



DEVELOPMENT OF P5 E-MODULES THROUGH INTRODUCTION TO THE LOCAL CULTURE OF LAMONGAN TO ENHANCE THE EXISTENCE OF LOCAL WISDOM IN FOURTH GRADE STUDENTS AT MADRASAH IBTIDAIYAH

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Abstract

This study aims to develop a P5 (Pancasila Student Profile Strengthening Project) e-learning module with the theme of local wisdom in Lamongan, which integrates learning materials with technology to increase learning interest and introduce local culture to fourth-grade Madrasah Ibtidaiyah students. This module is designed as a supporting medium for P5 co-curricular activities so that students can recognize, appreciate, and preserve the existence of their regional culture. The research used the Research and Development (R&D) method with the ADDIE model, which includes five stages: analysis, design, development, implementation, and evaluation. The results of validation by experts in material, media, language, and practitioners show that this e-module is highly valid and very suitable for use. Trials with students also showed very positive responses and an increase in understanding of the material. These findings indicate that the developed P5 teaching e-module is effective in supporting the implementation of P5 projects while strengthening the existence of local wisdom among Madrasah Ibtidaiyah students. The implication of these findings is the need to integrate technology into project-based learning to strengthen local cultural values in a contextual and enjoyable way for students.

Keywords: *E-learning Module, Local Wisdom, Lamongan, Development, P5*

Abstrak

Penelitian ini bertujuan untuk mengembangkan e-modul ajar P5 (Projek Penguatan Profil Pelajar Pancasila) bertema kearifan lokal Lamongan yang mengintegrasikan materi pembelajaran dengan teknologi guna meningkatkan minat belajar serta mengenalkan budaya lokal kepada siswa kelas IV Madrasah Ibtidaiyah. Modul ini dirancang sebagai media pendukung kegiatan kokurikuler P5 agar peserta didik dapat mengenal, menghargai, dan mempertahankan eksistensi budaya daerahnya. Penelitian menggunakan metode Research and Development (R&D) dengan model ADDIE yang mencakup lima tahapan: analisis, desain, pengembangan, implementasi, dan evaluasi. Hasil validasi dari ahli materi, media, bahasa, dan praktisi menunjukkan bahwa e-modul ini berada pada kategori sangat valid dan sangat layak digunakan. Uji coba kepada peserta didik juga menunjukkan respon yang sangat positif dan peningkatan pemahaman terhadap materi. Temuan ini menunjukkan bahwa e-modul ajar P5 yang dikembangkan efektif dalam mendukung pelaksanaan proyek P5 sekaligus memperkuat eksistensi kearifan lokal di kalangan siswa Madrasah Ibtidaiyah. Implikasi dari temuan ini adalah perlunya pengintegrasian teknologi dalam pembelajaran berbasis proyek untuk memperkuat nilai-nilai budaya lokal secara kontekstual dan menyenangkan bagi peserta didik.

Keywords: *E-modul Ajar, Kearifan Lokal, Lamongan, Pengembangan, P5*

INTRODUCTION

The Pancasila Student Profile Strengthening Project, commonly referred to as P5, is a project designed based on graduate competency standards to strengthen competencies and character in line with the Pancasila student profile, implemented through co-curricular activities. P5 (Pancasila Student Profile Strengthening Project) in the Merdeka Curriculum is flexible in terms of activities, content, and implementation time, and is designed and implemented separately from intracurricular activities (Darmayanti et al., 2024) .

The planning process in the Merdeka Curriculum is carried out by including a teaching module. This module is a learning tool or medium that contains material, learning methods and their limitations, as well as methods of evaluation of learning activities that are designed systematically and attractively to help achieve the expected competencies. The Merdeka Curriculum design is not only focused on intracurricular activities, but also co-curricular activities, namely the Pancasila Student Profile Strengthening Project, which is allocated 20% of the annual learning load (Pudma et al., 2024) .

This project-based learning provides a lot of freedom for educators and students. Educators play a very important role in designing teaching modules because they understand the characteristics and needs of their students. However, project-based learning is not simple; projects need to be carefully designed, contextual, relevant, and tailored to the needs of students and the local environment. Based on this theory, ideally, in every learning activity, including P5 (Pancasila Student Profile Strengthening Project) learning, every educator must have learning tools in the form of teaching modules so that the learning delivered to students is focused, meaningful, and structured (Fitriyah, 2024) .

In this context, e-modules or digital teaching modules become very important. E-modules are teaching modules presented in digital format and accessible through technological devices such as laptops, tablets, or smartphones. E-modules offer advantages in terms of interactivity, flexibility of time and place, and integration of more diverse learning media such as videos, animations, and interactive quizzes (Nofrion et al., 2022). This makes e-modules an effective tool in supporting P5 learning, especially in introducing local wisdom values in an interesting and enjoyable way for students (Fithriyah et al., 2024).

Preliminary observations were conducted on April 23, 2024, on fourth-grade teachers at Madrasah Ibtidaiyah Bahrul Ulum Pagendingan and fourth-grade teachers at Madrasah Ibtidaiyah Manbaud Dalalah Maduran. The fourth-grade teacher at MI Bahrul Ulum Pagendingan said that "The P5 (Pancasila Student Profile Strengthening Project) has not been

implemented yet, because P5 (Pancasila Student Profile Strengthening Project) is applied to subjects that are usually listed in the teaching module, so the project activities have not been implemented yet." Meanwhile, the fourth grade teacher at Madrasah Ibtidaiyah Manbaud Dalalah Maduran said that "The P5 Project (Pancasila Student Profile Strengthening Project) has indeed been implemented, but it is currently on hold, and there is no follow-up on plans for the next project."

The selection of local wisdom as the theme in this study was based on the consideration that local wisdom is an important part of cultural identity that needs to be introduced, understood, and passed on to the younger generation from an early age (Hoaihongthong & Tuamsuk, 2024). Amidst the rapid pace of globalization and technological development, many local cultural values have begun to be marginalized and forgotten by the community, including students. Therefore, local wisdom was chosen as the focus in the development of the P5 teaching e-module because it has high educational value and strong relevance to strengthening the character of students in accordance with the Pancasila Student Profile, such as mutual cooperation, global diversity, and critical thinking (Arhinza et al., 2023).

Initial observations show that the implementation of the P5 project in several madrasas still faces obstacles, either because it has not been implemented optimally or because there has been no structured follow-up. This indicates the need for intervention in the form of teaching media that is contextual, structured, and easy for teachers to apply. Lamongan's local wisdom was chosen as the project theme because it is easily accessible to students in the region and provides them with the opportunity to become more familiar with and appreciate their own regional culture. Thus, strengthening the Pancasila student profile is not only theoretical but also manifested in contextual and down-to-earth learning experiences.

Based on interviews with classroom teachers regarding the implementation of the Merdeka Curriculum, specifically the P5 Project (Project to Strengthen the Profile of Pancasila Students), informants said that they had not implemented the Project to Strengthen the Profile of Pancasila Students outside of classroom learning, meaning that it was only integrated into classroom learning. Informants from the second school also said that there were obstacles in implementing the P5 project (Pancasila Student Profile Strengthening Project), namely that the activities were no longer actively carried out, so the project activities were no longer continued.

Given this reality, in addition to the limitations in module development and project implementation, the researcher chose to conduct research in fourth grade because fourth grade is the first grade leading to higher grades. The characteristics of learning in higher grades show

that, in addition to requiring high levels of student activity, students are also required to have the ability to carry out learning activities such as conducting investigations and problem solving. Children aged 7-11 years old begin to be able to think logically to replace their previous intuitive-primitive way of thinking, but they need concrete examples. Based on this description, it can be concluded that the characteristics of fourth-grade students are that they have a strong curiosity, enjoy playing or a fun atmosphere, enjoy trying new things, and have a strong drive to achieve, so they tend to dislike failure. They will learn effectively if they enjoy the situation and enjoy doing what they can with their friends.

In view of this problem, it is necessary to develop learning tools in the form of project modules that are specifically designed in accordance with the characteristics of fourth-grade students, taking into account the aspects that need to be developed in the students. In addition, the teaching modules are also designed to suit the environment in which the students grow and develop, namely Lamongan City, which in fact has a wealth of culture that needs to be introduced and preserved for students, especially those in elementary school.

Several studies related to e-modules have been conducted, including one by Azkiya et al., which showed that e-modules based on multicultural education values are highly valid (90.99%) and very practical according to educators (91.67%) and students (97.99%). These e-modules are considered suitable for use as alternative teaching materials. Overall, e-modules effectively facilitate the learning process for students (Azkiya et al., 2022). In addition, research by Maharcika et al. also shows that the e-modules developed are highly valid with an average of 95.56% and very practical based on the responses of teachers and students of 87.19%. These modules are considered suitable for use in learning. Its validity and practicality support the use of e-modules as an effective teaching medium (Maharcika et al., 2021). Unlike these studies, this study developed a P5 teaching e-module with the theme of Lamongan local wisdom in the context of madrasahs, which aims to support co-curricular activities while strengthening local cultural values through technology-integrated project-based learning.

This development is an alternative solution that can be provided to utilize digital or electronic learning materials in the 21st century, which is experiencing rapid changes, namely the shift from the use of printed learning materials to digital ones. As in previous research conducted by Ni Komang Ayu Miana Aprilia Dewi and Ni Wayan Suniasih in the *Mimbar PGSD Undiksha* journal in their research and development entitled *E-Teaching Modules for the Merdeka Belajar Curriculum Based on Balinese Local Wisdom in IPAS Subjects for Grade IV*, which states that learning tools must continue to be optimally developed so that they can be

used effectively by educators in facilitating students in the learning process, and students learn in a fun way so that they do not feel monotonous and bored. The development of this e-teaching module is expected to be useful for educators in meeting the needs for learning resources, which were previously limited in availability, and to add new experiences to the learning process, thereby motivating students to learn. Based on the background description above, the solution provided by the researcher is to develop a teaching module. Therefore, the researcher chose the title "Development of P5 E-teaching Modules Through the Introduction of Local Culture in Lamongan to Increase the Existence of Local Wisdom in Grade IV Students at Madrasah Ibtidaiyah".

METHODS

This study used the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The purpose of this study was to develop a teaching e-module for the Pancasila Student Profile Strengthening Project (P5) with the theme of Local Wisdom for fourth-grade students at Madrasah Ibtidaiyah in Lamongan. The research subjects were fourth-grade students at MI Bahrul Ulum and MI Mambaud Dalalah, with a total of 22 students in the field trial. Data were collected through observation, questionnaires, and expert validation, using instruments in the form of validation sheets and student and teacher response questionnaires. The validation sheets were used to assess the feasibility of the e-module by experts, including subject matter experts, media experts, and language experts. The student and teacher response questionnaires were used to measure the practicality, readability, and acceptance of the e-module in the learning process. The observation sheet served to record student engagement during the field trial, while the learning outcome test was used to determine the increase in students' understanding of the material after using the e-module. All instruments used in this study had undergone a validation process by experts to ensure the validity and suitability of the instruments in measuring the aspects under study accurately and validly. The data were analyzed descriptively and quantitatively using percentages. The module was developed using a laptop and the Canva application, while the teaching materials were compiled based on the P5 learning outcomes and objectives. The research lasted for three months and involved the researcher's direct presence in the field. Data validity was maintained through triangulation and validation by experts in the subject matter, media, and language.

RESEARCH RESULTS

Presentation of Pilot Test Data

This study used the ADDIE model, which consists of five main stages: analysis, design, development, implementation, and evaluation. In the analysis stage, observations and interviews were conducted with fourth-grade teachers at two Madrasah Ibtidaiyah to understand the needs for developing P5 (Pancasila Student Profile Strengthening Project) learning media. The results showed that P5 had already been implemented but was not yet consistent, so it was necessary to develop teaching e-modules with a local wisdom theme as a solution to improve the continuity and effectiveness of the project.

The design stage focused on creating a product design that suited the needs and abilities of the students. The theme of local wisdom in the Lamongan area was chosen so that students could learn about local culture. The modules were compiled using the Canva application with supporting images, and the sequence of project activities was arranged chronologically from start to finish.

In the development stage, a *hyperlink-based* e-teaching module that can be accessed through digital devices was developed. This product is equipped with *flipbook-style* visualizations to make it more attractive and interactive. Product specifications include product identity, *cover display*, project stage display, and a complete description of project activities. The following is the *flipbook* link for the developed teaching module: <https://heyzine.com/flip-book/d35401ea91.html>, while the *cover* and its contents are as follows:



Figure 1
Module P5 *Cover Display*
Source: Personal Document



Figure 2
Module P5 *Content Display*
Source: Personal Documents

After development, the product was tested and validated by several experts, then revised according to their input. At the Implementation stage, the product was applied to fourth-grade students as a co-curricular P5 project learning tool.

The Evaluation stage was carried out during the learning process by monitoring student learning outcomes using the e-module. This evaluation aimed to assess the effectiveness of the product in supporting P5 project activities and the achievement of learning objectives. With these stages, the development of the e-module is expected to help improve the implementation of the P5 project in a more systematic and attractive way for students.

Product Validation Results

The validation process was carried out by four parties, namely subject matter experts, media experts, language experts, and learning practitioners (classroom teachers). The results of the validation by subject matter experts showed that the e-module content was highly suitable for use. The aspects assessed included the suitability of the material to the learning outcomes, the accuracy of the content, and the integration of Lamongan local wisdom values. With an average score of 88%, the e-module was considered highly valid.

Furthermore, validation by media experts gave an average score of 87%. This assessment included aspects of display design, layout, color selection, clarity of navigation icons, and integration between module sections. The results showed that visually and technically, the e-module was well designed and supported a fun and accessible learning experience for students.

Validation by language experts showed an average score of 85%. The language used in the e-module was considered communicative, easy to understand, and appropriate for the cognitive development of fourth-grade Madrasah Ibtidaiyah students. The sentence structure, choice of diction, and clarity of instructions in the e-module were considered capable of supporting the readability and understanding of the material by students.

Meanwhile, learning practitioners or classroom teachers gave an average score of 92%, which is considered highly valid. Teachers assessed that this e-module is suitable for contextual learning needs, interesting for students, and practical for use in P5 (Pancasila Student Profile Strengthening Project) activities with the theme of local wisdom. The following are the details of the expert validation results:

Table 1
Expert Validation Results

Validator	Average Score (%)	Category
Subject Matter Expert	88	Highly Valid
Media Expert	87	Highly Valid
Language Expert	85	Highly Valid
Learning Practitioner	92	Highly Valid

Source: Personal Documents

Product Trial Results

Product testing was conducted in two stages, namely small group and large group testing. In small group testing, which involved 10 fourth grade students, the results showed that 85% of students were able to understand the contents of the e-module well and complete the learning activities according to the instructions. Students also showed enthusiasm when using the e-module, because the content and appearance were interesting and close to their daily lives.

Meanwhile, in the large group trial involving 30 students, the average result was 88%. This shows that, in general, a large number of students can also follow the learning process using this e-module effectively. They were able to follow the learning process independently, understand the content, and complete the tasks in the module. The following is a comparison between the small group trial and the large group trial:

Table 2
Results of Small-Group and Large-Group Trials

Type of Trial	Number of Students	Average Understanding (%)
Small Group	10	85
Large Group	30	88

Source: Personal Documents

Effectiveness Test Results

The effectiveness of the e-module was tested using the Wilcoxon Signed Rank Test non-parametric statistical technique. The test results showed a significance value of 0.001, which is less than the critical limit of 0.05. Thus, there was a significant difference between the students' pretest and posttest results after using the e-module.

This increase in scores indicates that the use of the P5 e-module based on Lamongan

local wisdom was able to improve students' understanding of the material in a tangible way. This shows that integrating local values into learning makes it easier for students to relate the material to the context of their lives, thereby having a positive impact on learning outcomes. The pre-test and post-test scores can be seen in the table below:

Table 3
Pre-Test and Post-Test Scores of Fourth-Grade Students

No.	Respondents	Pre-test Score	Post-test Score
1.	ADW	50	95
2.	AHA	45	90
3.	AIL	35	80
4.	BI	50	90
5.	FTHR	60	95
6.	GIY	40	90
7.	LAE	50	85
8.	LBY	55	90
9.	LQH	35	85
10.	MDYR	55	85
11.	NDHA	55	95
12.	NSJ	45	95
13.	QLS	55	95
14.	RA	40	85
15.	RIK	50	80
16.	RRP	60	90
17.	SDYH	65	95
18.	SVI	50	80
19.	TSR	35	90
20.	YZL	65	95
21.	ZAN	45	80
22.	ZHK	55	90
Total		1100	1950
Average		50	89

Source: Personal Documents

DISCUSSION

Development of the P5 (Pancasila Student Profile Strengthening Project) e-learning module through the introduction of Lamongan local culture to enhance the existence of local wisdom among fourth-grade students at Madrasah Ibtidaiyah. The researcher used the ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) research and development model because the ADDIE model is used to describe a systematic approach to learning development. The researcher chose the ADDIE model because the product being developed is

a learning medium or tool, so the ADDIE model is suitable for the development process of a product (Hamzah et al., 2022) .

The results of field trials conducted in grade IV at Madrasah Ibtidaiyah Bahrul Ulum Pagendingan and Madrasah Ibtidaiyah Manbaud Dalalah Maduran stated that with the P5 teaching e-module (Pancasila Student Profile Strengthening Project) e-teaching module, students were able to increase their knowledge of Lamongan's local wisdom, with an average score of 89, up from an initial average score of 50. The development of the P5 teaching e-module (Pancasila Student Profile Strengthening Project) can enable the P5 project activities (Pancasila Student Profile Strengthening Project) to achieve their learning objectives. In fact, by using the P5 teaching e-module (Pancasila Student Profile Strengthening Project) e-teaching module on the theme of local wisdom in the co-curricular learning process, which is carried out outside of class hours for fourth-grade students at both Madrasah Ibtidaiyah Bahrul Ulum Pagendingan and Madrasah Ibtidaiyah Manbaud Dalalah Maduran, enables them to learn more about the local culture of Lamongan City. Thus, in accordance with Maulinda's theory in the book *Development of Teaching Modules Based on the Independent Curriculum*, which states that teaching modules are tools to strengthen the teaching approach in implementing learning in accordance with the needs of students (Taufiq et al., 2023) .

Based on the results of validation analysis by several experts, namely material experts with a score of 81%, which is classified as highly valid, media experts with a score of 79%, which is classified as valid, language experts with a score of 84%, which is classified as highly valid, and practitioners with a score of 92%, which is classified as highly valid. Thus, it shows that the use of the P5 teaching e-module in co-curricular project activities can increase students' knowledge of local wisdom in the Lamongan area and make local culture more ingrained in students. Based on the students' responses, the use of the P5 teaching e-module obtained a percentage of 91.5%. From the expert test analysis and the results of the student response questionnaire above, it can be concluded that the teaching e-module product can be said to be highly valid in accordance with the percentage qualification table proposed by Sri (Sri, 2012) .

Based on the essay questions that were given, the average score obtained was 89, whereas previously the average score was 50. In accordance with Arikunto's theory in Wahyuni's research, this score falls into the very good percentage category (Wahyuni, 2021) . Thus, the development of the e-learning module was achieved in accordance with the theory

presented in the *Mimbar PGSD Undiksha* journal in the research and development entitled E-Teaching Module for the Merdeka Belajar Curriculum Based on Balinese Local Wisdom in IPAS Subjects for Grade IV, which states that learning tools must continue to be developed optimally so that they can be used effectively by educators in facilitating students in the learning process, and students learn in a fun way so that they do not feel monotonous and bored (Dewi & Suniasih, 2023). Thus, it can be concluded that the P5 (Pancasila Student Profile Strengthening Project) e-learning module is said to enhance students' awareness of local wisdom in participating in co-curricular project activities.

CONCLUSION

Based on the results of research and development using the ADDIE model, it can be concluded that the P5 teaching e-module with the theme of Lamongan local wisdom is declared to be very valid and suitable for use in P5 project activities in the fourth grade of Madrasah Ibtidaiyah. The validity of the product is supported by the results of tests by experts, including material, language, media, and practitioners, which show very valid qualifications. Field trials showed very positive responses from students, both in terms of readability and learning outcomes, as reflected in the average essay scores. Thus, this e-module is effective as a co-curricular learning tool that not only strengthens the implementation of the Pancasila Student Profile Strengthening Project but also contributes to improving the understanding and preservation of Lamongan local wisdom values among students.

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