



E-module of *Pancasila* Education Subject Based on *Pancasila* Student Profile for Students in Second Grade of Elementary School

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ARTICLE INFO

Article history:

Received February 23, 2024

Accepted June 24, 2024

Available Online July 25, 2024

Kata Kunci:

E-modul, Pendidikan Pancasila, Sekolah Dasar

Keywords:

E-module, Pancasila Education, Elementary School



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ABSTRAK

Kurangnya sumber daya seperti buku pelajaran yang memadai, menjadi tantangan bagi guru dalam menerapkan metode pembelajaran inovatif. Penelitian ini bertujuan untuk menganalisis kelayakan dan mengetahui efektivitas E-modul Pendidikan Pancasila berbasis Profil Pelajar Pancasila. Penelitian ini merupakan penelitian pengembangan dengan model pengembangan Dick and Carey. Penelitian ini melibatkan 1 ahli dalam mata pelajaran, 1 ahli desain instruksional, 1 ahli media pembelajaran, 3 siswa untuk uji coba individu, dan 9 siswa untuk uji coba kelompok kecil. Metode pengumpulan data yang digunakan meliputi tes objektif berbentuk pilihan ganda serta kuesioner. Teknik analisis data yang diterapkan adalah metode kuantitatif dan kualitatif. Hasil penelitian menunjukkan (1) kelayakan media E-modul menunjukkan hasil uji ahli isi muatan pelajaran sebesar 98,33%, uji ahli bahasa sebesar 96,66%, uji ahli media pembelajaran sebesar 96,66%, uji ahli desain instruksional sebesar 97,22%, uji coba perorangan sebesar 98,33%, dan uji coba kelompok kecil sebesar 98,61%. (2) efektivitas media E-modul Pendidikan Pancasila berdasarkan hasil uji-t diperoleh nilai signifikan 0,000 yang dengan keputusan $\leq 0,05$ maka H_0 ditolak dan H_1 diterima. Dengan demikian hasil penelitian ini menunjukkan bahwa, media E-modul Pendidikan Pancasila ini efektif digunakan pada siswa kelas II SD.

ABSTRACT

Lack of resources such as adequate textbooks, is a challenge for teachers in implementing innovative learning methods. This study aims to analyze the feasibility and determine the effectiveness of the *Pancasila* Education E-module based on the *Pancasila* Student Profile. This study is a development research with the Dick and Carey development model. This study involved 1 subject expert, 1 instructional design expert, 1 learning media expert, 3 students for individual trials, and 9 students for small group trials. Data collection methods used include multiple-choice objective tests and questionnaires. The data analysis techniques applied are quantitative and qualitative methods. The results of the study showed (1) the feasibility of the E-module media showed the results of the subject matter expert test of 98.33%, the language expert test of 96.66%, the learning media expert test of 96.66%, the instructional design expert test of 97.22%, the individual trial of 98.33%, and the small group trial of 98.61%. (2) The effectiveness of the *Pancasila* Education E-module media based on the t-test results obtained a significant value of 0.000 with a decision of ≤ 0.05 , then H_0 is rejected and H_1 is accepted. Thus, the results of this study indicate that the *Pancasila* Education E-module media is effective for use on grade II elementary school students.

1. INTRODUCTION

Along with the development of information and communication technology, the use of e-modules has become an effective alternative in supporting the learning process in schools. E-modules can be easily accessed by students through electronic devices such as tablets or laptops that allow them to learn anytime and anywhere (Siswanto, 2020; Tamami, 2020; Sutrisno & Murdiono, 2017). Therefore, the development of e-modules for *Pancasila* Education subjects is a relevant solution and in accordance with the development of the times. *Pancasila* Education has a very important role in shaping the character and personality of students. Therefore, the development of e-modules is an innovation that needs to be implemented in *Pancasila* Education learning in elementary schools. Elementary Schools as basic educational institutions have a great responsibility in equipping their students with *Pancasila* values as a basis for the formation of

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positive attitudes and behaviors. However, in the digital era like today, conventional methods in delivering materials need to be adjusted to technological developments to make them more interesting and effective. *Pancasila* Education is one of the important subjects in the education curriculum in Indonesia (Cahyani et al., 2023; Mardiana et al., 2023; Larasati, 2022). The main objective of the *Pancasila* Education subject is to shape students' character and personality in accordance with the values of *Pancasila* as the foundation of the state.

However, in the learning process, various obstacles often arise that hinder students' understanding of *Pancasila* Education material, so that learning outcomes are not optimal. Therefore, the development of e-modules is one solution that can help improve the effectiveness of learning. *Pancasila* Education in Indonesia has a very important role in shaping the character and moral values of children from an early age. One level of education that is very strategic for forming the foundations of this character is in Elementary Schools (SD). However, challenges arise when the learning process is unable to attract attention and motivate students to understand the values of *Pancasila* more deeply. The development of information and communication technology provides a great opportunity to integrate *Pancasila* Education learning through e-modules (Saputro et al., 2023; Susanti, 2023; Setiawan et al., 2022). Thus, students can more easily access learning materials anytime and anywhere. The development of E-modules based on *Pancasila* student profiles is expected to increase the appeal of learning materials and help teachers identify the needs and characteristics of students in *Pancasila* Education learning. In addition, the development of E-modules can also expand the scope of learning by presenting materials in the form of interesting and interactive multimedia (Meliza & Eliyasni, 2023; Nastiti & Sari, 2023; Mahmud & Cempaka, 2022). This can help students understand abstract and complex concepts in *Pancasila* Education more easily and enjoyably. Therefore, it is expected that students' understanding of *Pancasila* values can be significantly improved to achieve more optimal learning outcomes.

However, currently the development of modules that are in accordance with the characteristics of Class II students is still very minimal, resulting in less than optimal achievement of learning objectives. Teachers often face difficulties in presenting *Pancasila* Education materials comprehensively and enjoyably for students. Therefore, an innovative solution is needed that can provide a better understanding and activate student participation in learning *Pancasila* Education. The involvement of technology in learning *Pancasila* Education will have a positive impact not only in understanding students about *Pancasila* values, but also in improving their technological skills. As a subject that involves moral values, *Pancasila* Education through e-modules is expected to provide a fun, interesting, and inclusive learning experience for all Class II students in elementary schools.

The importance of implementing e-modules in *Pancasila* Education learning in grade II of elementary school can also be seen from the challenges faced by teachers. Lack of resources, such as adequate textbooks, can limit teachers' ability to deliver material with innovative methods (Pratiwi & Indrayani, 2023; Sukiyati et al., 2023; Susanti, 2023). Through e-modules, teachers can overcome these obstacles and provide more interactive and relevant learning experiences (Wa'fa et al., 2023; Firmansyah, 2021; Nisa' et al., 2021). Grade II elementary school students are a group that is undergoing a character formation process. Therefore, the development of e-modules can also provide a positive contribution in shaping students' attitudes and behaviors in accordance with *Pancasila* values. Thus, it is hoped that they can become a generation that has high morality and is able to contribute positively to society and the nation.

Grade II students in elementary school are a very important age group to be given *Pancasila* values. At that age, children begin to develop attitudes and basic values in everyday life. Therefore, the development of a *Pancasila* e-module specifically for grade II students in elementary school has great potential to shape students' character from an early age. Grade II students in elementary school are a group that is very sensitive to teaching methods. They are still in the stage of introducing concepts and basic values, so the right learning method needs to be applied so that the goals of *Pancasila* Education are achieved optimally. The development of information and communication technology is an opportunity that must be utilized wisely so that learning becomes more interesting and interactive.

The profile of *Pancasila* students is the main foundation in the development of this e-module. The profile includes students' understanding of *Pancasila* values, their ability to apply these values in everyday life, and positive attitudes reflected in their behavior. By detailing the profile of *Pancasila* students, the e-module can be adjusted to be more targeted in improving students' understanding and application of *Pancasila* values (Pebriyanti & Badilla, 2023; Harjanti et al., 2022; Yunan & Susilawati, 2018). The development of the *Pancasila* Education e-module that focuses on the profile of *Pancasila* students is also in accordance with the concept of inclusive education. Through this E-module, teachers can more easily accommodate the needs of diverse students and provide more differentiated educational services. Thus, the development of the *Pancasila* Education e-module in grade II of elementary school is not only a technological need, but also a solution to improve the quality of learning and create a more inclusive learning environment. The development of E-modules in this study is also expected to provide variations in the teaching methods of *Pancasila* Education. With an attractive and interactive appearance, e-modules can

make students more enthusiastic and actively involved in the learning process. This will certainly have a positive impact on the understanding and internalization of *Pancasila* values by students. The development of *Pancasila* e-modules can also support the role of teachers as learning facilitators. Teachers can use this e-module as a comprehensive and structured reference source to facilitate the teaching process in the classroom. Thus, the interaction between teachers and students can be more focused on discussion, problem solving, and the development of social skills.

The urgency of this research is the lack of resources such as adequate textbooks, making it a challenge for teachers to implement innovative learning methods. Therefore, this study aims to analyze the feasibility and determine the effectiveness of the *Pancasila* Education E-module based on the *Pancasila* Student Profile. The development of E-module of *Pancasila* Education subject based on *Pancasila* student profile for grade II elementary school students is an innovative step that is relevant to the development of the times and the needs of children's character education. The latest information in this study is expected to provide a positive contribution in improving the understanding, application, and internalization of *Pancasila* values in the younger generation.

2. METHOD

In this development research, the model applied is the Dick & Carey development model. This model is included in the procedural model. The process model is a descriptive model that describes the process or process steps that need to be followed to produce a particular product. The Dick & Carey model consists of 10 stages carried out from the beginning of development to product development, namely: (1) needs analysis to determine objectives, (2) learning analysis, (3) analysis of students and learning contexts, (4) writing performance objectives, (5) development of evaluation assessment tools, (6) developing learning strategies, (7) developing teaching materials, (8) designing and implementing process assessments, (9) reviewing learning, (10) developing assessment summaries. The Dick & Grey development model can be presented in Figure 1.

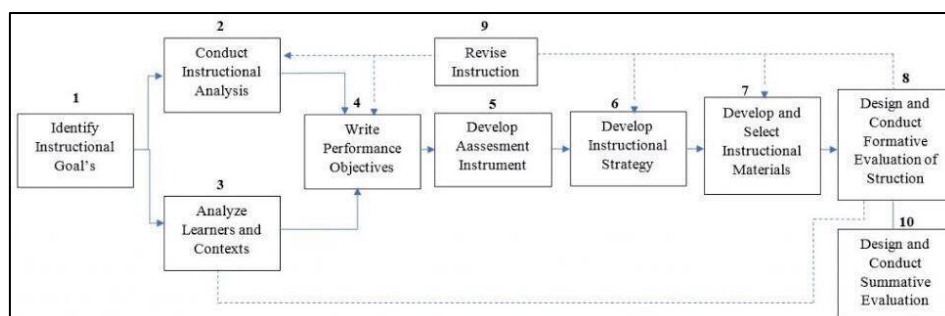


Figure 1. Dick And Carey Development Model

This study involved 1 subject expert, 1 instructional design expert, 1 learning media expert, 3 students for individual trials, and 9 students for small group trials. There are two types of data used in this study, namely qualitative data and quantitative data. Quantitative data is a type of data that can be measured or calculated directly as a numeric variable. This study will emphasize the learning outcome test of students after using teaching materials in the form of e-modules in learning. Qualitative data is a type of data that can be expressed in the form of words, sentences, and images. Qualitative data in this study comes from the results of a descriptive questionnaire that examines the effectiveness of using e-modules as a learning medium, which involves assessments from material experts, language experts, media experts, instructional design experts, and students. In qualitative data collection, the collected data must be interpreted and analyzed as a whole which will later become scores and values. In this study, various methods and instruments were used to collect data, including non-test methods, interviews, observations, questionnaires, and tests. The data collection instruments used in this development were tests and non-tests. The instrument grid used in this study can be presented in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. The Instrument Grid Contents

No	Aspect	Indicator	Item Number
1.	Curriculum	Suitability of material content with achievements learning (CP)	1
		Suitability of the content of learning indicator materials	2
		Suitability of the task with ordermaterial	3
		Suitability of material content with learning objectives (TP)	4
2.	Material	Accuracy of Material	5

No	Aspect	Indicator	Item Number
		Depth of Material	6
		Completeness of Materials	7
		Interesting Material	8
		Suitability of materials to student characteristics	9
		Support material with appropriate media	10
		Easy to understand material	11
		The concept that served canlogically	12
		The material is presented with images, videos, and quizzes.	13
3.	Evaluation	Suitability of evaluation to material	14
		Suitability of the level of difficulty of the questions to the material	15
Amount			15

Table 2. The Learning Media Expert Instrument Grid

No	Aspect	Indicator	Item Number
1.	Visual or Display	a. Attractive cover display	1
		b. The background display of the E-Module is interesting	2
		c. The illustrations in the E-module are clear	3
		d. The images in the E-module are clear	4
		e. The letters and typeface are clear	5
		f. Appropriate size and type of letters	6
		g. Color integration	7
2.	Audio	a. Audio clarity	8
		b. Audio conformity with content	9
		c. Integration of audio with backsound	10
3.	Interactive	a. Can be accessed via Android	11
		b. Convey the purpose of the module content	12
		c. Barcode is easily accessible	13
4.	Operational	a. Instructions for using the media	14
		b. Ease of use of media	15
Amount			15

Table 3. The Grid for Compiling Media Expert Instruments

No	Dimensions	Indicator	Item Number
1	Straightforward	Correctness of sentence structure.	1
		Sentence effectiveness.	2
		Standardization of terms.	3
		Understanding the message in the sentence.	4
2	Communicative and Interactive	Ability to sort information.	5
		Use of easy to understand language.	6
		The language used is interactive.	7
		Clarity of the function of punctuation.	8
		Appropriateness of intellectual development.	9
		Appropriateness of emotional level development.	10
3	Compliance with student development	Ability to motivate participants educate.	11
		Ability to think critically.	12
		Grammatical correctness.	13
4	Conformity to language rules	Accuracy in the use of spelling.	14
		Writing text according to the material.	15
Amount			15

Table 4. The Instructional Design Instrument Grid

No.	Dimensions	Indicator	Item Number
1.	Objective	a. Use	1
		b. Learning objectives	2
2.	Strategy	a. Target use	3
		b. Product components	4,5
		c. Learning strategies	6
3.	Evaluation	a. Clarity of evaluation	7,8,9
Amount			9

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

No.	Aspect	Indicator	Item Number
1	Media	a. The attractiveness of the media display	1
		b. Clarity of instructions for use	2
		c. Ease of use of media	3
		d. Helps understanding the material	4
2	Material	a. Clarity of material description	5
		b. Benefits of materials	6
		c. Understanding the material	7
3	Learning	a. Media improves students' digital literacy skills	8
		b. Giving examples which is relevant	9
		c. Giving activity Study interactive	10
Amount			10

In this study, it is necessary to conduct data analysis that is used as a guideline in making improvements to the learning video media that will be developed. The data analysis techniques used in this development research are quantitative descriptive analysis, qualitative descriptive analysis, and inferential statistical analysis. Qualitative descriptive analysis techniques are data that has been collected and studied by analyzing, describing, summarizing various situations, and conditions in the field. Furthermore, the processing of data from expert reviews and student trials obtained through questionnaires is continued. This method is used to revise the product to be produced. This quantitative approach is used by researchers to measure the level of success in the influence of parental attention on students' learning interests. In obtaining a level of validity of the e-module media, measurements are used with a Likert scale. The conversion of the level of achievement of the Likert scale used in this study can be presented in [Table 6](#).

Table 6. The Conversion of Achievement Level with Likert Scale

Numeric Value	Letter	Predicate
4	A	Very good
3	B	Good
2	C	Not good
1	D	Very Bad

3. RESULT AND DISCUSSION

Result

This development research was conducted for grade II A elementary school students in the odd semester at SD Negeri 1 Sibanggede. The steps for developing the e-module used the Dick and Carey research model. The selection of the Dick and Carey model was based on the consideration that this model was stated to be oriented towards learning products, especially on E-Module media. The Dick and Carey model has 10 complete steps and is suitable for use when developing E-Module products, namely: (1) Identifying Learning Objectives, (2) Conducting Learning Analysis, (3) Analyzing Child Characteristics and Learning Context, (4) Formulating Learning Objectives, (5) Developing Assessment Instruments, (6) Developing Learning Strategies, (7) Developing and Selecting Teaching Materials, (8) Designing and Conducting Formative Evaluation, (9) Revising Learning, and (10) Designing and Implementing Summative Evaluation.

The first stage is identifying learning objectives (Identifying Instructional Goals). This stage aims to identify the conditions of students and teachers related to knowledge, materials, competencies, and characters possessed by students. This analysis activity was carried out from the results of interviews and observations that had been carried out at SD Negeri 1 Sibanggede, especially for class II students, so that from these results it was known that there were several obstacles that occurred to students during learning activities in the classroom.

The results of interviews with class teachers who are also *Pancasila* Education subject teachers show that the use of textbooks in teaching and learning activities makes students less motivated and bored, so they tend to be bored in understanding *Pancasila* Education material. In addition, teachers do not use media to support learning in the classroom. This is due to the inability of teachers to develop learning media, so that the lack of variation in learning activities results in students lacking focus and interest in learning. Therefore, learning media are needed that attract students' interest in learning in order to support the learning process well and can provide students' needs to get a pleasant learning experience and be able to

improve students' understanding so that they are trained to think critically in order to understand learning materials, especially *Pancasila* Education subjects.

The second stage is the learning analysis (Conducting Instructional Analysis). At this stage, after conducting needs analysis and curriculum analysis, the next step is learning analysis. There are two chapters taught in one semester. Chapter 1 is titled "I Obey the Rules," which covers material on obeying the rules in the family. Meanwhile, Chapter 2 is titled "I Behave *Pancasila*," which discusses the symbols of *Pancasila* and the meaning and significance of *Pancasila*. The main material in Chapter 1 includes an introduction to the rules in each home and the attitude to obey the rules. Meanwhile, Chapter II discusses the symbols of *Pancasila* and an introduction to the formulators of *Pancasila*.

The third stage carried out is analyzing the behavior and characteristics of students (Analyze The Behavior and Characteristics of Students). At this stage, an analysis is carried out on students based on the characteristics of students in learning. The characteristics of class II students at SD Negeri 1 Sibangkaja from the observations that have been carried out are that students are familiar with electronic devices such as computers, laptops or cellphones. Students show curiosity about new things in learning, such as linking material with quizzes that can be accessed via cellphones. They look enthusiastic when using learning media in class. Students have a high sense of social with their friends, so students are disciplined in using the learning media. Students feel happy when learning with learning media, because they can access it anytime and anywhere, as long as they are under the supervision of their parents or guardians.

The fourth stage is to formulate specific learning objectives (Write Performance Objectives), namely to create indicators of students' ability to understand *Pancasila* Education material, including family rules, *Pancasila* symbols, the meaning of *Pancasila* symbols, and introduction to the formulators of *Pancasila*. In the material I obey the rules, my attitude obeys the rules, the learning objectives that are formulated are that students are able to recognize the rules in the family environment; tell examples of attitudes of obeying rules in the family environment; and demonstrate behavior that obeys rules in the family environment. In the material on recognizing *Pancasila* symbols and the material on recognizing the meaning and significance of *Pancasila*, the learning objectives that are formulated are that students are able to understand the meaning of the *Pancasila* principles in everyday life; Students are able to explain the meaning of the *Pancasila* principles; and Students are able to tell examples of the application of the *Pancasila* principles in everyday life. These learning objectives are then developed into questions.

The fifth stage is developing assessment instruments (Development Assessment Instruments). After formulating learning objectives, the next step is to develop assessment instruments for e-learning modules and effectiveness instruments. The e-module assessment is carried out by giving closed questionnaires to content, language, media and instructional design experts, while the effectiveness assessment is carried out by giving multiple choice questions to students in grades II A and II B. The assessment instruments consist of (1) subject content expert instruments, (2) language expert instruments, (3) learning media expert instruments, (4) instructional design expert instruments, (5) individual trial instruments, and (6) small group trial instruments. After the questions were tested by the *Pancasila* Education subject lecturer, the questions were then tested on 26 students in grade II to determine validity, reliability, level of difficulty and discrimination.

The sixth stage is developing a learning strategy (Development Instructional Strategy). At this stage, the learning strategy that will be applied to improve students' understanding skills is determined. The learning activities carried out will be summarized in the learning module (RPP). The components contained in this learning module are module identity, initial competencies, *Pancasila* student profile, facilities and infrastructure, target students, and learning models. This learning strategy includes the use of media that will be developed by researchers. Learning activities in the e-module are designed according to the dimensions of the *Pancasila* Student Profile, so that each activity reflects these principles.

The seventh stage is developing and selecting materials (Development and Selection Instructional Materials). At this stage, the development of learning media is carried out to improve students' ability to understand learning materials, especially *Pancasila* Education lessons. The media that will be developed by the researcher is the E-Module (Electronic Module) of *Pancasila* Education lesson content based on the *Pancasila* Student Profile to develop the Independent Curriculum. Based on this, the researcher made a product development plan, the design of the product being developed, and obtained the results of the product development that the researcher developed.

The eighth stage is designing and developing formative evaluation (Design and Conduct Formative Evaluation of Instruction). After the media is designed, the media that has been made will be tested for its feasibility. The feasibility test of learning media consists of aspects of material or content, language aspects, media aspects and design aspects by lecturers who are experts in their fields. After that, the media is tested on subjects individually or in small groups.

The ninth stage is to revise the learning program (Revise Instruction). At this stage, the researcher revised the product after the product was reviewed or assessed by experts and trial subjects. The input, suggestions and comments provided were in accordance with the quality of the e-module media based on

the *Pancasila* Student Profile which was used as a consideration for improving the learning e-module media. A detailed explanation of the revision results in the form of input, suggestions and comments provided by experts and trial subjects has been presented.

The tenth stage is designing and conducting a summative evaluation (Design and Conduct Summative Evaluation). At this stage, the media that has been tested for its feasibility will be implemented to students to determine the effectiveness of the media on the target subjects. The effectiveness test carried out is with a prerequisite test. The prerequisite test is carried out with the aim of being able to test and analyze the effectiveness of the e-module product based on the *Pancasila* Student Profile developed by the researcher. At this prerequisite test stage, there are 3 stages that are passed, namely (1) normality test, (2) homogeneity test, and (3) inferential statistical test using the t-test technique. The results of the validity of the E-module development according to the subject content expert test, learning design expert test, learning media expert test, learning language expert test, individual trial, small group trial, and field trial in more detail can be presented in [Table 7](#).

Table 7. The Instrument Validity Results

No	Test Subject	Validity Results (%)	Information
1	Subject Content Expert Test	98.33	Very good
2	Learning Language Expert Test	96.66	Very good
3	Learning Media Expert Test	96.66	Very good
4	Learning Design Expert Test	97.22	Very good
5	Individual Trial	99.16	Very good
6	Small Group Trial	99.4	Very good

The developed E-Module has a writing format like a module in general, namely: (1) Before starting the material (title, foreword, table of contents, presentation of the *Pancasila* Student Profile, instructions for using the module and review of the subject), (2) When delivering the material (main material, description of the material, headings, summaries, and exercises or assignments) and (3) After delivering the material (self-test, post-test, follow-up, expectations, glossary, bibliography and answer key) After being modified by the researcher into (a) Cover, (b) Foreword, (c) Description of the *Pancasila* Student Profile, (d) Instructions on how to use the E-Module, (e) Review of the subject, (f) Table of Contents, (g) Learning consisting of, Brief Description, Learning Activity Objectives, Material Description, Summary, Assignments, Formative Tests, Worksheets, (h) Closing, (i) Bibliography, (j) Back Cover. This E-Module is equipped with text, images, audio, and video to support understanding of the material and attract students' interest in learning.

The e-module developed in this study is included in the category of learning multimedia. This e-module integrates various multimedia elements, such as text, images, graphics, animation, audio, and video, which are designed to complement each other. Thus, this e-module functions as an effective and efficient system, where the whole becomes more valuable than the sum of its parts. This e-module is designed by combining text, images, audio and video, so that students can learn independently to enrich their knowledge. The e-module provides interactive videos to clarify new abstract material so that students are able to understand the material well.

The assessments contained in the e-module are designed to measure the level of student learning success. If students have not met the assessment criteria, they can repeat the questions to improve their understanding and learning outcomes. In designing this e-module, a contextual approach is applied that emphasizes the values of learning communities and reflection. By developing an E-module based on the *Pancasila* Student Profile, students are expected to be able to find problem-solving techniques independently that are relevant to contextual values. This makes the learning process in this e-module more meaningful and relevant to students.

Discussion

The discussion of this article covers the development of an e-module for the *Pancasila* Education subject based on the *Pancasila* student profile for grade II elementary school students. The development of this e-module is important to support *Pancasila* Education learning to be more interesting and relevant to the needs and characteristics of grade II students. The development of this e-module is aimed at improving the quality of *Pancasila* Education learning in elementary schools. By utilizing technology in the form of e-modules, it is hoped that students can more easily understand the basic concepts of *Pancasila*. This is in line with the results of previous studies which state that the development of information and communication technology is increasingly rapid, so that learning can be adjusted to the present ([Muhdhor et al., 2023](#); [Salsabila et al., 2022](#); [Nisa et al., 2016](#)).

The development of the *Pancasila* Education e-module for grade II elementary school students is an innovative step in improving the learning of *Pancasila* values. In this context, the discussion of the e-

module refers to efforts to utilize information technology as a means of supporting learning. This article discusses the steps and benefits of developing the *Pancasila* Education e-module that focuses on the profile of *Pancasila* students. This e-module is designed based on the profile of *Pancasila* students. The profile includes students' understanding of *Pancasila* values, positive attitudes towards diversity, and critical thinking skills related to *Pancasila* values. By understanding the profile of *Pancasila* students, the e-module can be adjusted to the level of understanding and needs of students, so that learning becomes more personal and effective (Susanti, 2023; Widodo & Wiyata, 2020).

The e-module is designed by considering the developmental characteristics of grade II elementary school children. Each material is designed to suit the level of student understanding and is integrated with the *Pancasila* student profile. This research involves education, psychology, and information technology experts to be important in compiling the e-module so that it can meet the needs of effective and efficient learning. The *Pancasila* student profile is the main foundation in developing e-module content.

The first step in this study was to identify the *Pancasila* values that need to be instilled in grade II students. After that, a student profile analysis was conducted, covering cognitive, affective, and psychomotor aspects, so that the e-module can be adjusted to the needs and level of student development. The development of this e-module takes into account the characteristics of grade II students and is in accordance with the level of cognitive and emotional development at that age. The e-module is designed with an attractive appearance and is easy for students to understand. In addition, the use of interactive media and educational games can increase students' interest in learning *Pancasila* Education.

The development of the e-module was carried out by involving *Pancasila* Education teachers and instructional designers. Collaboration between teachers and instructional designers ensures that the e-module not only has quality content, but can also be well integrated into the classroom learning process. The benefits obtained from the development of this *Pancasila* Education e-module involve increasing students' understanding of *Pancasila* values. Previous research has revealed that students can access the material more easily and can repeat it as many times as they need (Hayati & Fadriati, 2023; Muttaqin & Rais, 2018). Teachers can also utilize the data generated by the e-module platform to evaluate student performance in more detail.

This e-module contains content that is in accordance with the *Pancasila* Education curriculum for grade II students. The content can include short stories that contain *Pancasila* values, educational games that strengthen students' understanding, and animated videos that explain *Pancasila* concepts in an interesting way. The implementation of the *Pancasila* Education e-module in grade II elementary school provides teachers with the freedom to deliver material with an interesting and interactive approach. The e-module can be accessed by students anytime and anywhere, allowing them to learn independently. It also provides opportunities for teachers to monitor individual student development through the platform provided.

This e-module provides space for students to actively participate in learning. Through interactive features, students can practice and test their understanding of *Pancasila* values. This can increase students' motivation to learn and develop a deeper understanding of the subject matter (Uyun et al., 2023). The importance of parental participation in supporting children's learning is an aspect that is considered in this e-module. The module is equipped with features that allow parents to monitor their children's development and provide support more effectively. This is expected to increase synergy between schools and families in shaping children's characters.

Evaluation of the use of e-modules is carried out through assessment of student learning outcomes and their responses to learning. By collecting this data, developers can make improvements and adjustments so that e-modules can have a positive impact on *Pancasila* Education learning. However, challenges also arise in the development of this e-module. Adequate resources are needed, both in terms of technology and training for teachers, to ensure the effectiveness of the use of e-modules. In addition, there needs to be strict supervision of the content so that it is in accordance with the *Pancasila* values that are to be conveyed. The results of the discussion of this article underline the importance of developing e-modules as one solution to improve the quality of *Pancasila* Education learning at the elementary school level. E-modules based on *Pancasila* student profiles and adjusted to the characteristics of grade II students are expected to be an innovation that brings significant benefits in efforts to shape the character of Indonesian children.

The latest information in this study has implications for improving students' cognitive learning outcomes and motivation. This is because the *Pancasila* Education e-module based on the *Pancasila* Student Profile is designed to avoid student boredom in learning. Students are required to apply good habits in the *Pancasila* Student Profile so that learning can be more meaningful. The results of this study can also motivate teachers to empower infrastructure facilities to the maximum. In addition, this study provide benefits to schools, so that schools also have a collection of electronic teaching materials in the form of *Pancasila* Education e-modules based on the *Pancasila* Student Profile that can be used in the *Pancasila* Education subject for grade II of elementary school. The limitation of this study is that it only involved grade II A

elementary school students in the odd semester at SD Negeri 1 Sibanggede. Further research can involve a larger number of students to obtain more optimal research results.

4. CONCLUSION

This research produces a product in the form of *Pancasila* Education e-module media developed using the Dick & Carey development model. Based on the results of the analysis that has been carried out and that has been presented, it can be concluded that this *Pancasila* Education e-module media is feasible and effective for use in grade II elementary school students. The latest information on research can improve cognitive learning outcomes and student motivation. In addition, this research can also motivate teachers in schools to empower infrastructure facilities to the maximum.

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