Social Studies E-Module Containing Balinese Folk Tales Based on *Pancasila* Student Profiles for Fourth Grade Elementary School Students

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A R T I C L E   I N F O

A B S T R A K

Pembelajaran IPS yang hanya berpusat pada buku siswa membuat siswa jenuh, sehingga hasil ulangan harian tidak memenuhi target belajar. Pendidikan IPS diharapkan membantu peserta didik mempelajari diri dan lingkungan sosial serta menerapkannya dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk menghasilkan, mengetahui tingkat kelayakan, dan mengetahui efektivitas e-modul IPS bermuatan cerita rakyat Bali berbasis profil pelajar Pancasila pada siswa kelas IV di SD. Subjek penelitian ini ialah 1 ahli mata pelajaran, 1 ahli desain pembelajaran, 1 ahli media pembelajaran, 1 ahli bahasa pembelajaran, 3 siswa untuk uji coba perorangan, dan 9 siswa untuk uji coba kelompok kecil. Penelitian ini adalah penelitian pengembangan menggunakan model Dick and Carey. Pengumpulan data dilakukan dengan metode observasi, wawancara, angket dan metode tes berupa pilihan ganda. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif, kualitatif dan analisis statistik inferensial (uji-t). Hasil penelitian menunjukkan review ahli isi pembelajaran sebesar 96,87%, uji ahli media pembelajaran sebesar 95%, uji ahli desain pembelajaran sebesar 100%, uji ahli bahasa pembelajaran sebesar 97,5%, uji coba perorangan sebesar 98,3% dan uji coba kelompok kecil sebesar 97,2%. Dapat disimpulkan bahwa, terdapat perbedaan yang signifikan antara sebelum dan sesudah menggunakan media e-modul IPS dengan inovasi bermuatan cerita rakyat Bali berbasis profil pelajar pancasila. Implikasi penelitian ini adalah membuat siswa lebih aktif dalam proses pembelajaran, memahami kearifan lokal, serta membentuk karakter yang sesuai dengan nilai-nilai Pancasila.

A B S T R A C T

Social studies lessons that rely solely on textbooks bore students, leading to unmet learning targets in daily tests. Social studies education aims to help students understand themselves, their social environment, and apply this knowledge in daily life. This study aims to produce, determine the level of feasibility, and determine the effectiveness of social studies e-modules containing Balinese folklore based on Pancasila student profiles for grade IV students in elementary schools. The subjects of this study were 1 subject expert, 1 learning design expert, 1 learning media expert, 1 learning language expert, 3 students for individual trials, and 9 students for small group trials. This study is a development research using the Dick and Carey model. Data collection was carried out using observation, interview, questionnaire and multiple choice test methods. The data analysis techniques used were quantitative descriptive analysis, qualitative and inferential statistical analysis (t-test). The results of the study showed a review of learning content experts of 96.87%, a test of learning media experts of 95%, a test of learning design experts of 100%, a test of learning language experts of 97.5%, an individual trial of 98.3% and a small group trial of 97.2%. It can be concluded that there is a significant difference between before and after using the IPS e-module media with innovations containing Balinese folklore based on the Pancasila student profile. The implications of this study are to make students more active in the learning process, understand local wisdom, and form characters in accordance with Pancasila values.

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1. INTRODUCTION

Education plays an important role in human life (Pratama et al., 2018; Wijaya, et al., 2018). Education in the modern era has undergone significant transformation, especially with the development of information and communication technology (Pratiwi et al., 2022; Wulandari et al., 2022).The use of technology in learning is a necessity to meet the demands of the times and maximize the potential of students (Septarianti et al., 2022; Wirawan et al., 2022; Purwatiningsih & Wulandari, 2020). One of the subjects that plays an important role in shaping students' character and knowledge is Social Sciences (IPS), which involves understanding the social life, culture, and history of society. Education in Indonesia continues to experience rapid development, especially with the implementation of information and communication technology in various fields. One of the challenges faced by teachers in teaching Social Sciences (IPS) subjects in elementary schools is how to present interesting and motivating materials for students. Therefore, it is necessary to develop learning media that are in accordance with the characteristics of grade IV students and can support the understanding of IPS material concepts. In this effort, the use of e-modules is a promising alternative because it can be adjusted to the needs and interests of students. One aspect that continues to be considered is the development of learning materials, especially in Social Sciences (IPS) subjects at the Elementary School (SD) level. Along with the progress of the times, the integration of local cultural values such as Balinese folklore has become an important thing to introduce to the younger generation. Therefore, the development of IPS E-Modules with Balinese folklore content is relevant as an effort to enrich students' learning experiences.

Balinese folklore has rich local values, reflects local wisdom, and is an integral part of the cultural identity of the Balinese people. Introducing these folklores in the school environment can be an effective means of introducing cultural heritage to students (Juniar et al., 2023; Agustin, 2021; Chinditya et al., 2020).By integrating Balinese folklore into the Social Studies E-Module, it is expected that students will not only understand the concepts of Social Studies, but also be able to internalize deep local values. In Indonesia, especially in Bali, folklore has high local values and wisdom. However, the integration of Balinese folklore into Social Studies learning has not been optimal. As a solution to this problem, this study aims to develop an IPS E-Module that raises Balinese folklore as the main content, with an approach based on the *Pancasila* Student Profile for fourth grade students in Elementary Schools. Balinese folklore has a wealth of cultural and historical values that can be integrated into IPS learning. However, the implementation of these folklores is still limited, and the lack of availability of supporting materials hinders the effectiveness of learning. Therefore, it is necessary to develop an E-Module containing IPS material with Balinese folklore content to increase students' interest and understanding of the subject.

The *Pancasila* student profile is a moral foundation needed to shape student character (Mella et al., 2022; Riyani & Wulandari, 2022). Social studies subjects can be used as a means to integrate Pancasila values into the daily learning process (Graduate & Sumardi, 2023; Tamami, 2020; Widodo & Wiyata, 2020).Therefore, the development of this E-Module is based on the understanding that education is not only about transferring knowledge, but also forming the character and morality of students. The importance of character-based learning among students makes *Pancasila* the basis of values that can be integrated into learning activities (Susanti et al., 2022; Madona & Nora, 2020). In line with this, this study will focus on the development of electronic modules (E-Modules) as a learning tool that can be flexibly accessed by students and teachers. The *Pancasila* student profile is the basis for the development of this E-Modules. The importance of character formation and national values from an early age makes the *Pancasila* Student Profile the basis for curriculum development. By integrating *Pancasila* values into social studies materials through E-Modules, it is expected to form students who have positive characters, love their country, and appreciate cultural diversity. The use of information technology in learning is increasingly dominating in this digital era. E-Modules are an efficient and effective alternative in presenting learning materials, especially for grade IV elementary school students who are at the stage of cognitive development who are able to utilize technology well (Dwiyasari et al., 2023; Amelia & Muzakki, 2021; Purwani, 2020).Thus, the development of the IPS E-Module containing Balinese folklore is expected to maximize students' learning potential through an interesting and interactive approach. In facing the era of the industrial revolution 4.0, education in Indonesia needs to continue to innovate. The use of technology such as E-Module can increase the effectiveness of learning and motivate students (Hartayani & Wulandari, 2022; Cahyani & Wulandari, 2021; Pradnyaswari & Wulandari, 2021). Through Balinese folklore, students are expected to not only learn social studies, but also internalize local wisdom values and *Pancasila* as a guide to behavior.

Through the use of E-Modules, it is hoped that social studies learning will not only be formal, but also provide a fun and meaningful learning experience. By utilizing Balinese folklore, students are expected to feel a deeper emotional involvement in the learning material, so that the understanding of social studies concepts can be better internalized. The continued development of this E-Modules is expected to provide a positive contribution to improving the quality of education in elementary schools, especially in social

studies learning. By integrating local values and the profile of *Pancasila* students, it is hoped that students can grow into individuals who have a good understanding of their social and cultural environment and are able to uphold the moral values of *Pancasila.*

Based on this background,This study aims to produce, determine the level of feasibility, and determine the effectiveness of the social studies e-module containing Balinese folk tales based on the *Pancasila* student profile for grade IV students at elementary school. The innovation of e-modules containing Balinese folklore based on *Pancasila* student profiles is expected to contribute to efforts to improve the quality of social studies learning and shape student characters based on local values and *Pancasila*. Thus, the implementation of this E-Module is expected to improve the quality of education and shape the character of students who are intelligent, cultured, and based on Pancasila values.

2. METHOD

This research is a development research using the Dick and Carey model. In implementing the Dick and Carey model, there are steps that are arranged systematically, namely: (1) Identify instructional goals (Identify learning goals), (2) Conduct instructional analysis (Conduct learning analysis), (3) Analyze learners and contexts (Analyze learners and contexts), (4) Write performance objectives (Write performance objectives), (5) Develop assessment instruments (Develop assessment instruments), (6) Develop instructional strategy (Develop learning strategies), (7) Develop and select instructional materials (Develop and select learning materials), (8) Design andconduct formative evaluation(Designing and conducting formative evaluation), (9) Revise instruction (Restructuring learning), (10) Conduct summative evaluation (Conducting summative evaluation).The subjects of this study were 1 subject expert, 1 learning design expert, 1 learning media expert, 1 learning language expert, 3 students for individual trials, and 9 students for small group trials.The media workflow can be presented on Figure 1.
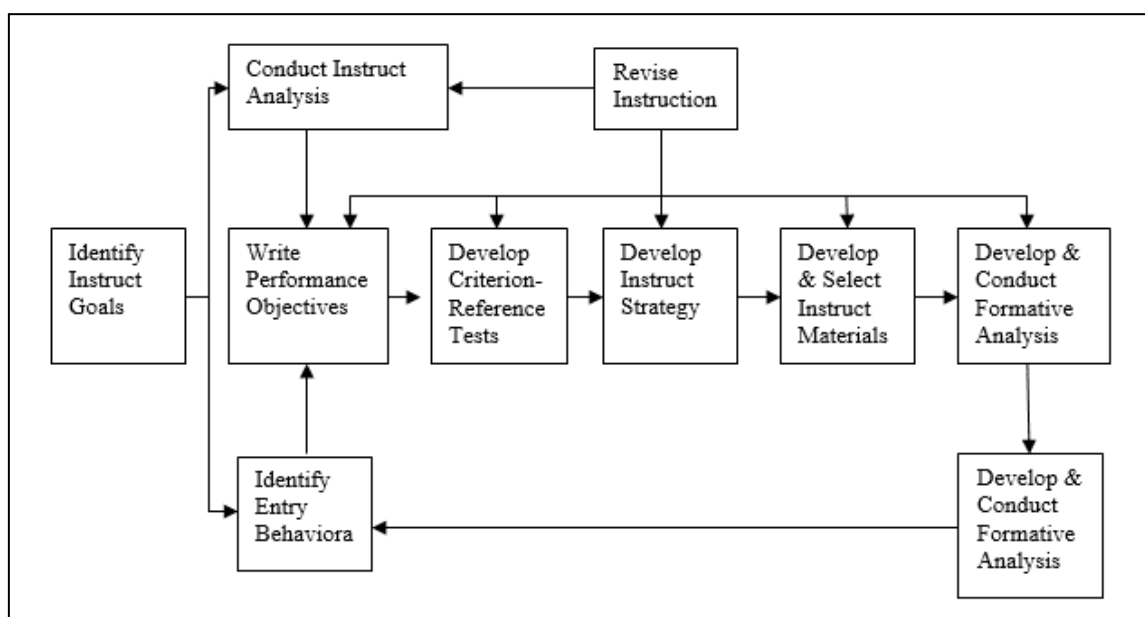

Figure 1. Steps to the Dick and Carey Model

This mixed research combines both types of research, namely quantitative and qualitative research. Data collection is carried out simultaneously, so that data is easier to obtain. Qualitative data is obtained from the results of assessments, criticisms, and suggestions through open questionnaires obtained from expert reviews and student responses. Meanwhile, quantitative data is obtained through closed questionnaires such as expert validity tests such as content experts, media, language, design, student trials, individual tests, small groups, and effectiveness tests. This study uses 3 models in data collection, namely: 1) observation; 2) interviews; and 3) data collection test methods used to collect data in development research, namely: with objective tests. The grid of data collection instruments in this study can be presented in Table 1, Table 2, Table 3, Table 4, and Table 5.

Table 1. The Grid of Balinese Folk Tales E-Module Content Instrument

No	Dimensions	Indicator	Item Number	Amount
1.	Curriculum	Suitability of material with basic competencies.	1	3
		Suitability of material with learning indicators	2	
		Suitability of materials to learning objectives	3	
2.	Material	Learning materials are presented in a coherent and systematic manner	4	4
		The e-module contains Balinese folklore	5	
		The material in the e-module is easy for students to understand	6	
		The material in the e-module can encourage students' learning motivation.	7	
3.	Evaluation	Suitability of questions to material	8	1

Table 2. Balinese Folk Tales E-Module Media Instrument Grid

No	Dimensions	Indicator	Item number	Amount
1.	Appearance	Font selection	1	
		Font size conformity	2	
		Selection of writing color	3	5
		Background selection	4	
		The size of the space between text and illustrations	5	
2.	Legibility and Ease of Navigation	Ease of use	6	2
		Clarity of general instructions on the e-module	7	
3.	Media diversity	Image layout conformity	8	
		Accuracy of illustration and image proportions	9	4
		Video quality	10	

Table 3. Balinese Folklore E-Module Design Instrument Grid

No	Dimensions	Indicator	Item number	Amount
1.	Objective	Use	1	2
		Learning objectives	2	
2.	Strategy	User facilities	6	
		Product components	7	4
		Learning strategies	8	
3.	Evaluation	Evaluation clarification	9	1

Table 4. Balinese Folk Tales E-Module Language Instrument Grid

No	Dimensions	Indicator	Item number	Amount
1.	Writing	Conformity of use of linguistic rules	1, 2	4
		Writing suitability	3, 4	
2.	Linguistics	Effective and efficient use of sentences	5, 6	6
		Use simple, clear and easy to understand language	7, 8	
		Choosing the right language	9, 10	

Table 5. Individual and Small Group Test Instrument Grid

No	Dimensions	Indicator	Item Number	Amount
1	Media	The attractiveness of media display	1	4
		Clarity of instructions for using the media.	2	
		Ease of use of media	3	
		Helps understanding the material	4	
2	Material	Clarity of material description	5	3

No	Dimensions	Indicator	Item Number	Amount
3.	Evaluation	Benefits of the material	6	3
		Understanding the material	7	
		Media increases motivation	8	
		Provide relevant examples	9	
		Providing interactive learning activities	10	

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

Mixed data analysis techniques were used in this study, namely a combination of quantitative and qualitative descriptive analysis techniques. Qualitative descriptive analysis techniques were used to process data from the results of trials by subject matter experts, learning media experts, learning content experts, language experts, and student trials. This data analysis technique was carried out by grouping information from qualitative data in the form of input, responses, criticisms, and suggestions for improvement contained in the questionnaire and interview results. The results of this analysis were then used to revise the product to be developed. Meanwhile, quantitative descriptive analysis techniques were used to process data obtained through questionnaires in the form of descriptive percentages.

3. RESULT AND DISCUSSION

Result

The research was conducted in grade IV at SD N 1 Kediri. This study involved 2 classes, namely the experimental class and the control class consisting of 60 students in grade IV of SD N 1 Kediri. The Development of Social Studies E-Modules Containing Balinese Folk Tales Based on Pancasila Student Profiles for Grade IV Students at SD N 1 Kediri applies the Dick and Carey development model. The presentation of the trial data explains the 10 stages of Dick and Carey and the assessment of the development of Social Studies E-Modules Containing Balinese Folk Tales Based on Pancasila Student Profiles for Grade IV Students at SD N 1 Kediri.Based on the dick and carey development model, the stage of seeking learning information derived from the practitioner's experience when finding children who have difficulty in learning is carried out. Then the researcher conducts a needs analysis to seek information through observation, interviews, and through questionnaires. The results of the learning objective identification analysis can be presented in Table 6.

Table 6. The Results of Learning Objectives Identification Analysis

Analysis Stage	Analysis Results
Needs Analysis (Observation and interview)	1. Researchers conducted observations to see that children's interest and passion in studying social studies was relatively low, as seen from the results of students' social studies tests.
	2. Based on interviews conducted with the homeroom teacher of grade IV of SD N 1 Kediri, it was stated that students' ability to understand and learn social studies was less interesting and they still had difficulty understanding history.
Needs Analysis (Materials, Curriculum, Learning Resources, Learning model)	1. The curriculum used by SD N 1 Kediri is Merdeka Curriculum.
	2. The recommended teaching time is 27 teaching hours (1 teaching hour = 40 minutes)
	3. lack of student interest in science lessons and the media that students learn is less interesting so that students become bored
	4. Learning resources are still minimal because in the independent curriculum schools only refer to textbooks.
	5. The learning model implemented in class IV at SD N 1 Kediri tends to use more lecture methods and minimal new methods.

Learning analysis was conducted by researchers before the learning process was carried out, precisely on Monday, November 6, 2023. This was intended to determine the type of learning expected by students so that there were no more statements that learning social studies was less interesting and boring. Interviews were conducted to analyze interest in learning social studies. The reason for using the interview method is because it is expected that the process can be completed in a short time. Based on the interview results, out of 60 students, there were 27 students who had low scores in social studies.

The low value is caused by learning using lecture methods more often, focusing on textbooks without additional books that are easier to understand, and only occasionally using learning media such as videos from YouTube. The lack of variation in learning activities makes students bored, thus affecting the learning outcomes they obtain (Sutarno, 2023; Yurdayanti & Nurjanah, 2022).Therefore, an e-module media for Social Studies containing Balinese Folk Tales Based on the Pancasila Student Profile is needed to be able to increase students' interest in learning and understanding.

At this stage, the researcher conducted an analysis of the characteristics of students in developing the product. Based on the results of observations and interviews with the homeroom teacher of grade IV at SD N 1 Kediri, it was revealed that students in the experimental and control classes tended to get bored easily and found it difficult to provide critical responses during the learning process if the method used was only lectures and focused on textbooks without additional books as supporting references. Based on the analysis that has been done, an e-module of Social Studies Containing Balinese Folk Tales Based on the *Pancasila* Student Profile was developed which was made interesting, easy to understand and equipped with Balinese folk tales. Thus, the e-module can minimize students' boredom while studying and is able to help teachers in delivering material to students briefly and clearly and can be accessed anywhere.

At this stage, learning objectives and learning outcomes are made for grade IV students. The objectives and learning outcomes are: Students can analyze the development of the history of the archipelago and its heritage, Students can analyze the intrinsic elements of Balinese folklore according to the material, Analyze and show the natural wealth in the area where they live, Students can analyze cultural diversity and how to preserve culture in Indonesia, Students can find out the benefits and preservation of cultural diversity in Indonesia, Students can analyze types of needs based on interests, Students can clarify the difference between needs and wants, Students can find the fulfillment of needs before money was invented.

Other learning objectives and achievements are, Students can analyze a brief history of several types of exchange tools in human needs fulfillment activities, Students can summarize the value and function of money in human economic activities, Students can analyze the characteristics of buying and selling, Students can clarify economic activities that occur in buying and selling activities, Students can choose the roles of producers, distributors, and consumers in the flow of economic activities, Students can analyze what norms are, Students can clarify written and unwritten regulations, Students are able to find norms and the importance of norms in the community environment and violations of norms, Students can clarify examples of norms and violations of norms in a place, Students can analyze the benefits of obeying regulations.

The development of assessment instruments was carried out with the aim of producing student worksheets that are in accordance with the needs of students and are able to measure their understanding in three domains, namely cognitive, affective, and psychomotor. In addition, this instrument also aims to assess the effectiveness of the student worksheets that have been developed. The instruments include RPP, student worksheets, lifts, tests and observations. The questionnaires developed were based on data obtained and validated by the supervising lecturer, evaluation lecturer and expert lecturers in content, language, media or existing design and were tested individually, in small groups. In addition, the implementation of this study used many learning strategies.

Students are invited to pray at the beginning of learning, in the middle of learning students are invited to think by the teacher asking questions. The strategy used to restore students' memory of the material is a movement strategy and in the middle of learning there are games to increase students' enthusiasm for learning (Laksmi, Agung, & Wulandari, 2022; Octavyanti & Wulandari, 2021).At the end of the learning, students are invited to reflect and internalize what is learned and relate it to real life. In addition to the strategy in learning, there is also an e-module design strategy in developing learning strategies made in the form of storyboards and flowcharts in the e-module.

Based on various analyzes that have been carried out, which include analysis of student needs for student worksheets, analysis of types of student intelligence and learning analysis, it is necessary to develop a learning media, namely the creation of an e-module for Social Studies Containing Balinese Folk Tales Based on the *Pancasila* Student Profile. The reason for choosing the e-module for Social Studies Containing Balinese Folk Tales Based on the Pancasila Student Profile is that it can be used for independent learning, accessed anywhere, is not worn out if consumed by time and the media is equipped with videos of Balinese folk tales so that students know the material they are studying is related to Balinese folk tales.

After the media in the form of an e-module of Social Studies Containing Balinese Folk Tales Based on *Pancasila* Student Profiles to be developed was selected, the development was carried out in stages based on the procedure. The development started from material validation to product validation. Validation was carried out by 3 expert lecturers. The e-module of Social Studies Containing Balinese Folk Tales Based on *Pancasila* Student Profiles was developed using the Canva and Microsoft Word applications. This e-module

consists of a cover, foreword, table of contents, review of use, instructions for using the e-module, *Pancasila* student profiles, Balinese folk tales, materials (readings, learning objectives, pictures about the material, games, videos, formative questions and summative questions), and a summary written in Times New Roman.

Furthermore, individual trials were conducted with 3 subjects who had high, medium and low learning abilities. The researcher made this selection by looking at the evaluation results from the teacher. Before the trial was conducted to the students, the researcher would first explain the product made and how to use the e-module and tell the teacher how to use it. This stage was carried out in one meeting with the aim of saving time and students could quickly understand the use of the e-module. At this stage, the researcher was directly involved with students in using the IPS e-module Containing Balinese Folk Tales Based on the *Pancasila* Student Profile. In addition, the researcher observed students' reactions when involved in learning using the e-module compared to using other teaching materials.

The learning steps taken are first, learning with e-modules is taught independently and flexibly to students with the aim that students are able to highlight their abilities and find their own appeal in learning and learning can be anywhere. After all parts of the e-module have been delivered, students are then invited to use the e-module independently through the link that has been shared. Small group trials or small group evaluations involving 9 students in elementary school. The criteria chosen by the researcher are high, medium, and low learning abilities by looking at the evaluation results from the teacher.

The purpose of this small group evaluation is to find additional problems regarding the e-module that has been created. In this test, researchers collaborate in delivering materials and using media. Before being implemented, researchers teach teachers how to use e-modules. The small group evaluation test is carried out in one meeting, with the aim of saving time and utilizing the time given briefly. The assessment of the small group evaluation test is carried out with a student response questionnaire with the aim of providing an assessment to see the feasibility and revise the e-module.

The revision was carried out once by the researcher based on the validation results from expert lecturers and there were no revisions from students through the questionnaires that had been given. Some input and suggestions from the experts, namely, learning content experts provided comments and suggestions to add the application of the Pancasila student profile, learning media experts provided comments and suggestions, namely adjusting the background with images or text in the e-module, learning design experts did not provide comments and input that were revisions, and learning language experts provided comments and suggestions related to writing procedures. The revised student worksheets were then tested in the experimental class. Thus, it is expected that students will not only understand the subject matter, but also understand the learning process in the classroom, so that they are truly ready to take part in learning. The final results of this e-module media can be presented at Figure 2.
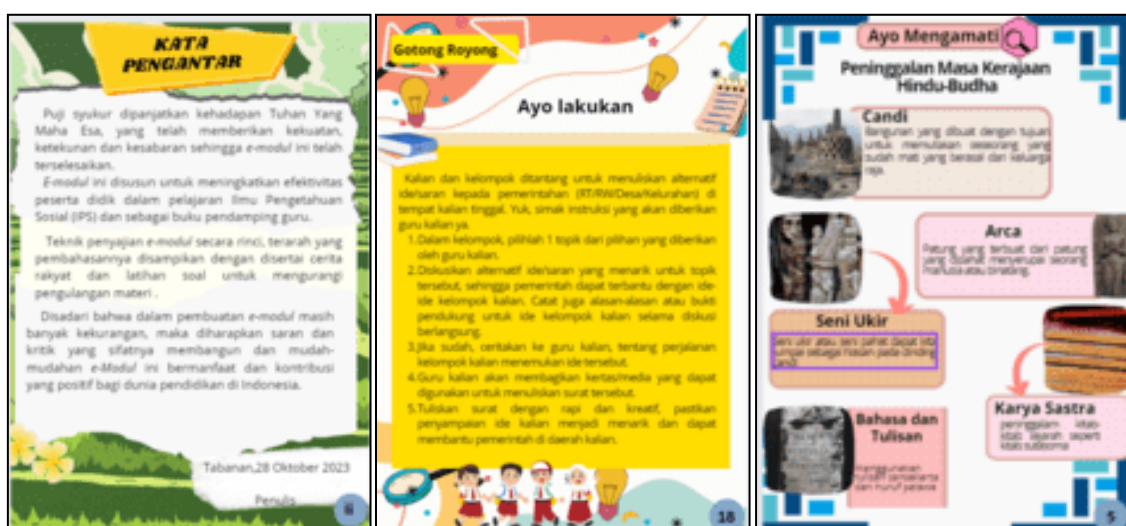

Figure 2. E-Module Media View

The evaluation conducted in this study was only carried out until the effectiveness test in both classes with 60 students. The test used was a multiple choice of 20 questions given to students before using the IPS e-module media Containing Balinese Folk Tales Based on the Pancasila Student Profile and after using the IPS e-module Containing Balinese Folk Tales Based on the Pancasila Student Profile. This study

can only be used on limited subjects in elementary schools. The results of the e-module quality assessment consist of: (1) learning content experts, (2) media experts, (3) design experts, (4) individual trials, and (5) small group trials. The data is presented sequentially according to the results obtained. from the e-module development quality assessment can be presented in Table 7.

Table 7. The Percentage of E-Module Media Assessment Results

No	Test Subject	Assessment Results	Qualification
1	Learning Content Expert	96.87%	Very good
2	Learning Media Expert	95%	Very good
3	Learning Design Expert	100%	Very good
4	Learning Linguist	97.5%	Very good
5	Individual Trial	98.3%	Very good
6	Small Group Trial	97.2%	Very good

Discussion

The discussion of this research focuses on the development of an IPS E-Module with Balinese folklore content based on the Pancasila student profile for grade IV students in elementary school. This E-Module is designed with the aim of improving students' understanding of IPS material and Pancasila values. The author explains the steps for developing an e-module, starting from selecting Balinese folklore that is in accordance with the curriculum to implementing Pancasila values in the module. The creation of an e-module is based on digital education that requires innovation to improve the quality of education, including in IPS learning. This is in line with previous research which revealed that education in the digital era requires innovation to improve the quality of learning, especially in Social Sciences subjects (Wulandari, 2023; Wuriyana & Rosyidi, 2022). One effort that can be made is to develop an E-Module containing Balinese folklore.

In this discussion, we will discuss in depth the reasons for choosing Balinese folklore, the continuity of the material with Pancasila content, and the benefits of using this E-Module for fourth grade students in elementary school. In developing this e-module, the author conducted research related to the needs and characteristics of fourth grade students. By understanding the profile of Pancasila students, the author can link the values of Pancasila with the selected Balinese folklore. This is the main foundation for creating an e-module that is relevant to the needs and understanding of students. The selection of Balinese folklore as teaching material in the Social Studies E-Module aims to bring students closer to local wisdom. Folklore is a cultural heritage rich in noble values and traditions of the Balinese people. By including elements of folklore in learning, it is hoped that students can better understand and appreciate their local culture.

In this study, a selection process was carried out for Balinese folk tales that were in accordance with the social studies material for grade IV. The selection of folk tales was carried out carefully to ensure that each story could contain local wisdom values and Pancasila values that could be absorbed by students in social studies learning. The integration of Pancasila content in the E-Module aims to build student character from an early age. The Pancasila Student Profile should be integrated with folk tales, so that the learning material becomes more meaningful and can be applied in students' daily lives. This is in line with previous research which stated that the Pancasila student profile is adjusted to the context of folk tales, so that each material is not only empty knowledge, but can also be implemented in students' daily lives (Waisakanitri et al., 2023; Madona & Nora, 2020). This aims to make the noble values of Pancasila the basis for the formation of children's character.

The technical steps in compiling e-modules are starting from layout design, use of interactive media, to embedding visual elements that support learning. The use of technology in e-modules is expected to increase student interest and facilitate understanding of complex social studies concepts. This e-module is designed to provide an interactive and enjoyable learning experience. By utilizing digital technology, students can more easily access materials, complete assignments, and participate in learning activities that are arranged in an interesting way. In addition, the existence of e-modules can also help teachers in providing learning based on individual student needs.

The use of E-Modules with Balinese folklore content can improve students' memory. Emotional involvement in folklore can strengthen the recall of the information conveyed. Thus, learning becomes more effective and students can remember the material better in the long term. In this context, the author also presents the evaluation results of the e-module trial on grade IV students. This evaluation involves assessing the understanding of social studies material and internalizing Pancasila values. The evaluation results are used as material for improving and perfecting the e-module so that it can be more effective in improving students' understanding and character.

This e-Module also provides flexibility in learning. Students can access materials anytime and anywhere, so that learning is not limited to a certain time and place. This provides an opportunity for students to learn independently and develop independent learning skills. Next, we will discuss the analysis of the impact of using e-modules on students' understanding of social studies material and internalization of Pancasila values. The data obtained from the trial are the basis for compiling recommendations related to the implementation of this e-module at the elementary education level more broadly. The integration of technology in the E-Module helps reduce the burden on teachers in preparing learning materials. Teachers can focus on mentoring, understanding student character, and providing more personalized guidance to each student.

The author also discusses the obstacles faced during the e-module development process, both in terms of technical and contextual aspects. This is important to provide a clear picture of the challenges that may be faced by developers of similar e-modules. Therefore, the limitations of this study are focused on the development of teaching e-modules, especially for Social Studies subjects for grade IV elementary school students that contain Balinese Folklore based on the Pancasila Student Profile in grade IV elementary school. Students can interact through digital platforms, share understanding, and help each other in understanding the material.

IPS e-module with innovation containing Balinese folklore based on *Pancasila* student profiles for grade IV elementary school studentshas implications for increasing student activeness in the learning process, understanding local wisdom, and forming characters that are in accordance with *Pancasila* values.The development of an IPS E-Module containing Balinese folklore based on *Pancasila* student profiles for grade IV elementary school students provides various benefits. With an interesting and relevant approach, it is hoped that students can be more active in the learning process, understand local wisdom, and form characters that are in accordance with *Pancasila* values. The limitation of this study is the lack of attention to facilities and availability of digital devices in the implementation or use of this e-module. Further similar research can pay more attention to facilities and availability of digital devices so that research can be carried out properly and appropriately.

4. CONCLUSION

This study was conducted to develop an IPS e-module with innovation containing Balinese folklore based on *Pancasila* student profiles for fourth grade students in elementary school using the Dick and Carey development method. The feasibility of the developed e-module has been tested and tested by experts. Based on the results of the analysis, there is a significant difference between before and after using the IPS e-module media containing Balinese folklore based on the *Pancasila* Student Profile. Thus, it can be concluded that the IPS e-module media containing Balinese folklore based on the *Pancasila* Student Profile is feasible and effective for use for fourth grade students of elementary school.

5. REFERENCES

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