



Local Cultural Values : Practicality Test of E-LKS Based on Peusijek Tradition as An Embodiment of Pancasila Student Profile Strengthening Project (P5)

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Abstract: This study aims to develop E-LKS based on local cultural values of peusijek tradition as an embodiment Pancasila Student Profile Strengthening Project (P5). The research method used research and development with the ADDIE model, namely analysis, design, development, implementation, and evaluation. This research instrument used observation, a material expert questionnaire as a validation test, a product practicality test, an interview, and documentation. The data analysis technique used qualitative and quantitative analysis. The research results obtained through expert validation tests of 87,5% were declared feasible for implementation. Meanwhile, the teacher responded questionnaire resulted in an average practicality value of 82.82%, with a very practical category and the students' response questionnaire produced an average practicality score of 89.10%, with a very practical category. After conducting an assessment through several stages of assessment aspects, the peusijek tradition-based E-LKS as the embodiment of the project to strengthen the profile of Pancasila students (P5) can be concluded to be categorized as very practical based on the results of the assessment by teachers and students as users.

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Introduction

Merdeka Learning in Merdeka Curriculum is an educational transformation to produce a superior generation (Angga & Iskandar, 2022). Freedom of learning contributes to increasing students' competence to be able to learn freely (Marisa, 2021). The concept of "Freedom of Learning" provides opportunities for students to access knowledge from various learning sources (Manalu et al., 2022). Freedom of learning provides freedom for educational institutions to encourage students to innovate and think creatively (Sibagariang et al., 2021). Freedom of learning can be understood as the freedom to work and respond to changes that occur in the educational environment. Freedom of learning also gives learners the widest possible freedom to improve global competence (Susetyo, 2021; Vhalery et al., 2022). However, the fact is that the implementation of independent learning in schools has not run optimally. Teachers lack an understanding of the independent learning curriculum (Susilowati, 2022).

In the curriculum, technological advances in science have entered the world of education; therefore, teachers need to integrate ICT into learning activities (Kuswanto & Walusfa, 2017; Meilani et al., 2020). One form of effort to improve the quality of education in Indonesia is the Pancasila Student Profile because it emphasises character-building related to local cultural elements (Hasanah et al., 2020; Rachmawati et al., 2022). The aim of the curriculum is to improve students' skills and personality by encouraging the realization of the



Pancasila Student Profile Strengthening Project (P5) (Nurasiah et al., 2022). Therefore, in implementing the new paradigm curriculum, teachers must be able to instil or realise local wisdom values in two ways, namely through implementation in the curriculum and through local wisdom values (Lukman et al., 2019; Nurasiah et al., 2022; Tryanasari et al., 2016). The value of local wisdom has a relationship with one of the cultures in the Aceh area, namely the Peusijek tradition in a study conducted by Sakina et al. (2018) entitled *Pesijek* as a medium for *da'wah* in Aceh, which is a practice that has been passed down from generation to generation and is impossible to eliminate, even always accompanying every ceremony, both socio-cultural, community, and social religion.

The values contained in the philosophy of each stage of the materials used in. Local culture in society in which there is a value, ethics, norms of customs, and a special rules (Mahardika & Alhafizh, 2017). This *peusijek* tradition is part of the culture, and it happened before Islam entered the Acehnese community (Soelaiman, 2012). This can remind us that there is a diversity of tribes in Aceh; in each tribe, there is a uniqueness in utilizing various plant sources as a medium for *peusijek*. Local culture in *peusijek* can instill value in students from the strengthening part of the Pancasila learner profile (P5).

P5 applied to learning activities can create people with character, excellence, and independence; this is part of the government's program steps (Suryana & Iskandar, 2022). P5 intracurricular and extracurricular activities can build on the competencies of the education unit (Sufyadi & Susanti, 2021). The main objective of P5 is part of a subject-related project to achieve the dimensions of the Pancasila learner profile (Naibaho et al., 2022; Simarmata et al., 2022). The meaning of the profile is critical reasoning, noble character, independence, mutual cooperation, creativity, and global diversity (Rusnaini et al., 2021). Strengthening the nation's character and abilities from daily life is part of (Rahayuningsih, 2022). However, implementing P5 is still not optimal in schools (Kahfi, 2022).

In realizing P5 to instill student character values, teaching materials are needed. One solution that can be used to support learning is teaching materials. Teaching materials are the most important thing in learning activities and are the core of learning activities (Br Sinulingga et al., 2019; Herawati & Muhtadi, 2018; Purnomo, H., & Wilujeng, 2016). Teachers can help students in several ways, including using interesting teaching materials to foster an attitude of interacting with their environment (Sari et al., 2020; Satrio & Gafur, 2017). Students' learning styles can be a characteristic in choosing teaching materials so that they can focus on the learning process. Nowadays, learning must also be combined with activities that are not boring so that children are happy and follow learning well (Pratiwi & Ismaniati, 2018). One solution to these problems is the renewal of electronic-based teaching materials by integrating elements of local culture, namely the *Peusijek* Tradition, into E-LKS so that children are familiar with local culture in the Aceh area and know about the characteristics of the *Peusijek* Tradition.

E-LKS, or electronic student worksheets, are worksheets that include a summary of learning material, questions, and instructions for completing tasks using text, audio, and video that students must complete related to the core competencies to be achieved, which has the aim of helping students in a more directed learning process (Dehani et al., 2021; Novita et al., 2016; Safitri et al., 2018). Using this E-LKS makes learning easier, more practical, and more effective (Astuti & Setiawan, 2013; Ernawati et al., 2017; Suryaningsih & Nurlita, 2021). The theme in the worksheet should have elements of local culture. However, in reality, the government has prepared the worksheet so that it does not prioritize elements of local culture in the local community (Awe & Ende, 2019).



Some previous findings state that E-LKS teaching materials make student worksheets practical (Dehani et al., 2021). The learning process using the developed E-LKS is feasible and good (Dehani et al., 2021). The learning process using problem-based learning worksheets can be declared valid and practical for use in learning activities (Pranata et al., 2021). Realistic mathematics learning worksheets based on ethnomathematics in Gonrang Sipitu Pitu Simalungun's context are valid, effective, and practical geometry material (Purba et al., 2022). Many LKS have been developed in the learning process, but no one has developed E-LKS. Therefore, this research needs to develop electronic-based teaching materials that contain elements of local culture to create new, effective, and practical teaching materials that are easy to use and aim to support students in improving their social interaction skills. The E-LKS contains a form of social studies learning for grade V, namely social interaction material, which is expected to help students become more understanding in interacting with their environment and can apply it in everyday life. Electronic-based updates that apply the Peusijeuk Tradition to the E-LKS to increase the enthusiasm for learning among students, especially elementary school students, and learning that uses interesting teaching materials because this area is a remote area where students can learn.

Research Method

This research method used research and development with the ADDIE model, namely analysis, design, development, implementation, and evaluation. The ADDIE development form was chosen because of the preparation of steps in a systematic process, with each stage of development having well-structured stages (Akbar, 2016). This research and development method was used to obtain a product used in the learning process. This research and development method was not only used for the natural sciences but can also be used in the field of social sciences that have to do with the technology used to obtain a product (Dehani et al., 2021). The product obtained was the E-LKS using the Flip PDF Professional application. Some test subjects in this study included material experts, media experts, teachers, and fifth-grade elementary school students who are potential users of the products that have been made.

This study used several instruments: observation, questionnaire validation test, product practicality test, interviews, and documentation. Data analysis techniques in producing products consisted of several stages, namely the design process was carried out by analyzing information from scientific process skills and aspects of student knowledge and skills. At this stage, clear action was taken to carry out an assessment device product design in the case of a product validation in the study. The stage in designing a learning device in the form of a test will be a content validation from experts.

Results and Discussion

Define Stage

The analysis stage is the initial stage of ADDIE development. At this stage, the analysis was carried out through needs and media availability analyses. Based on the results of observations related to learning problems, the results showed that students need worksheets that can help in the learning process, especially social studies learning on Social Interaction material, which makes the learning process more meaningful by adding elements of local Acehese culture, namely the peusijuek tradition. Therefore, the author created worksheets that are attractive and have a different appearance, namely in electronic form, by displaying various images, learning material, and audio, making it easier for students to

understand the material being studied. Furthermore, the author also carried out a facility analysis to support the development of the E-LKS.

Design Stage

The design stage is a stage that begins with several preparations, including the preparation of the LKS needs. It is done to determine what needs to be included in the E-LKS. The process of making E-LKS products was based on the basic competencies and core competencies of the achievement indicators that researchers have designed. In addition, at this stage, the author determines the application, made a layout, and determines the elements of local culture. There are several stages in determining the title of the E-LKS; namely, at the beginning, the title is first made from the learning material related to P5 in the peusijuek tradition. At the design stage, a goal was carried out for the parts contained in the E-LKS, making as in writing the systematics of the order of presentation of the E-LKS, which consists of the activity parts listed in the E-LKS. Furthermore, it was carried out at the stage of collecting from references, namely where researchers collect reference data from the reference for making E-LKS, which consists of learning material; there are various kinds of images of the values of the peusijuek tradition.

Development Stage

The stage of preparing E-LKS products is related to the design design. At this stage, E-LKS was developed with the help of Flip PDF Professional software in accordance with the design that has been prepared, resulting in an initial product, namely E-LKS Based on Peusijuek Tradition on Social Interaction Material for Elementary School Students. E-LKS is first discussed with validation experts and then validated by material experts and media experts. Compiling Writing Instruments, at the E-LKS design stage, the preparation of writing instruments was carried out. The instrument used was the E-LKS validation sheet, namely: (1) Content; (2) Language; (3) Format. While at the stage of practicality validation test from teacher and student responses from E-LKS products conducted by media and material expert validation. The results of the data presented in this study were in the form of qualitative and quantitative data which were described based on the results of the shortcomings contained in the E-LKS that have been developed. The data from the experts can be presented in Figure 1 as follows.

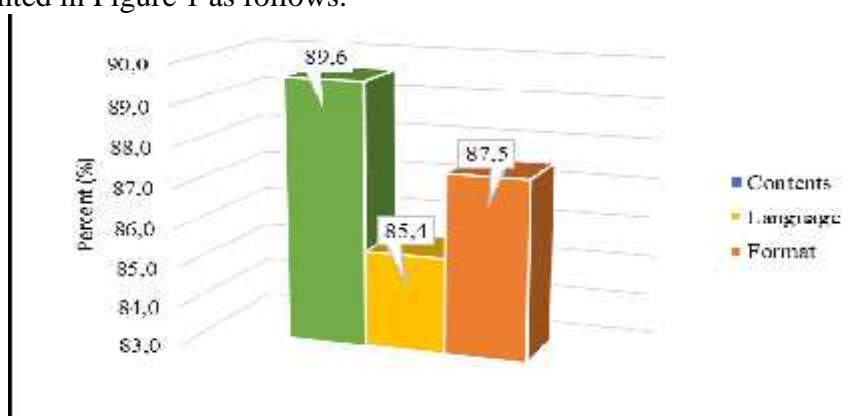


Figure 1. Aspects of E-LKS Validation

Based on the final score obtained from the experts' assessment, a score of 87.5% was obtained, which means it is in the range of 81%-100%, which is in the Very Valid category. The E-LKS validation experts decided that it was suitable for use with several revisions to improve.

Implementation Stage

The implementation stage is the stage that takes concrete steps to implement the learning system that has been developed. This writing begins with preparing the E-LKS that will be used, preparing the place and writing tools, and preparing students for the learning process. This implementation stage was carried out to obtain an evaluation that included an assessment of the validity and practicality of the E-LKS. This assessment analysis is carried out after students try to use the E-LKS to discover the practicality of the E-LKS that has been developed. This assessment uses a response questionnaire given to teachers and students who have used E-LKS regarding the content and suggestions on the E-LKS. Data from the teacher and student response questionnaires from the practicality test can be presented in the following figure.

1) Teacher Response Questionnaire Results

The results obtained in the questionnaire assessment by teachers on the E-LKS product that has been made from the practicality test in the small-scale limited test; can be determined that the teacher's response to the E-LKS can be used for learning activities in the formation of strengthening the Pancasila Student Profile Strengthening project (P5). The results of the teacher's assessment of the questionnaire that has been given can be seen in Figure 2 as follows.

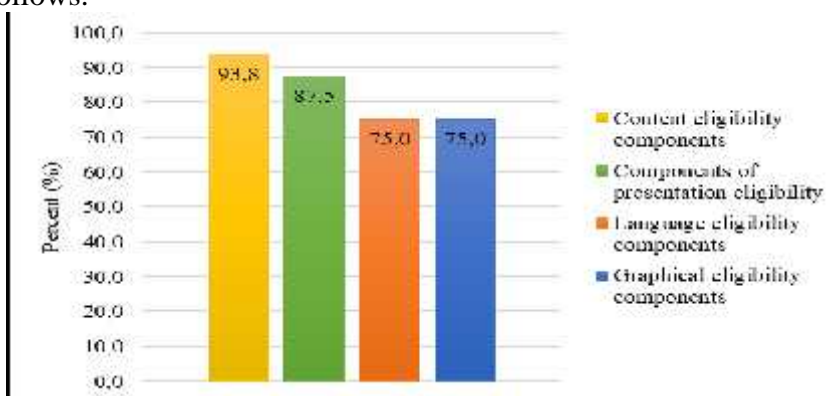


Figure 2. Teacher Response Questionnaire Result Data

2) Results of the Learner Response Questionnaire

The results of the student assessment of the practicality test responses regarding the assessment of E-LKS products that have been made contained in the values of the peusijuek tradition as an embodiment of the Pancasila student profile strengthening project (P5) which can be used as a learning tool for learning activities, the results obtained are shown in Figure 3 below.

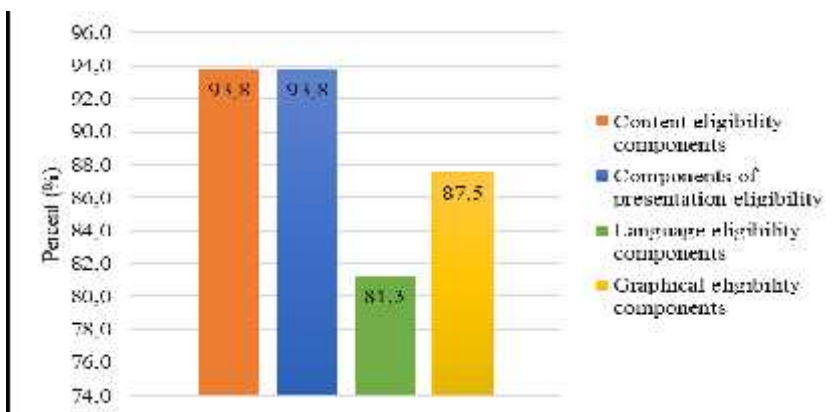


Figure 3. Student Response Questionnaire Results Data



The ADDIE development model goes through several stages in research from validators so that the resulting product can be categorized as valid and feasible to be utilized as a learning tool. Furthermore, the teacher and student responses produced positive responses from the questionnaire results, showing that the E-LKS being developed was in a very practical and valid category for use. So, the overall results obtained are valid and practical. Therefore, the E-LKS developed has good quality so that it can help in the learning process. It can be seen from several aspects. Firstly, the material aspect: the material presented in the LKS has been adapted to the KD, and the suitability of indicators from learning objectives can make it easier for students to understand E-LKS to be utilized in learning activities (Prabandari & Kristin, 2021; Pranata et al., 2021; Risky et al., 2018).

The research results showed that the validity of the design was in the very valid category. It then showed that the worksheet media developed had an attractive design and could increase students' interest in learning. Design is important to media success (Dehani et al., 2021; Hanik, 2020). Media with attractive design and presentation will certainly attract students' interest and motivation to learn, especially elementary school students (Ilmawan Mustaqim, 2017; Wisada et al., 2019). This finding is strengthened by previous findings stating that E-LKS teaching materials make practical student worksheets (Dehani et al., 2021). The e-LKS developed has good quality and is suitable for use in the learning process (Dehani et al., 2021).

Conclusion

The research results obtained through expert validation tests of 87,5% were declared feasible for implementation. Meanwhile, the teacher response questionnaire resulted in an average practicality value of 82.82%, with a very practical category, and the students' response questionnaire produced an average practicality score of 89.10% with a very practical category. After conducting an assessment through several stages of assessment aspects, the peusijuek tradition-based E-LKS as the embodiment of the project to strengthen the profile of Pancasila students (P5) can be concluded to be categorized as very practical based on the results of the assessment by teachers and students as users.

Recommendation

Electronic Student Worksheets are digital learning tools specifically designed to assist teachers in teaching and testing students' understanding in learning activities as a learning medium so that teachers can use them as learning tools. Using E-LKS can help teachers organize learning materials, assignments, and exercises more quickly and easily than traditional methods. This saves lesson preparation time.

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