



# Assessing the Validity of an English E-Module Incorporating Local Wisdom and the Pancasila Student Profile

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## KEYWORDS

E-modul,  
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## A B S T R A C T

The objective of this research is to create a learning medium in the form of an E-Module based on local wisdom, incorporating values related to local wisdom, the environment, and community technology, as well as integrating the Pancasila Student Profile, making it suitable to serve as an English teaching module for junior high school students. The research methodology employed is development research, utilizing Thiagarajan's 4-D model, which progresses through the stages of Define, Design, Development, and Dissemination. The instruments used include expert validation sheets and material validation sheets, consisting of four material aspects with 15 questions and three media aspects with 13 questions; the validation results are analyzed using a percentage formula and then converted. Based on the validation outcomes, the English E-Module based on local wisdom and containing the Pancasila Student Profile is considered suitable for use as teaching material. Specifically, the validation by media experts indicates that the E-learning module is highly feasible, with a percentage of 93,8 %. Furthermore, validation by experts in English material and the Strengthening of the Pancasila Student Profile also confirms the feasibility of the E-module, with a percentage of 85.3%, resulting in an overall average validation score of 89.55%. From these findings, it can be concluded that this E-Module, which is based on local wisdom and contains the Pancasila Student Profile, is highly suitable for use as English teaching material for Grade VIII students at SMP N 8 Tangerang City.

## 1. Introduction

Pancasila as the foundation of the Indonesian state contains noble values that need to be applied in daily life by all citizens, especially in the field of education. Indonesia has implemented the Independent Curriculum which supports the Pancasila (P5) student profile strengthening project to realize these values. Education is one of the keys to the success of the nation. Indonesia is one of the countries that prioritizes the quality of education. Focus on understanding the learning process and achievements that are valuable in the development and improvement of education in the future. (Putri et al., 2024) To improve the quality of education, the government has provided various facilities, such as increasing the number of textbooks, increasing teacher competence, updating the curriculum, and improving the quality of learning which includes refreshing models, approaches, and media in the teaching and learning process. Improving the quality of education in Indonesia continues to be pursued through various innovations, including the development of digital-based learning media that is relevant to the needs of students. One of these innovations is the development of an English E-Module based on local wisdom that contains the values of the Pancasila Student Profile, aiming to create contextual and meaningful learning for students. (Ramli et al., 2024)

Strengthening learning and improving the quality of learning resources is a fundamental aspect of the learning process, particularly from the students' perspective. One critical factor is using language that aligns with students' conditions, which serves as the foundation for effective learning (Rahdiyanta, 2016). Consequently, it is essential to develop teaching materials that function as school facilities to support students in achieving the established competencies (Fitrianingsih et al., 2024) These materials can be available in both printed and electronic formats, such as modules and instructional presentations, which are designed to reinforce and preserve regional symbols and cultural figures (Hardiningsih & Akbar, 2019). Furthermore, the use of teaching materials that facilitate students' sequential and systematic understanding of the subject matter, both at school and at home, is highly beneficial.

Teaching modules serve as an effective solution for accommodating students with diverse learning styles. They facilitate the reinforcement and adaptation of learning approaches, enabling students to discuss and share their learning outcomes with classmates and teachers in the classroom (Ar et al., 2024) Additionally, modules encourage the development of critical thinking, practical skills, and creativity. When modules are designed to be engaging and user-friendly, they can further motivate students, thereby enhancing their learning activities (Hunaepi & Suharta, 2024).

Based on interviews with teachers regarding students' difficulties in understanding English, learning media in the form of E-Modules were developed to support the enhancement of the learning process. These E-Modules serve as comprehensive learning tools, encompassing subject matter, learning activities, and assessment exercises. Rooted in local wisdom, the E-Modules are also designed to reinforce the Pancasila Student Profile and embed Pancasila values, thereby strengthening the development of national character among students (Ningsi & Febrianti, 2023) Furthermore, the E-Modules align with the Independent Curriculum, which offers a variety of learning activities (Sri et al., 2019) Teaching and learning activities should be accessible both at school and at home, and should be varied, incorporating real-life images and practical examples relevant to daily life.

Therefore, prior to the implementation of the E-Module, this study aims to assess the feasibility of developing modules based on local wisdom. Feasibility tests are conducted by subject matter experts, including English teachers and driving teachers who are knowledgeable about the content of P5, as well as media experts. These evaluations are intended to optimize the structure and design of the E-Module, ensuring that the validation results can serve as a foundation for strengthening the development of this English E-Module (Deasy Yunita Siregar et al., 2023).

## 2. Methodology

The research was developed using the Thiagarajan 4-D model, which consists of several stages. The first stage is Define, during which the researcher identifies and specifies the topics, materials, and concepts to be included in the E-Module. The design of the E-Module is tailored to the students' conditions and needs (Agustina & Adesti, 2019). This process is guided by findings from interviews and an analysis of the students' context, particularly regarding the reinforcement of the Pancasila Student Profile and the cultural symbols of Tangerang City. In the subsequent stage, the researcher drafts the initial version of the E-Module. During this phase, the E-Module is developed to align with student requirements and to support the strengthening of the Independent Curriculum, as well as the cultural symbols of

Tangerang City. Attention is given to the presentation model, the arrangement of materials, and the overall structure and design of the content within the E-Module.

At the development stage, the E-Module design was created with a focus on reinforcing the Pancasila Student Profile and highlighting the cultural symbols of Tangerang City, which were then evaluated. Validation tests were conducted using specific instruments for both media and material validation. Material validation concentrated on strengthening the content and embedding the values of the Pancasila Student Profile (Hamzah et al., 2022) as well as emphasizing the cultural symbols of Tangerang City. Meanwhile, media validation assessed aspects such as language, layout, and overall design to ensure the E-Module is suitable for use as a teaching resource. The validation results serve as a foundation for further refinement of both the content and the media. Once the E-Module has been tested and deemed appropriate for use, it enters the final stage-dissemination. Here, the E-Module is introduced to teachers and reinforced as a valuable reference to be utilized in the learning process (Supatmi et al., 2024).

The researcher concentrates solely on the instrument validation phase, which consists of two types: material validation and media validation. Consequently, the discussion is limited to presenting the results of these validation scores, both from expert and media validations, which will serve as a basis for improving the E-Module development process. This process is tailored to enhance the local wisdom of Tangerang City culture and to integrate the Pancasila student profile into the presentation of the E-Module content (Santoso et al., 2024) The process of calculating the validation results is using the following percentage formula:

$$V_1 = \frac{T_{se}}{T_{sh}} \times 100\%$$
$$V_2 = \frac{T_{se}}{T_{sh}} \times 100\%$$

To calculate the average result of the validator using the following formula:

$$V = \frac{V_1 + V_2}{2} = \dots\%$$

- V = Validitas  
V1 = Material Expert  
V2 = Media Member  
TSe = Maximum Score  
TSh = Maximum total score

The results of expert and media validation using the likert scale are as follows:

Tabel 1. Likert scale

Category	Score
SA (Strongly Agree)	5
A (Agree)	4
N (Netral)	3
D (Disagree)	2
SD (Strongly Disagree)	1

(Sugiyono, 2011: 93)

The validation results obtained from the two validators that have been summed will be averaged using the following conversion criteria:

Tabel 2. Validation Result Conversion Criteria

Criteria	Classification
81.00% - 100%	Totally feasible without or little revision
61.00% - 80.00%	Feasible with revision
41.00% - 60.00%	Moderately feasible, the suggestion is not used
21.00% - 40.00%	Not feasible, it cannot use.
00.00% - 20.00%	Totally unfeasible

(Riduwan 2013: 15)

The outcomes of both expert and media validation, which have been calculated using the formula above, are then converted according to the established feasibility scale for the E-Module. This process allows for a conclusion to be drawn regarding the E-Module's suitability as teaching material.

### 3. Result and Discussion

E-modules can be accessed offline using gadgets. They contain English learning materials aligned with the Independent Curriculum, with a particular emphasis on reinforcing the Pancasila Student Profile through examples and supplementary exercises. The development of this E-Module is rooted in the Pancasila Student Profile, which encompasses six key dimensions. The first dimension is practiced through routine activities such as praying before lessons begin. The critical thinking dimension is developed through the analysis of traditional foods from Tangerang City. In terms of independence, students are encouraged to comprehend the material autonomously by carefully studying the content provided in the E-Module. For the global, independent, and creative dimensions, students engage in both individual and group assignments. During group activities, students collaborate, support one another, and work together to reach consensus on decisions. Additionally, they are able to generate solutions and creative ideas during group discussions and other individual tasks.

The e-module has undergone the media validation process to assess the suitability of the learning module. The material expert evaluation instrument includes 15 statements, categorized into four aspects: five items for content feasibility, five for linguistic feasibility, three for presentation, and two for independent learning. The outcomes of the E-Module material validation are presented in Table 3.

Tabel 3. Results of Validation of E-Module Materials

No	Indicator	Score
<b>Content Eligibility Aspects</b>		
1	Material compatibility with KD and Indicators	4
2	Completeness of learning materials with a systematic order and arrangement	4
3	The material in the module is easy for students to understand	5
4	The material in the module can motivate student learning	4
5	The material in the English module with local wisdom material is according to the student's ability level.	4
<b>Language Qualification Aspects</b>		
6	The language used is easy for students to understand	5
7	The sentences used to explain the material are easy to understand	5
8	The sentence used does not give rise to double meanings	3
9	Conformity with good and correct English rules	4
10	The language used is according to the level of development of students' thinking.	5
<b>Presentation Aspects</b>		
11	Sample questions in each learning activity in accordance with the subject matter.	5
12	Practice questions at the end of the learning according to the material and learning objectives	5
13	Support for the presentation of material in modules (Reference)	3
<b>Aspects of Independent Learning</b>		
14	English Discussion Module with Local Wisdom Material Can Attract Students' Learning Interest	4
15	Module Discuss English with Local Wisdom Materials can help students learn independently	4
<b>Total</b>		<b>64</b>

The results of the Material Validation are presented using the following formula:

64

$$75 \times 100\% = 85.3\%$$

Based on the results of validation by material experts, a total score of 64 was achieved. When averaged using the percentage formula, this yielded a result of 85.3%. The validation of English materials and content supporting the

Pancasila Student Profile was also deemed appropriate, as the language used is clear and accessible to students. Additionally, a score of 5 was obtained for the sample questions included in the E-Module, which align well with the material presented in each sub-chapter. However, in the aspect of reinforcing material and local wisdom, a score of 4 was given, indicating a need for further enhancement to better suit students' conditions (Astuti et al., 2024). Similarly, the aspect of strengthening the Pancasila Student Profile received a score of 4, highlighting the importance of incorporating additional heroic stories, both from the local context of Tangerang City and on a national scale.

Regarding the results of the material validation, the E-Module, in terms of feasibility, must employ English that is appropriate for students' needs and not overly complex. Additionally, any content not included in the Merdeka curriculum is removed. This ensures that the reinforcement of the Pancasila student profile can be effectively integrated into each sub-topic presented. At the conclusion, the validator also recommends that the material be organized in a step-by-step manner with simple instructions, making it easier for students to access and use the E-Module offline. The media validation aspect consists of 13 questions divided into three categories: 2 items on language, 6 on influence, and 6 on display. The results of the media validation can be found in Table 4.

Tabel 4. Media Validation Results

No	Indicator	Score
<b>Aspect of Language</b>		
1.	The language used is according to the student's level of thinking	4
2.	The use of language supports the ease of understanding the flow of material	4
<b>Aspect of Effect</b>		
3.	The media encourages students' curiosity to learn English	4
4.	Media support students to learn English independently	5
5.	Media increases students' English knowledge	5
6.	Media improves students' English comprehension	5
7.	Media is able to increase students' motivation in learning English	4
<b>Aspect of Display</b>		
8.	The color used is appropriate	5
9.	The typeface used is appropriate and attractive	5
10.	Font size used as per design	5
11.	Image display according to design/display	5
12.	Image propositions according to design/appearance	5
13.	The display design is presented attractively	5
<b>Total</b>		<b>61</b>

The results of Media validation are presented with the following formula:

$$\frac{61}{65} \times 100\% = 93.8\%$$

Based on the validation results from E-Module media experts, a total score of 61 was achieved. When presented, the results indicated that the E-Module is highly suitable as teaching material, with a percentage of 93.8%. This aligns with the validation findings for each aspect. For instance, in the language aspect, the validator agreed that the E-Module is appropriate for junior high school students, as the language used is relatively simple and easy to understand. However, since this score was not perfect, some improvement is still needed. Meanwhile, regarding the influence of the E-Module on students' learning interest, a score of Strongly Agree was obtained.

In the media aspect, the E-Module can boost students' learning motivation by incorporating supporting images in each material presentation, scoring 4 for media suitability and for integrating the reinforcement of the Pancasila student profile. For the display and layout aspects, a score of 5 was obtained, particularly regarding the arrangement of letters and typefaces. However, in the aspect of image and color presentation, a score of 4 was awarded, indicating a need for further adjustment to better strengthen the material and internalize the Pancasila student profile in the images and media provided.

The proportional arrangement of images is well-suited to the needs of students at this level. According to the media expert validation results, it is recommended to use colors that match the character of the material in the E-Module. In addition, explanations that include images should use appropriate visuals, especially those that emphasize the local



culture of Tangerang City. Media experts also suggest that the reinforcement of the Pancasila student profile can be represented through images and photos of national relevance, such as those featuring Tangerang City's culinary specialties. The appearance of several pages of the E-Module before and after validation is as follows:



Figure 1. Before Validation



Figure 2. After validation

The results of the expert validation yielded a score of 85.3%, while the media validation results reached 93.8%. When these scores were averaged, the overall result was 89.55%. Based on this average, the English E-Module based on local wisdom and containing the Pancasila student profile is highly suitable for use as a learning medium for junior high school students.

#### 4. Conclusion

The English E-Module based on local wisdom and incorporating the Pancasila student profile is highly effective as teaching material when implemented within the independent curriculum. Through this E-Module, students are able to further develop their ability to absorb learning materials, especially since the module can be accessed offline, thereby increasing students' exposure to learning. Media validation results indicate that the E-Module is highly suitable, with a percentage of 93.8%. Additionally, the content was evaluated by two groups of experts-English material experts and experts in strengthening the Pancasila student profile-who both deemed the learning E-Module suitable, with an average score of 85.3%. Therefore, the English E-Module based on local wisdom and featuring the Pancasila student profile is highly effective.

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