Siddiq et al., (2020) with modification

The data analysis technique in this development research uses mixed data analysis techniques, namely qualitative and quantitative descriptive analysis techniques. Qualitative data was obtained from student responses in the form of responses, criticism, and suggestions contained in questionnaires and interview

results regarding the e-module used. Meanwhile, processing and analysis were carried out after the data in this study was collected. The collected analysis results are then used to revise the developed e-module product. The second analysis technique is quantitative descriptive analysis. This technique is used to process data obtained through questionnaires in the form of descriptive percentages regarding an object being studied to obtain final results or general conclusions.

3. RESULT AND DISCUSSION

Result

This research aims to produce a product in the form of a social studies e-module containing Balinese folklore based on Pancasila student profiles for first-grade elementary school students. The development of this e-module uses the Dick and Carey development model. In Dick and Carey's research development, the first stage was to identify learning objectives. Then, in the second stage, the researcher carried out a learning analysis according to the learning objectives. Researchers conducted direct observations in elementary schools to see children's interest in studying social studies content, which was still relatively low, as seen from the students' learning outcomes.

Based on the results of interviews with elementary school homeroom teachers, it was found that students' ability to understand and learn social studies still needed improvement. The large amount of social science content makes it more difficult for students to understand. The problem experienced by primary school homeroom teachers is the need for adequate learning media, learning resources, learning models, and existing infrastructure due to changes in the curriculum. Apart from that, learning activities mostly use the lecture method because the coverage of social science material is mostly memorized. The teaching materials used are only books distributed by the Ministry of Education and Culture and rarely have other books as references. On several occasions, teachers also use videos obtained from YouTube as a medium or tool for distributing information to students, so this feels very monotonous.

The third stage is to analyze the characteristics of students to adjust the product development that will be implemented. Based on the results of direct observations and interviews with elementary school homeroom teachers, it was found that in implementing the learning process, students tend to get bored more easily and cannot respond to learning activities. Because the learning carried out by teachers mostly uses the lecture method and is based on the package books produced by the Ministry of Education and Culture. Based on the analysis of student characteristics, it was concluded that the development of a social studies e-module containing Balinese folklore based on the Pancasila Student Profile was suitable for application to first-grade elementary school students. The fourth stage is formulating learning objectives for the first-grade elementary school students targeted by the research. The steps taken to formulate the objectives of the e-module based on the learning objectives and social studies learning outcomes in first grade can be presented in Table 6.

Table 6. Formulation of Performance Objectives

Content (Chapter)	Learning Outcomes	Learning objectives
Chapter 1 What Sound?	Students can identify and ask questions about what is happening to them and the conditions at home and school.	Identify what is happening to him and the conditions at home and school Analyze the intrinsic elements of Balinese folklore according to the material
Chapter 2 Let`s Play	Students can describe their identity (physical characteristics, hobbies) and the people around them (family, friends, and neighbors) so they can accept the differences in humans.	Identify simple problems related to daily life and interact with friends in the neighborhood through traditional games. Analyzing the intrinsic elements of Balinese folklore according to the material Identify traditional games according to the material
Chapter 4 I Can	Students can elaborate their understanding of the concepts of time and weather in daily activities.	Detailing the process of understanding the concept of time (morning-afternoon-evening) that goes through in everyday life Analyze the intrinsic elements of Balinese folklore according to the material.

The fifth stage is to develop an assessment instrument to measure students' abilities from three aspects (cognitive, affective, and psychomotor) and to be able to measure the effectiveness of the e-module

that has been developed. These instruments include lesson plans, student worksheets, questionnaires, tests, and observation sheets. The questionnaire developed was adapted to data obtained and validated by supervisors and experts from each type of testing. Student worksheets are an important instrument to pay attention to because these worksheets aim to measure the level of student development after learning using this research product. RPP is also an important tool to pay attention to so that the learning activities can be adjusted to the flow so that learning is carried out well and smoothly. Each e-module product chapter has five summative and 20 formative questions.

The sixth stage is developing learning strategies. In its implementation, this research uses several learning strategies tailored to needs. After analyzing needs adapted to student characteristics, the next step is to create e-module media. The e-module concept was developed using the Canva and Microsoft Word applications. The seventh stage is developing and selecting teaching materials. After conducting several analyses on development needs, developing the IPS e-module was the next step. The e-module was created using Microsoft Office, Canva, YouTube, Wordwall, and QR applications. This software is an auxiliary media commonly used by graphic designers and video content creators to produce works in documents and visual and audiovisual content. This media can later be accessed via the link provided during the learning process. The e-module design that has been created can be presented in Figure 1.
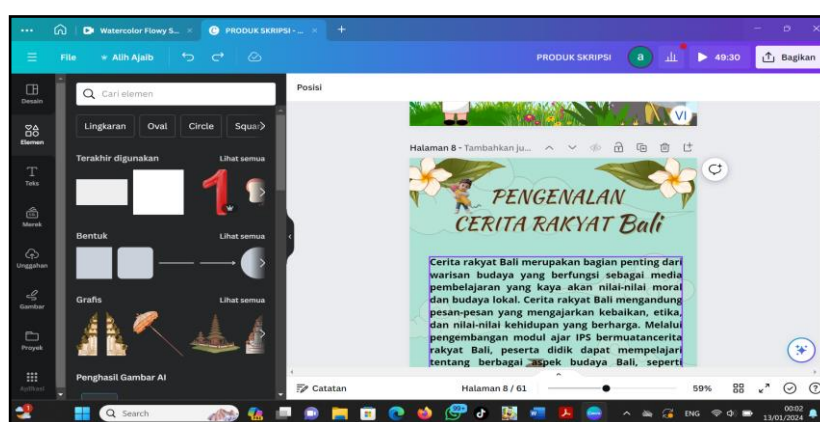

Figure 1. E-Module Design

Next, the e-module is designed, and then the validity of the materials is tested to determine the validity of the product. This testing was carried out by four experts, namely media experts, material/content experts, learning design experts, and language experts by each expert. The composition of the social studies e-module containing Balinese folklore based on Pancasila student profiles consists of a cover, foreword, table of contents, purpose of use, instructions for use, Pancasila student profile, Balinese folklore, material content consisting of readings, pictures, videos, questions, closing, author's data, and bibliography. In the eighth stage, student worksheets are developed, followed by continued validity testing by a team of experts and testing on students. There are two types of testing carried out: This individual trial is carried out with three subjects, each with high, medium, and low abilities, who are selected based on the evaluation results carried out by the previous teacher.

Before testing it on students, the researcher explained the type of product made and how to use it to the teacher. This stage is carried out in one meeting to minimize time and allow students to understand the use of e-modules more quickly. At this stage, researchers were directly involved with students using the social studies e-module containing Balinese people's stories based on Pancasila student profiles. The small group trial involved nine students, with three students with high ability, 3 with low ability, and 3 with medium ability. Previously selected students will be tested on the research products created.

This stage aims to discover weaknesses in the e-module researchers have designed before it is used. The researcher first explained how to use the e-module to the teacher concerned and only carried it out in one meeting to save time and get research results more quickly, so other weaknesses in the e-module were known. Revision is carried out once based on results from expert tests. The student worksheets obtained from this revision were then tested in the experimental class. This way, students will understand the material and follow the learning process well to obtain good learning outcomes.

Finally, a summative evaluation was carried out in both classes. The summative evaluation was carried out on effectiveness tests in both classes with 46 students. The test used is multiple choice questions with 20 test items given to students before and after using the social studies e-module media containing Balinese Folklore Based on the Pancasila Student Profile. The results of the e-module development design

according to subject content expert tests, learning design expert tests, learning media expert tests, learning language expert tests, individual trials, and small group trials in more detail can be presented in Table 7.

Table 7. Percentage of E-Module Development Validity Results

No	Trial Subject	Validity Results (%)	Description
1	Subject content expert test	95	Very good
2	Learning design expert test	97.22	Very good
3	Learning media expert test	80	Good
4	Learning language expert test	90	Very good
5	Individual trials	91.67	Very good
6	Small group trials	91.67	Very good

Discussion

Developing e-modules for Social Sciences (IPS) subjects with Balinese folklore content based on Pancasila student profiles for first-grade elementary school students is an innovative step relevant to current educational technology developments. The development of social studies e-modules is an innovation in learning in the current digital era. This aligns with previous research stating that e-modules are a flexible teaching medium that uses appropriate technology and can support learning (Wisudawati & Sumardi, 2023; Setiawan et al., 2022; Tamami, 2020). The selection of material in the form of Balinese folklore provides added value in instilling local values and cultural wisdom in students. This aligns with preserving local wisdom and encouraging love for the country. Developing a social studies e-module with Balinese folklore content based on Pancasila student profiles for first-grade students in elementary schools is an innovative effort to improve social studies learning at the elementary level.

This e-module is specifically designed to utilize local Balinese folklore wisdom to provide a closer and more relevant context for students. The first paragraph discusses the background of preparing this e-module, highlighting the need for a learning approach that is more interesting and appropriate to local culture. The context of E-Module development is the main point of this research. Involving technology in the learning process in elementary school can open up opportunities for students to have wider access to learning materials. E-Modules allow students to study independently, according to their level of understanding and learning speed. This aligns with previous research results, which revealed that e-modules with current technology can be accessed from anywhere with adequate device support (Juniar et al., 2023; Amelia & Muzakki, 2021). The preparation of this module is based on the Pancasila student profile, which is a guide to building student character through Pancasila values (Mutiara et al., 2022; Wulandari & Parameswara, 2020).

The Pancasila student profile comprises six elements: faith, devotion to God Almighty, noble character, global diversity, independence, cooperation, critical reasoning, and creativity (Rai et al., 2022; Wibawa & Rati, 2023). Using the Pancasila student profile is expected to create students with superior character and internalize the values of Pancasila. Selecting Balinese folklore as e-module content can utilize local wisdom to increase student interest and involvement in social studies learning. This aligns with the principle that learning based on local culture can make students feel more connected to the subject matter. The e-module media aims to transfer knowledge about Balinese folklore and shape students' attitudes and behavior by Pancasila values. This approach can have a positive impact in forming individuals with noble character and awareness of local cultural values.

The learning approach, which utilizes the Pancasila student profile, emphasizes the noble values of the Indonesian nation as the foundation of education. Integrating Pancasila values in e-modules can shape students' character from an early age, creating a generation with morality and a sense of social responsibility (Muhdhor et al., 2023; Setyaningsih, 2022). Choosing Balinese folklore as the main content of the module is a strategic step, considering the importance of preserving cultural heritage in the education curriculum. By including folklore as a learning tool, students can better understand and love Balinese culture and internalize its noble values. The development of this E-Module is also equipped with learning methods that suit the characteristics of first-grade elementary school students.

The interactive and multimedia module design can increase students' interest and understanding of the learning material while providing a more enjoyable learning experience. The implementation of this e-module illustrates research efforts to understand how technology can be adapted to students' cognitive and psychological development levels. In this context, the research presents empirical data regarding students' responses to e-modules, the extent to which they can access and understand the learning material, and the extent of improvement in understanding social studies concepts achieved. This module was tested on first-grade elementary school students in the development process to measure its effectiveness. The

results of this trial are the basis for evaluating and refining the module to suit the needs and understanding of students at that level.

The success of e-modules can be measured through certain indicators, such as increased student learning outcomes, active involvement in learning, and mastery of Pancasila values, reflected in students' daily behavior. E-modules allow students to learn actively (Faridah & Afridiani, 2021; Mardius et al., 2021). The results of this evaluation are the basis for recommendations regarding further development or adjustments in implementing e-modules at higher education levels. The main focus is the importance of collaboration between teachers, parents, and students in implementing this module. This is in line with previous research, which states that teachers and parents are factors that can help students facilitate and support the delivery of material through digital learning, such as e-modules (Widiyanti et al., 2023; Agustin, 2021).

Parent involvement in supporting learning at home can improve learning outcomes and strengthen the implementation of Pancasila values in everyday life (Wulandari & Suastika, 2022; Susanti et al., 2020). This research also focuses on linking Balinese folklore in the e-module. An in-depth analysis was carried out so that folk tales could depict local cultural values and characters. These tales were integrated with social studies material and adapted for first-grade students. This ensures that the folklore e-module that has been created can be easily accessed by students via electronic platforms.

Developing a social studies e-module containing Balinese folklore based on the Pancasila Student Profile for first-grade elementary school students is a positive step in integrating character education with social studies learning. Developing science e-modules containing folklore can also enrich local cultural treasures, an important part of national identity. Overall, the development of social studies e-module media with Balinese folklore content based on Pancasila student profiles for first-grade elementary school students is a progressive step in efforts to improve the quality of education in Indonesia. This innovation can bridge local traditions with technological advances, creating relevant and interesting learning and positively impacting the character formation of children as the nation's successors.

The novelty of the e-module features, which are interactive, visually attractive, and appropriate to the cognitive development of first-grade students, can make a significant difference in students' understanding. The quality of social studies learning can be further improved when using e-modules containing folklore with a Pancasila student profile compared to using ordinary e-modules. The results of this research can have implications for further e-module development to support the feasibility and effectiveness of implementing learning for elementary school students. Meanwhile, the limitation of this research is that the qualitative data obtained allows for bias or subjective interpretation. Future research can consider more qualitative data collection methods to avoid bias in research.

4. CONCLUSION

This social studies content e-module based on Balinese folklore uses the Dick and Carey development model, which consists of ten stages. The feasibility of this e-module is to obtain results with very good average qualifications. The hypothesis test results show a significant difference in the class taught with the social studies e-module based on Balinese folklore containing the Pancasila Student Profile compared to the class given the regular e-module. Based on this explanation, the novel features that are interactive, visually attractive, and appropriate to students' cognitive development are feasible and effective for first-grade elementary school students.

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