



Development of the Pancasila Student Profile Strengthening Project Module (P5) Based on Pakpak Bharat Culture

(Pengembangan Modul Proyek Penguatan Profil Pelajar Pancasila (P5) Berbasis Kebudayaan Pakpak Bharat)

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Abstract: Teaching modules are written materials in the form of paper sheets that are bound and covered and present knowledge that is systematically arranged. This research aims to develop valid, effective, and practical teaching modules based on the culture of Pakpak Bharat Sumatra. This study uses a research and development (R&D) model with the ADDIE model with five main stages: analysis, design, development, implementation, and evaluation. This teaching module has been validated by 9 experts, namely material experts, media design experts, and linguists. The study had 2 trials: a small group trial (15 students) and a large group trial (45 students). Based on the combined percentage of validity of teaching modules, according to experts, 82% is categorized as "good/valid." The practicality of the teaching module was measured through the RPP implementation sheet carried out in a small group trial of 81% categorized as good/valid and a large group trial of 88% categorized as "very good/very valid". Based on these results, it can be concluded that the teaching module in class V of SD Sibengkuring North Sumatra is categorized as "suitable for use".

Keywords

Pakpak Bharat culture-based teaching module, ADDIE development, grade V students

Abstrak: Modul ajar merupakan bahan tertulis dalam bentuk lembaran kertas yang dijilid dan diberi sampul serta menyajikan pengetahuan yang disusun secara sistematis. Penelitian ini bertujuan untuk mengembangkan modul ajar yang valid, efektif, dan praktis berdasarkan kebudayaan Pakpak Bharat Sumatera. Penelitian ini menggunakan model research and development (R&D) dengan model ADDIE with five main stages: analysis, design, development, implementation, and evaluation. Modul ajar ini telah divalidasi oleh 9 ahli, yaitu ahli materi, ahli desain media, dan ahli bahasa. Penelitian ini memiliki 2 percobaan: uji coba kelompok kecil (15 siswa) dan uji coba kelompok besar (45 siswa). Berdasarkan persentase gabungan validitas modul ajar, menurut para ahli, persentase 82% dikategorikan "baik/valid." Kepraktisan modul ajar diukur melalui lembar implementasi RPP yang dilakukan dalam uji coba kelompok kecil sebesar 81% dikategorikan baik/valid dan uji coba kelompok besar sebesar 88% dikategorikan "sangat baik/very valid". Berdasarkan hasil tersebut, dapat disimpulkan bahwa modul ajar di kelas V SD Sibengkuring Sumatera Utara dikategorikan "layak pakai".

Kata Kunci

Modul ajar berbasis kebudayaan Pakpak Bharat, pengembangan ADDIE, siswa kelas V

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INTRODUCTION

The MBKM program invents a new form of implementation of the Pancasila Student Profile Strengthening Project Module. As a relatively new program, based on observations made to elementary school teachers in Dairi Regency, it was found that teachers had difficulty in producing P5 modules (Nurmitasari et al., 2022; Padmo & Belawati, 2018). This is due to the lack of references and demands for independence which makes teachers confused in compiling the P5 module. Technically, there is a kind of uncertainty experienced by teachers to see in depth how the Pancasila student profile can be instilled in students (Sumardjoko & Musyiam, 2018). In a broader context, there is a signal of weakening the spirit of Pancasila in the country's colors, especially in the younger generation. This signal emerged and developed as intolerance in society strengthened. Based on the problems captured by the government, the Ministry of Education, Culture, Research, and Technology encourages a learning program that helps strengthen the values of Pancasila in students. This strengthening not only instills Pancasila values in students, but also forms character and student profiles that are closely related to Pancasila values (Kusdarini, 2020). The Pancasila Student Profile is implemented through six characteristics that include (1) faith, fear of God Almighty, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity.

Great hopes are devoured by students who have a Pancasila profile always emerge in the community. However, this is still far from baking, where elementary school students are able to memorize the precepts in Pancasila, but are not included in real life, so they do not foster the attitude and character of Pancasila. This condition is in line with what was conveyed Triyanto & Fadilah (2018) that the values of Pancasila have not become a guideline for students, and are only memorized and do not foster the personality of Pancasila. Therefore, there is a need for social engineering to instill the teachings of Pancasila to students (Rajagukguk, 2022), So that its flexibility can be shown by the implementation of contextual learning in accordance with the real life of students (Suryadimulya et al., 2023). This element is very important to be integrated in the learning process through the preparation of teaching materials that have local cultural content (Laksana et al., 2023).

By integrating local cultural materials into teaching modules, students can gain significant benefits by interpreting and understanding cultural targets, comparing them to their own culture, and increasing awareness of their native culture (Al-Sofi, 2018). Additionally, integrating teaching materials with students' local cultures can increase understanding and engagement with the content (Tanjung et al., 2021). Creating teaching modules that align with curriculum requirements while considering the needs of students is essential. This can be achieved by developing materials that reflect the characteristics of local culture and meet the demands of the curriculum (Indrawati et al., 2022). By incorporating content from different cultures and groups, teachers can effectively demonstrate important concepts to students (Mafuwane & Mahlangu, 2015). Additionally, integrating elements of local culture into teaching modules can provide a more engaging and relevant learning experience for students. This approach not only increases cultural awareness and understanding but also promotes inclusivity and student involvement in the educational process.

The six characteristics of the Pancasila student profile can be synergized with the cultural dimension owned by students, for example the Pakpak Bharat culture. By integrating the characteristics of the Pancasila student profile into student culture, learning can be carried out easily, because the implementation of P5 is not only studied in the context of the discourse, but has been applied contextually according to the real life of students. The six characteristics of the Pancasila student profile can be synergized with the cultural elements put forward by Koentjaraningrat in the perspective of cultural anthropology. Each culture has similar elements, so it can be formulated and reflected into other forms (Endraswara, 2018). In the same context, forms of local wisdom are diverse harmony in the form of social practices based on wisdom from culture. Forms of local wisdom in society can be in the form of culture (values, norms, ethics, beliefs, customs, customary laws, and special rules). In accordance with the dynamic cultural character, as well as the character of Pancasila which can always be interpreted according to the context of space and time, collaborating between P5 and cultural elements, especially Pakpak Bharat culture is a relevant strategy to develop P5 modules

that are in accordance with local culture. Based on initial observations, it is known that elementary school teachers in Dairi Regency have difficulties in applying the Pancasila Student Profile due to the lack of learning modules. The lack of project modules to strengthen the Pancasila student profile is an obstacle in carrying out the learning process optimally. With the integration of Pakpak Bharat culture in the P5 module, it is possible to have a similar integration implemented in different cultures according to the situation and conditions of students. Thus, learning based on culture that has been seriously designed will provide complete and appropriate information, and allow to avoid misconceptions in learning (Fauzan et al., 2023). Based on the above background, it is important for researchers to build integration between the P5 module and local wisdom values that are adjusted to the cultural base of students, so that the learning process can run effectively so that the goal of forming a Pancasila student profile can be realized.

This research departs from previous research, research that reviews the integration of Pancasila student profile strengthening project modules has been carried out. First, Rizal et al., (2022) who raised about the training on the preparation of the Pancasila student profile project module for teachers of SDN 6 Peusangan Selatan through in-house training of the driving school. The findings show that teachers are able to design profile project modules independently: Preparing profile project modules from the stage of selecting themes and objectives to developing activities and assessments independently. Second, Saputra et al., (2022) which focuses on the preparation of the Pancasila (P5) student profile strengthening project module using a professional flip pdf for teachers of SMA Negeri 1 Tirawuta. The results of the study showed that the competence and understanding of teachers in compiling the P5 Module in accordance with the Independent Curriculum increased with the achievement indicator of >70% of teachers understanding. Third, Sutrisno & Rofi'ah, (2023) with the study topic of Integration of Local Wisdom Values to Optimize the Pancasila Madrasah Ibtidaiyah Student Strengthening Project in Bojonegoro. The findings show that there are five stages in designing a project to strengthen the profile of Pancasila students based on the theme of local wisdom. Fourth, Lathif & Suprpto (2023) which focuses on preparing teachers in preparing for P5 activities (Pancasila student profile strengthening project) on the implementation of the independent curriculum. The results of the study show that the importance of careful preparation in planning P5 activities in order to form a Pancasila student profile in accordance with the goals set by the Ministry of Education and Culture, Research and Technology. Further research Wulandari et al., (2023) which focuses on the project to strengthen the profile of Pancasila students based on the core values of the Indonesian *fratrum fratrum immaculatae conceptionis*. The results of the study show that the project to strengthen the Pancasila student profile has provided good inspiration in the process of implementing the integration of the Pancasila student profile and the core values of the Indonesian *fratrum fratrum immaculatae conceptionis*. Sixth, Mimin, (2023) which examines the integration of local wisdom values with the early childhood curriculum: strategies for realizing early childhood students Pancasila student profile. The results of the study show that the values of local wisdom of the Indonesian nation include: love for God and the universe and its contents; responsibility, discipline, and independence; honest; respect and courtesy; affection, and care; confident, creative, hardworking, and never giving up; justice and leadership; kind and humble; tolerance and love of peace can be integrated with the independent PAUD curriculum as a smart strategy to realize PAUD students with a Pancasila student profile. Next, Suwandi et al., (2018) reviewed Ecological Intelligence values in Indonesian Language Textbook for Junior High School Students. This study presents how ecological intelligence can be instilled through Indonesian language learning in junior high school students in Solo City. The eighth study is conducted by Satinem (2015) with the focus of the study of teaching materials model folklore in Indonesian learning based on thematics approach. This research produces teaching materials that combine Indonesian materials with North Sumatran folklore. Ninth, research by Gafari (2009) Focusing on the Revolution of Teaching Materials: Mutualization between Digitalization and Ecological Intelligence tries to answer the challenges of the digital era by revolutionizing teaching materials to suit the demands of the times, while remaining based on efforts to strengthen ecological values. Finally, there is research conducted by Adisaputera (2023) which focus on creating new

knowledge based on the ecological teaching material in Indonesian language education, the research seeks to integrate culture and Pancasila.

From the various studies above, the novelty that can be offered in this study is the cultural dimension of Pakpak Bharat. The integration between the P5 module, culture, and teaching materials has been researched and developed, it's just that the specific link between the P5 module and the Pakpak Bharat culture has never been compiled. This need is adjusted to the goal of Freedom of Learning which gives freedom to teachers to implement the P5 Module, however, there is no adequate guide to adapt the material to the needs of students related to the local culture, especially Pakpak Bharat for elementary school teachers in Phase B. This study aims to (1) develop a P5 module based on Pakpak Bharat culture, (2) describe the P5 module based on Pakpak Bharat culture and also contributes to the preparation of the P5 Module which has been considered difficult for teachers. The integration of the P5 Module with local culture can contribute to the preparation of the P5 module with different local cultural content according to the learning context.

METHOD

This research uses research and development (R&D) methods. Research and development are a research method for developing and testing products. In addition to developing and testing products, this research is used to discover new knowledge about phenomena and practices in the learning process. This study uses the ADDIE development research model with five main stages: analysis, design, development, implementation, and evaluation. The analysis stage consists of two stages, namely work analysis and needs analysis. Work analysis is carried out to find out what problems are faced by the product object or target so that the product developed can be accepted. Needs analysis is a step needed to determine the abilities or competencies that students need to learn to improve learning performance/achievement. The results of the identification in the first stage are related to the two things above, so the next desire is to use the data to determine the need for the product to be used and then be interested in using it. Based on the identification above, the product specifications to be developed must meet the criteria, namely (1) easy to understand, (2) attractive appearance, (3) equipped with supporting images, (4) material in accordance with learning needs and collaborated with the dimension of local wisdom of North Sumatra. At the design stage, the researcher made a product design in the form of a product design or teaching module design on Indonesian material for basic classes. The teaching materials developed are designed to be as effective as possible so that students are not confused about understanding the material. The researcher made a module design consisting of (1) chapter titles, (2) CP, TP, and ATP, (3) materials, (4) text examples, (5) practice questions (Quiz). The development stage aims to produce a P5 module with the theme "My Regional Game" for elementary school students whose main material, CP, TP, and ATP, exercises or quizzes, and things that support the material, so that the module can be used to help students learn. At this stage, there are two tests carried out: (1) expert validity test, which includes the learning material expert test, the learning design expert test, and the learning media expert test; and (2) the P5 module trial with the theme "My Regional Game" which includes a small group trial and a large group trial.

At the implementation stage, the researcher limited the development of the P5 module with the theme "My Regional Game" to the socialization stage through limited distribution to teachers and students at SD Sibengkurung. The distribution is intended to obtain responses and feedback on the development of the P5 module with the theme "My Regional Game". If the target response of P5 module users with the theme "My Regional Game" is good, it will be distributed in large quantities, so that the module can be widely used.

The activity carried out at the evaluation stage is to test the product. The test of this product was carried out with the research subject in this study which are students of SD Sibengkurung grade 5th. In the small group trial of the P5 module with the theme "My Regional Game" was limited to 15 students, and in the large group trial involving 45 students in one class, the category guide was used to evaluate with the Likert scale. Based on the results of small group trials and large group trials, data on the validity and effectiveness of the P5 module with the theme "My Regional Game" were obtained.

The variables, data, instruments, and analyses used in this study are presented in the Table 1 adapted from (Puspitasari, 2021).

Table 1
Variables, Data, Instruments, and Analysis

Variabel	Data	Instrument	Analysis
Validity Modul	Material Validation Results	Validation sheet	Description of validity criteria
	Media Design Validation Results	Validation sheet	Description of validity criteria
	Language Eligibility Validation Results	Validation sheet	Description of validity criteria
Efektivitas Modul Ajar	Percentage of student responses in small group trials	Student questionnaire responses	Description of student responses
	Percentage of student responses in large group trials	Student questionnaire responses	Description of student responses

This study collected quantitative data using a validated and interactive teaching module effectiveness questionnaire. In addition, the responses of expert validators to the validation questionnaire and the responses of students to the usability questionnaire were analyzed with descriptive statistics. Furthermore, the feasibility and usefulness of the product are determined using the criteria shown in the Table 2 adapted from (Puspitasari, 2021).

Table 2
Product Development Eligibility Criteria

No	Eligibility Criteria	Klasifikasi
1	$X \leq 35\%$	Very bad/invalid
2	36% - 53%	Poor/Less Valid
3	53% - 68%	Adequate/Acceptable
4	69% - 84%	Good/Valid
5	$X > 84\%$	Very good/Very valid

RESULT AND DISCUSSION

The development of interactive modules for grade IV elementary school students produced interactive teaching materials which included (1) cover pages, (2) introduction, (3) dimensions, elements, and subelements of the Pancasila student profile, (4) project flow, (5) activity activity, (6) formative assessment of class discussions, (7) assessment rubrics, (8) reflection sheets. Figures 1–12 are P5 modules with the theme "My Regional Games".



Figure 1
Cover Page

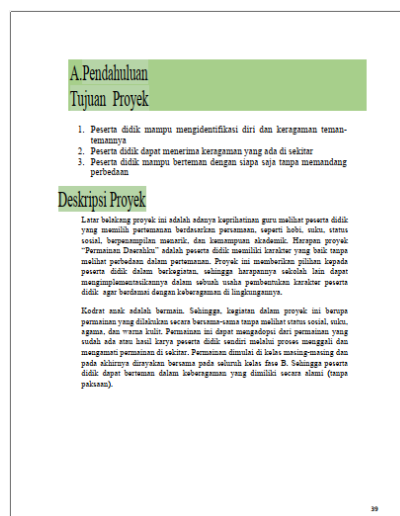


Figure 2
Introduction

Dimensi & Sub-Element: Capaian Fase

Dimensi	Elemen	Sub Elemen	Target Pencapaian	Kegiatan yang berkaitan
Beriman Berkeadilan Tuhani YME	Ahlak kepada Masyarakat	Mengutamakan persamaan dengan orang lain dan menghargai perbedaan	Mengikuti hal-hal yang sama dan berbeda yang dimiliki diri dan temannya dalam berbagai hal, serta memberikan respon positif	<ul style="list-style-type: none"> Memirsa tayangan terkait keberagaman budaya Indonesia/tradisional Mewawancarai tokoh atau narasumber di lingkungan rumah Membuat mind mapping tentang keberagaman di kelas Pengamatan di lingkungan rumah dan mencatat keberagaman yang ada
		Berempati kepada orang lain	Mengidentifikasi emosi, minat, dan kebutuhan orang-orang terdekat dan meresponnya secara positif	<ul style="list-style-type: none"> Membuat daftar permainan kesukaan kelompok Mencocokkan permainan tradisional yang akan dipilih Merancang permainan beserta aturan mainnya
Bergotong Royong	Kelaborasi	Kerjasama	Menerima dan melaksanakan tugas serta peran yang diberikan kelompok dalam sebuah kegiatan bersama	<ul style="list-style-type: none"> Pembuatan kelompok Dokasi kelompok dalam menciptakan permainan Pencobaan/praktikkan permainan yang telah dibuat

Dimensi & Sub-Element: Alur

Elemen	Sub Elemen	Awal Berkembang	Sedang Berkembang	Berkembang Sesuai Harapan	Sangat Berkembang
Ahlak kepada manusia	Menggunakan permainan dengan orang lain dan menghargai perbedaan	Mengikuti keberagaman Indonesia melalui keragaman tema di kelasnya	Mengidentifikasi keberagaman Indonesia secara sederhana dengan keragaman tema di kelasnya	Bermain tanpa melihat perbedaan melalui keragaman tema dengan panduan dari guru	Menerima perbedaan dalam bermain dengan berkeadilan penuh
	Berempati kepada orang lain	Tidak menyimak keragaman orang lain	Menyimak sebagian kecil permainan kelompok lain dan hanya fokus dengan rancangan permainan sendiri	Menyimak sebagian besar permainan kelompok lain dan memberikan umpan balik permainan kelompok lain	Menyimak secara keseluruhan permainan kelompok lain dan berpartisipasi aktif
Kelaborasi	Kerjasama	Membuatkan video game sederhana	Membuatkan video game dengan menggunakan kelompok, namun tetap bersama-sama	Membuatkan video game dengan menggunakan kelompok dan bermain bersama	Berpartisipasi aktif dan bermain bersama

Figure 3 Dimensions, Elements, and Subelements of the Pancasila Student Profile

a) Alur Proyek (Temukan)

Tahapan Alur Proyek	Deskripsi Tahapan Temukan
Guru mengajak peserta didik mengenal lebih dekat tentang keberagaman Indonesia dilanjutkan dengan mengidentifikasi diri dan orang lain. Peserta didik diajak berdiskusi tentang permasalahan karena adanya keberagaman di sekitar.	<p>Nama kegiatan 1 "Indonesia Kaya" Jumlah: 3 JP Deskripsi Kegiatan: Meminta kecerdasan budaya daerah Indonesia</p> <p>Nama kegiatan 2 "Beragam" Jumlah: 1-6 JP Deskripsi Kegiatan: Melakukan kegiatan literasi bahasa tentang keberagaman Indonesia</p> <p>Nama kegiatan 3 "Kita Ini Beragam" Jumlah: 4 JP Deskripsi Kegiatan: Mengamati secara sederhana keanekaragaman di lingkungan sekolah dan rumah</p>
	<p>Nama kegiatan 4 "Live Talk Show" Jumlah: 5 JP Deskripsi kegiatan: Mewawancarai untuk mendapatkan informasi terkait keberagaman dari narasumber (anggota, pegawai sekolah dll)</p> <p>Nama kegiatan 5 "Kenalkan Kamu" Jumlah: 5 JP Deskripsi Kegiatan: Membuat broadcast dan Menggali informasi permainan tradisional Indonesia</p> <p>Nama kegiatan 6 "Kita Aka Tahabundah" Jumlah: 6 JP Deskripsi Kegiatan: Mengenal keberagaman permainan tradisional Indonesia</p>

b) Alur Proyek (Bayangkan)

Tahapan Alur Proyek	Deskripsi Tahapan Bayangkan
Peserta didik membayangkan ide-ide yang dilakukan tontonan permainan apa yang akan mereka mainkan dalam media untuk mewujudkan keberagaman dalam kelasnya.	<p>Nama kegiatan 7 "Tahab Permian: Kita! Mulah" JP = 7 JP Deskripsi Kegiatan:</p> <ul style="list-style-type: none"> Peserta didik membuat daftar permainan kesukaan secara berkelompok Peserta didik merancang permainan tradisional sesuai kreatifitas Peserta didik membuat kesepakatan aturan permainan dan mengembanakan keragaman yang ada

c) Alur Proyek (Lakukan)

Tahapan Alur Proyek	Deskripsi Tahapan Lakukan
Peserta didik mewujudkan ide yang mereka pikirkan pada bayangan dengan bermain bersama teman sekelompoknya.	<p>Nama kegiatan 8 "Yuk Main! Mulah" JP = 10 Deskripsi Kegiatan:</p> <ul style="list-style-type: none"> Peserta didik bermain permainan tradisional yang mereka pilih berdasarkan kesepakatan Peserta didik bermain permainan hasil rancangan sendiri

Figure 4 Project Flow

A. Aktivitas

TEMUKAN (Kegiatan 1): Indonesia Kaya

Pada tahap ini, peserta didik berinteraksi dengan keragaman budaya Indonesia

Jumlah jam pelajaran: 3 JP

A. Bahan:
- Video tentang keberagaman Indonesia
- Kartu HVN/Video

Referensi:
<https://www.youtube.com/watch?v=3N328d8d0U>
<https://www.youtube.com/watch?v=K251m3a3k2E>

Asesmen:
Formatif: Diskusi dan berdiskusi dengan teman sekelas

Kegiatan pembuka:
Menyanyikan lagu "Di Sini Senang Di Sana Semang"
Guru mengajukan pertanyaan:
- Apa yang membuat kamu senang?
- Di negara manakah kita tinggal?
Menyanyikan lagu "Dari Sabang Sampai Merauke"
Guru memberikan pertanyaan pemantik:
- Apa yang kamu ketahui tentang Indonesia?
- Daerah mana saja yang pernah kamu kunjungi?

Kegiatan inti:
- Peserta didik melihat tayangan video tentang keberagaman Indonesia (lihat referensi)
Guru mengajukan pertanyaan pemantik:
- Bagian mana yang menarik dari tayangan video tersebut?
- Setelah melihat video tersebut, apa yang ada dalam pikiran kamu tentang Indonesia?
Peserta didik mengobservasi keberagaman/Anasir tema dengan permainan "Bola Lempar".
Aturan permainan: Guru melmpar bola ke salah satu peserta didik, lalu peserta didik yang menerima bola menyampaikan identitas dirinya, seperti nama, usia, warna kulit, dan hobi. Setelah selesai menyebutkan identitas dirinya, peserta didik melmpar bola tersebut ke teman lainnya untuk menyebutkan siapa dirinya. Begitu seterusnya.
Peserta didik mengobservasi keberagaman yang dimiliki teman sekelas dan bagaimana cara tepat menyukainya.
Peserta didik membuat mind mapping sederhana di kertas HVN atau buku tulis tentang keberagaman yang ditemukan di kelas
Peserta didik mempresentasikan hasil mind mapping di depan teman-temannya.

Kegiatan penutup:
Mural merdeka kegiatan dengan dilampiri guru dengan mengajukan beberapa pertanyaan:
- Bagaimana perasaan kalian selama mengikuti kegiatan hari ini?
- Hal apa yang paling menarik bagi kalian?
- Apa yang baru kalian ketahui selama mengikuti kegiatan?
- Keberagaman apa saja yang ada di kelas kita?
- Apa yang kita lakukan agar keberagaman tidak menjadikan kita beresamuan?
Harapannya adalah peserta didik dapat menerima dan menghormati keberagaman yang ada di Indonesia terutama di lingkungan sekitar seperti kelas dan rumah. Tidak mengulangi praktik diskriminasi atau kekerasan.

Hal yang perlu diperhatikan
Pada tahap ini, peserta didik berinteraksi dengan keragaman budaya Indonesia.

Referensi
<https://www.youtube.com/watch?v=3N328d8d0U>
<https://www.youtube.com/watch?v=K251m3a3k2E>

Asesmen:
Formatif: Diskusi dan berdiskusi dengan teman sekelas

TEMUKAN II (Kegiatan 2): Indonesia Beragam

Pada tahap ini, peserta didik akan berinteraksi dengan keragaman budaya Indonesia dengan literasi bahasa

Jumlah jam pelajaran: 6 JP

A. Bahan:
- Buku tulis peserta didik
- Video

Referensi:
- Buku-Buku tentang kebudayaan/Indonesia, seni, kerajinan, dll
https://id.wikipedia.org/wiki/Bahasa_Beragam
<https://www.kemendikbud.go.id/digital/bahasa-beragam-ke-2022>

Asesmen Penutup
Formatif

Kegiatan pembuka:
- Guru membaca kelas dengan pertanyaan pemantik dari video yang mereka tonton di pertemuan sebelumnya. Contoh: Hal apa yang paling diingat dari tayangan video sebelumnya?

Kegiatan inti:
1. Guru mengajak peserta didik menggali informasi lebih dalam. Selanjutnya guru menanyakan kepada peserta didik tentang hal apa yang paling menarik dan ingin mereka ketahui lebih banyak.
2. Guru mengajak peserta didik menguji-pemahaman mereka, buku halaman kelas atau buku dari yang mereka bawa untuk melakukan literasi bahasa.
3. Hasil literasi bahasa dimilikin dalam buku tulis, dengan peserta didik diberikan pertanyaan:
- Apa judul buku yang kamu baca?
- Bagian mana yang menarik bagi kamu dari buku itu?
- Apa yang kamu suka dari buku itu?
4. Guru mengajak peserta didik membacakan hasil literasi yang mereka tulis

Kegiatan penutup:
- Murid-murid berbagi temuan paling menarik kepada teman-teman sekelasnya.
- Guru menandatangani dengan bertany kepada para murid: "Selain mendengar hasil temuan-temuan kalian, apakah ada hal menarik yang kalian temukan dan ingin ketahui lebih lanjut?"

Figure 5 Activities 1 & 2

TEMUKAI (Kegiatan 3): Kita Ini Beragam

Kegiatan pembuka:

- Guru membuka kelas dengan menunjukkan gambar di papan kelas, misal gambar wajah-wajah suku di Indonesia, dll.
- Guru memberikan pertanyaan pemantik: Keragaman apa saja yang kamu lihat dari gambar tersebut? Menurut kalian, persamaan apa yang kamu temukan dari gambar-gambar tersebut?
- Guru menayangkan video tentang kerja sama antar suku di Indonesia. Apa yang kalian rasakan dari video tersebut? Bagaimana cara yang kamu temukan dalam video tersebut? Bagaimana caranya agar kehidupan kita damai dengan keragaman yang kita miliki?

Kegiatan inti:

1. Guru memanggil peserta didik mengamati perbedaan di dalam kelas dan di luar kelas untuk melibatkan keragaman di sekitar.
2. Secara berkelompok, peserta didik berdiskusi untuk memisalkan keragaman apa saja yang mereka temukan, misal profesi, warna kulit, bahasa, pakaian, dll di dalam tulis atau kerajinan.
3. Setiap kelompok maju untuk mempresentasikan hasil kulinis mereka.
4. Peserta lain dengan dipandu guru untuk menanggapi dan memberi umpan balik.

Kegiatan penutup:

- Guru melanjutkan dengan bertanya kepada peserta didik tentang keragaman apa saja yang ada di kelas.
- Sebagai tindak lanjut, guru meminta peserta didik secara individu untuk menggambar lingkungan rumah dan memisalkan di LK yang telah disiapkan guru.

TEMUKAI (Kegiatan 4): Live Talk Show

Kegiatan pembuka:

1. Guru membuka pelajaran dengan menanyakan kabar dan perasaan peserta didik.
2. Menyanyikan lagu "Kapal Lari" atau "Aku Indonesia"

Kegiatan inti:

1. Guru dan peserta didik membuat daftar pertanyaan tentang keragaman profesi (Lembar kerja profesi)
2. Guru dan peserta didik menyambut kedatangan wali murid dengan beragam profesi di dalam kelas. Keberadaan wali murid sebagai narasumber adalah hasil pilihan/kecepatan peserta didik.
3. Narasumber/wali murid memaparkan kulinis dan pengalaman pekerjaan mereka. Sebelumnya narasumber diberikan TOR terkait tema pembelajaran, misalkan keragaman di dunia kerja mereka. Dalam tahap ini guru dapat berperan sebagai moderator.
4. Peserta didik bertanya tentang keragaman profesi kepada narasumber (Lembar Kerja Profesi)
5. Peserta didik secara berkelompok membuat mind map atau bentuk lain sesuai kesepakatan kelompok tentang kelinis keragaman profesi yang didapat dari informasi yang didapatkan.
6. Setiap kelompok mempresentasikan hasil kerja sama kelompok di depan guru dan narasumber.

Kegiatan penutup:

1. Guru melakukan refleksi dan memberikan umpan balik kepada guru-muridnya.
2. Guru melanjutkan dengan meminta peserta didik untuk mengamati keberagaman profesi yang ditemukan di lingkungan rumahnya.

Figure 6
Activities 3 & 4

TEMUKAN (Kegiatan 5): Keunikan Kami

Kegiatan pembuka:

- Guru membuka kelas dengan ice breaking permainan "Guru Berkata". Kata kuncinya adalah jika ada kata "guru berkata" maka peserta didik mengikuti apa yang dikatakan oleh gurunya. Namun, jika tidak ada kata "guru berkata", maka peserta didik tidak mengikuti perintah gurunya.
- Menyanyikan lagu "Dua Mata Saya" secara bersama-sama.

Kegiatan inti:

- Bermain "Aku dan Temukan". Artinya adalah guru memberi benda apa saja misal pulpen, bola kecil, atau barang yang ada di kelas kepada salah satu peserta didik. Peserta didik yang memegang benda tersebut (misalnya pulpen) mengidentifikasi dirinya dan salah satu teman di kelasnya. Begitu seterusnya. Kegiatan ini akan memperlihatkan keragaman yang ada misal warna kulit, hobi, suku, bahasa bentuk fisik (keragaman di sesuaikan keadaan lingkungan kelas masing-masing). Guru mendampingi kegiatan agar tetap *On the track* bahwa keragaman itu bukan untuk dihina tetapi untuk dihormati.
- Peserta didik (secara acak) mempresentasikan keragaman yang baru mereka ketahui, sedangkan peserta didik yang lain menanggapi (memberi umpan balik) secara sederhana dengan dipandu dan dibantu gurunya.
- Guru memberikan pertanyaan: Bagaimana perasaan kamu melihat perbedaan yang ada di kelas? Keragaman apa saja yang kalian temukan? Bagaimana cara kita menyikapi keragaman yang ada?

Kegiatan penutup:

- Guru menanyakan kepada peserta didik, "Perhatikan kalian melihat ada manusia yang sama persis di dunia ini? (baik fisik maupun sifatnya). Apakah kita pernah mencinta kepada Tuhan untuk dilahirkan seperti yang kita inginkan?"
- Guru mengajak peserta didik merefleksikan bahwa setiap jiwa itu unik dan istimewa, tetapi keunikan itu tidak untuk dipredahkan atau dimusuhi. Keunikan itu adalah kekuatan yang dapat mendasarkan dunia.

TEMUKAN (Kegiatan 6): Kini aku Tahu

Kegiatan pembuka:

- Guru menyatakan keadaan peserta didik.
- Guru meminta peserta didik diajak sejenak mungkin dan menghentikan aktivitas sejenak. Guru meminta peserta didik untuk menarik napas dan mengembarkannya melalui hidung secara perlahan dan tenang sebanyak 3x. Guru meminta peserta didik untuk mengamati keadaan dirinya seperti udara yang masuk ke kepalanya, merasakan penyi yang mengembang sebelum menembang napas. Guru menciptakan suasana sejenak mungkin. Guru menanyakan apa yang dirasakan peserta didik. Setelah keadaan tenang, guru memulai kegiatan berikutnya.

Kegiatan inti:

- Guru menayangkan video tentang berbagai macam permainan tradisional Indonesia.
- Guru bertanya: Dari daerah mana sajakah permainan itu berasal? Permainan mana yang paling menarik bagi kalian? Apa alasannya?
- Peserta didik secara berkelompok berdiskusi menelaah permainan tradisional yang ada pada tayangan video.
- Peserta didik menulis salah satu permainan berdasarkan video yang ditayangkan.
- Salah satu perwakilan kelompok membandingkan hasil diskusi.

Kegiatan penutup:

- Guru mengajukan pertanyaan: Apa perbedaan yang kamu temukan dari beberapa permainan yang ada di Indonesia? Apa persamaan dari beberapa permainan tersebut? Guru berinisiatif menggunakan pertanyaan pemantik agar peserta didik menyadari bahwa persamaan dan permainan tersebut adalah tidak ada perselisihan, semua bermain damai dan bahagia.
- Kegiatan ditutup dengan menyanyikan lagu daerah setempat yang bisa digunakan untuk mengungkap permainan.

Figure 7
Activities 5 & 6

BAYANGKAN (Kegiatan 7): Inilah Permainan Kami

Kegiatan pembuka:

1. membuat daftar permainan tradisional secara berkelompok.
- Menyanyikan permainan tradisional tersebut disamping kelompok atau permainan dengan memperhatikan keragaman yang ada.

Kegiatan inti:

1. Peserta didik secara berkelompok melakukan diskusi membuat daftar permainan yang mereka sukai.
2. Guru melakukan secara terarah beberapa gambar permainan dan satu kertas kosong (tanpa gambar) di kelas. Kertas kosong untuk memisalkan peserta didik yang menggambar permainan lain yang tidak ada dalam gambar.
3. Peserta didik berdiskusi secara dengan mind map permainan mereka.
4. Peserta didik yang memilih kertas kosong diberikan kesempatan untuk memilih sendiri permainan apa yang diinginkan bahkan diperbolehkan menggambar permainan sesuai keinginan mereka. Aturan dan jenis permainan disiapkan oleh kelompok "kertas kosong". (Guru mengamati dan menilai rubrik skala sikap selama berkegiatan).
5. Setiap kelompok mempresentasikan permainan apa yang sudah mereka dapatkan bersama-sama dan apa alasan mereka memilih permainan tersebut.

Kegiatan penutup:

- Guru merefleksikan kegiatan dengan menggunakan kalimat pemantik, seperti: Apa yang kalian pelajari selama pembelajaran? Bagaimana perasaan kalian setelah memilih permainan atau menciptakan permainan sendiri?
- Sebagai tindak lanjut guru mengajukan pertanyaan: Apa yang kalian inginkan setelah memilih permainan yang kalian sukai?
- Kegiatan ditutup dengan menyanyikan terima kasih kepada teman-teman satu kelompok dan kelompok lain.

LAKUKAN (Kegiatan 8): Yuk, Main!

Kegiatan pembuka:

- Guru dan peserta didik melakukan Tepuk Semangat
- Dilanjutkan dengan tepuk ekspresi: Tepuk Bahagia, tepuk prok prok bahagia, Tepuk Sedih: prok prok prok thiks thiks, Tepuk Campuran: prok prok prok baik baik thiks... cacaacaca...
- Guru mengajukan pertanyaan pemantik terkait keberagaman dan kerjasama.
- Apa yang sudah kalian lakukan pada pertemuan sebelumnya?
- Apa yang akan kita lakukan pada hari ini?
- Apa keragaman yang kamu ketahui dari beberapa permainan yang kamu pilih?
- Apa yang perlu diperhatikan saat bermain bersama-sama?
- Bagaimana caranya jika ada teman yang tidak menyukai permainan teman lainnya?

Kegiatan inti:

1. Peserta didik secara berkelompok bermain bersama permainan tradisional yang mereka pilih berdasarkan kesepakatan kelompoknya.
2. Guru memantau peserta didik selama kegiatan bermain.
3. Setelah bermain bersama, peserta didik bersama-sama merapikan peralatan atau perlengkapan permainan yang telah digunakan.
4. Berfoto bersama.

Kegiatan penutup:

- Guru mengajak peserta didik merangkum penguatan kegiatan hari ini tentang keberagaman permainan tradisional dengan beberapa pertanyaan: Kegiatan apa saja yang kita lakukan pada hari ini? Permainan apa saja yang kalian lakukan? Peraturan permainan apa yang menarik bagi kalian? Apa perbedaan antara permainan satu dengan permainan lain? Bagaimana caranya agar permainan dapat dilakukannya dengan nyaman dan menyenangkan?
- Peserta didik merefleksikan apa saja kelebihan dan kekurangan selama berkegiatan. Hasil refleksi digunakan sebagai tindak lanjut untuk bermain bersama pada tahap berikutnya.

Figure 8
Activities 7 & 8

Asesmen Formatif Diskusi Kelas
Teknik: Observasi

No	Aspek yang Dinilai	Teramati	Tidak Teramati	Keterangan
1	Berwada menerima tanggung jawab sesuai kesepakatan			
2	Ringan tangan membantu teman kelompoknya			
3	Menghargai pendapat temannya			
4	Tidak membeda-bedakan teman dalam berdiskusi			

Figure 9
Formative Assessment of Class Discussions

Rubrik Penilaian 3 (Keberagaman)

No	Penilaian Rubrik	Awal Berkembang	Sedang Berkembang	Berkembang Sesuai Harapan	Sangat Berkembang
1	Pengalaman informasi	Belum dapat menjelaskan informasi yang didapat dengan benar	Mendeskripsikan sebagian kecil informasi yang didapat dengan benar	Mendeskripsikan secara lengkap informasi yang didapat dengan benar	Mendeskripsikan seluruh informasi yang didapat dengan benar
2	Penyajian informasi	Pada dasarnya telah menyampaikan secara lisan dan tertulis, namun yang sudah ditata	Menyajikan secara lisan dan tertulis, namun yang sudah ditata	Menyajikan secara lisan dan tertulis, namun yang sudah ditata	Menyajikan secara lisan dan tertulis, namun yang sudah ditata
3	Sikap kerjasama	Pada dasarnya telah dapat bekerjasama	Mengajukan sikap kerjasama hanya dengan beberapa teman	Mengajukan sikap kerjasama dengan semua teman	Mengajukan sikap kerjasama dengan semua teman secara konsisten
4	Santun dan saling menghargai	Pada dasarnya telah santun dan saling menghargai dengan semua teman	Mengajukan sikap santun dan saling menghargai dengan beberapa teman	Mengajukan sikap santun dan saling menghargai dengan semua teman	Mengajukan sikap santun dan saling menghargai dengan semua teman secara konsisten

Figure 10
Diversity Assessment Rubric

Rubrik Penilaian 4 (Permainan Ala Kami)

No	Nilai-Nilai Permainan	Awal Berkembang	Sedang Berkembang	Berkembang sesuai harapan	Sangat Berkembang
1	Orisinalitas permainan	Ide permainan berasal dari dikotornya marid-marid dan sama dengan permainan tradisional yang sama	Ide permainan orisinal, berasal dari pemikiran marid-marid, terinspirasi dari permainan tradisional dan hanya berbeda di aturan permainan	Ide permainan orisinal, berasal dari pemikiran marid-marid dan berbeda dengan permainan lain, namun tidak tetap	Ide permainan orisinal, berasal dari pemikiran marid-marid dan berbeda dengan permainan yang sudah ada
2	Aturan permainan yang jelas	Aturan permainan baru secara lisan, dan hanya 1-2 marid yang memahaminya	Aturan permainan ditulis dengan jelas, sehingga baru sebagian besar marid memahaminya	Aturan permainan ditulis dengan jelas dan efektif, sehingga semua pemain dapat memahami dan mengingat dengan mudah	Aturan permainan ditulis dengan jelas dan efektif, sehingga semua pemain paham dan mengingat dengan mudah
3	Permainan membutuhkan kerjasama tim	Permainan membutuhkan kerjasama tim, tetapi belum melibatkan pemain untuk bekerja	Permainan membutuhkan kerjasama tim, tetapi hanya melibatkan sebagian kecil pemain untuk bekerja	Permainan membutuhkan kerjasama tim dari seluruh pemain harus berpartisipasi aktif	Permainan membutuhkan kerjasama tim dari seluruh anggota kelompok, peran masing-masing anggota tim dapat dijelaskan dengan baik dan seluruhnya berpartisipasi aktif
4	Permainan dirancang oleh seluruh anggota tim	Permainan hanya dirancang oleh satu orang di kelompok	Permainan dirancang sebagian kelompok dan masih ada anggota kelompok lain yang tidak berpartisipasi	Permainan dirancang oleh seluruh anggota kelompok, Peran masing-masing anggota tim dapat dijelaskan dengan baik.	Permainan dirancang oleh seluruh anggota kelompok, Peran masing-masing anggota tim dapat dijelaskan dengan baik dan seluruhnya berpartisipasi aktif

Figure 11
Our Game Assessment Rubric



Figure 12
Reflection Sheet

Results of Validation of Themed Interactive Teaching Materials “Permainan Daerahku”

Before testing the use of the P5 module, the P5 module must be validated by an expert. The validation stage is carried out so that the P5 module developed is categorized as valid based on the validation of material experts, learning material design experts, and linguists. The validation of material experts is carried out by four experts who are competent in Indonesian subjects, especially for elementary school students. The results of the validation of material experts, teaching material design experts, and linguists are shown in the Table 3, 4, and 5.

Table 3
Results of Validation of Material Experts

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Material	Material Coverage	4	4	4	82%	Good /Valid
2		Material Accuracy	4	4	4		
3		Material Updates	4	4	5		
4		Contains contextual insights	4	4	4		
5		The problems presented are interesting to students	4	5	4		
6		Suitability of materials with government curriculum	4	4	4		
7		Teaching materials follow the learning objectives	4	4	5		
8		The material does not contain gender bias	4	5	4		
9		The material does not contain elements of sara	4	4	5		
10		The question has accommodated HOTS Questions	4	4	4		
11		Materials or questions following the level/level of education	4	5	4		

Table 4
Results of Validation of Teaching Material Design Experts

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Module Design	Serving technique	4	4	4	81%	Good/Valid
2		Module content quality	4	4	4		
3		Module display	4	4	5		
4		Image clarity	4	4	4		
5		Density and conciseness of the material	4	5	4		
6		Module cover design	4	4	4		
7		Module content design	4	4	5		

Table 5
Linguist Validation Results

No	Category	Criterion	Score			Percentage	Category
			Exp 1	Exp 2	Exp 3		
1	Language Eligibility	Communicative	4	4	4	80%	Good/Valid
2		Dialogical and interactive	4	4	4		
3		Compliance with Indonesian regulations	4	4	5		
4		Use of terms and symbols/symbols	4	4	4		

The assessment results of the three validators show that the P5 module is themed “Permainan Daerahku” has excellent content validity. Based on the presentation of the research results, it can be seen that material experts obtained results of 82%. These results were obtained from assessment criteria indicators such as (1) material coverage, (2) material presented, (3) material that does not contain gender bias, and so on. These results show that the P5 module is themed “Permainan Daerahku” have good/valid criteria. This further strengthens the idea that good learning materials are materials that have content that is relevant to learning outcomes, learning objectives, and the flow of learning objectives in the independent curriculum (Sutrisno & Rofi’ah, 2023; Lathif & Suprpto, 2023), as well as the suitability of the material with the stages of students' cognitive development (Wulandari et al., 2023), So that the material can be easily understood by students (Mimin, 2023; Rizal et al., 2022).

The results of the validation of media design experts were obtained by 81%, the results were obtained from the indicators of assessment criteria that meet good graphic elements, for example in the arrangement of images, writing, and writing colors and so on. The results of this study show that the P5 module is themed “Permainan Daerahku” have good/valid criteria. This further strengthens the statement that the appearance or design of the P5 module is themed “Permainan Daerahku” will further increase students' interest, attention, and motivation in following the learning process (Agustina & Harahap, 2018; Widodo, 2023). The existence of interest, attention, and motivation in learning will support students in receiving and understanding the material (Arnidah & Anwar 2023; Widodo, 2023), So that the learning process carried out goes well (Adisaputera et al., 2023; Anisah & Amreta, 2023).

The results of the language feasibility aspect showed that the linguist validation result was 80%. This can be seen with communicative language, the use of EYD, and dialogical and interactive language. The results of the study show that the P5 module is themed “Permainan Daerahku” have good/valid criteria. In the linguistic aspect, interesting teaching materials are considered very valuable and relevant to the level of language development of children in elementary school, this condition is relevant to the opinion (Ghufron, 2017; Gafari, 2019; Gusnawaty & Nurwati, 2019). A good module is one that is very communicative and understands the cognitive level of its users (Harianto et al., 2020; Susilawati et al., 2023; Suharno et al., 2023). Thus, the resulting modules will be beneficial for teachers, students, and parents, making it easier for all stakeholders to excel in the learning process (Khotimah, 2019; Haq, 2023; Munirah et al., 2023).

Effectiveness of Themed P5 Modules “Permainan Daerahku”

Effectiveness of the themed P5 module “Permainan Daerahku” as a learning medium for Indonesian subjects in elementary school can be seen from the responses of students in questionnaires that carried out with limited trials and field trials. Limited trials and field trials were conducted to measure the effectiveness of the P5 thematic modules “Permainan Daerahku”. Themed P5 modules “Permainan Daerahku” was piloted on 15 students in a class for a limited trial and 45 in a class for a field trial. The results of the limited and field trials can be seen in the Table 6 and 7.

Table 6
Results of Small Group Trials

No	Criterion	Average Score	Respon den	Percen tage	Catego ries
1	Teaching modules are more fun and less boring	4	15 students	81%	Good/ Valid
2	Teaching modules can create a more enjoyable learning atmosphere	4			
3	The teaching module encourages me to study the material with enthusiasm	4			
4	Teaching modules significantly save usage time	4			
5	The teaching module encourages me to work with friends to complete tasks in groups	4			
6	The teaching module encourages me to ask the teacher about things that are still unclear	5			
7	The teaching module encourages me to understand the material better more easily	5			
8	The teaching module encourages me to get maximum learning results	4			
9	Teaching modules are suitable for learning learning materials	4			
10	The teaching module is a lot of fun to use	4			

Table 7
Results of Large Group Trials

No	Criterion	Average Score	Respond en	Perce ntage	Catego ries
1	Teaching modules are more fun and less boring	4	45 students	88%	Very good/ Very valid
2	Teaching modules can create a more enjoyable learning atmosphere	4			
3	The teaching module encourages me to study the material with enthusiasm	5			
4	Teaching modules significantly save usage time	4			
5	The teaching module encourages me to work with friends to complete tasks in groups	4			
6	The teaching module encourages me to ask the teacher about things that are still unclear	5			
7	The teaching module encourages me to understand the material better more easily	5			
8	The teaching module encourages me to get maximum learning results	4			
9	Teaching modules are suitable for learning learning materials	4			
10	The teaching module is a lot of fun to use	5			

Once the P5 module is validated, a test run is carried out to determine its suitability. The trials in this study were conducted twice: a small group trial and a large group trial. Each experiment was conducted at a different time and day. The results of the small group trial conducted on 15 students were obtained by 81%, including in the good/valid criteria. The results of the large group trial conducted on 45 students were obtained by 88%, included in the very good criteria, and can be used without improvement. The observations by two observers corroborated the results of the study, and

the percentages obtained were 81.30% and 88.12%, which were included in the "efficient" category. The percentage of results is then adjusted to the set practicality criteria and is included in the "very practical" category. Thus, it can be concluded that developing a P5 module can increase students' motivation to learn, understand, and read the subject matter.

The results that have been obtained in the form of expert validation, feasibility level, and level of suitability do not necessarily make this P5 module free from shortcomings. In the implementation of the trial that has been carried out, the development of the P5 module also received criticism, suggestions, and responses obtained from questionnaires of experts, teachers, and students. The revised P5 module section includes (1) illustration images on the cover that adapt to students at the elementary school (SD) level; (2) the typeface used; (3) it is necessary to have pictures presented to facilitate the understanding of the P5 module. Adjustments and revisions are based on criticism, suggestions, responses from experts, teachers, and student questionnaires, as well as the characteristics of the material.

The results of this study are in line with several findings in previous studies that state that the P5 module has proven to be effective in helping and stimulating students to learn (Adisaputera et al., 2023; Anisah & Amreta, 2023; Permatasari & Andriyanti, 2021). In addition, other research also states that the P5 module supports a student-focused learning center (Arnidah & Anwar 2023; Widodo, 2023; Kusmiarti et al., 2023). The implication of this study is to provide new information related to the application of the P5 module in elementary school students. This information will be useful as a reference in learning, especially for elementary school teachers. Because it is known that learning at the elementary level is very important, essential, and continuous, teachers must be able to carry out learning effectively. This study has several limitations, including that the subject is still limited to 15 students in a small group trial and 45 students in a large group trial. It is hoped that further research will deepen and expand the scope of research related to the use of interactive teaching materials for elementary school students.

CONCLUSION

Themed P5 modules "Permainan Daerahku" has a very good level of validity and can be used as an alternative teaching material in Indonesian language learning. themed P5 modules "Permainan Daerahku" This is suitable for students in elementary school. This condition can be proven by the results of the validity test of learning materials, the validity test of the design of learning media, and the validity test of language feasibility Themed P5 modules "Permainan Daerahku" is particularly effective for elementary school students, as evidenced by small group trials and large group trials conducted to measure student responses. It also supports the learning process to be more meaningful and contextual.

DECLARATIONS

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