

## The Validity of the P5 e- Module on the Theme of Sustainable Lifestyle to Strengthen Competencies in the Pancasila Student Profile.

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### Abstract

The Merdeka Curriculum with the Pancasila Student Profile Strengthening Project (P5) mandates the development of students' character and competence according to Pancasila values. The Sustainable Lifestyle theme is an important focus in P5 to foster environmental awareness and responsible behavior. The P5 e-module developed focuses on increasing students' awareness and ability to face complex environmental and social challenges. This research aims to test the validity of e-Module P5 Sustainable Lifestyle Theme in strengthening the Pancasila Student Profile competencies. This research uses the ADDIE model development method (Analyze, Design, Develop, Implement, Evaluate) by involving material experts, media and educational practitioners as validators. The research results show that the Sustainable Lifestyle Theme P5 Module has high validity based on the assessment of material experts (3,5), media experts (3,6), and language expert (3,4). This module is assessed according to learning objectives, relevant material, appropriate learning methods, and effective learning media. Module P5 Sustainable Lifestyle Theme is proven to be valid and ready to be used to strengthen the Pancasila Student Profile competencies. It is hoped that the implementation of this module can foster environmentally caring character, responsible behavior and a collaborative spirit in students.

*Keywords:* P5 Module, Sustainable Lifestyle, Pancasila Student Profile, Validity, ADDIE

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### 1. Introduction

Pancasila Education and Pancasila Student Profile (P5) are important foundations in forming a young generation that has a strong character, critical reasoning skills, (Utami Maulida and Islam Binamadani 2022), and a responsible attitude towards themselves, society, and the environment. (Acting Director of High Schools, Ministry of Education et al., n.d.). One of the key themes in the implementation of P5 is a sustainable lifestyle, which focuses on developing awareness and actions oriented towards environmental and social sustainability. (Fahri et al. 2023).

The theme of Sustainable Lifestyle was chosen as an important focus in P5, given its urgency in facing increasingly complex environmental challenges (Putri Andini Nasution et al., 2024). for this reason, it is necessary to develop a e-module on a related theme, the P5 module developed with the theme of Sustainable Lifestyle aims to increase students' awareness and ability to interact with environmental issues (Maulida, Tampati, and Binamadani, n.d.). This e-module is designed to provide a deep understanding of the importance of environmentally responsible behavior, as well as encourage students to

adopt a more sustainable lifestyle (Azizah et al. 2024). Thus, this e-module is expected to contribute to the formation of environmentally conscious characters among students (Keguruan, Sulistiyaningrum, and Fathurrahman 2023).

The Independent Curriculum provides flexibility for educators to design learning that is more contextual and relevant to students' needs (Utami Maulida and Islam Binamadani 2022). thus allowing teachers to adapt teaching methods according to the characteristics and interests of students, and utilize the surrounding environment as an effective learning resource (Arviansyah and Shagena 2022). In addition, this approach encourages the application of project-based learning methods that actively involve students in the learning process, so that they can learn from direct experience and apply the knowledge gained in the context of everyday life (Purwandari et al. 2024). Through this curriculum, it is expected that students will not only become recipients of information, but also be able to think critically, creatively, and collaboratively in finding solutions to various problems faced in their environment (Fahri et al. 2023). To ensure the implementation of this module, this study aims to test the validity of e-Module P5 Sustainable Lifestyle Theme. The validity of the module is very important to ensure that the materials and methods used are in accordance with the learning objectives that have been set (Amanda and Fernandes 2024). validation of the teaching module in this study was carried out by involving various parties, including material experts, media, and education practitioners, to ensure that the P5 e-module with the theme of Sustainable Lifestyle is not only relevant to the learning objectives that have been set, but also effective in improving student competencies in accordance with Pancasila values (Izzah Salsabilla, Jannah, and Keguruan and 2023), this process includes a comprehensive assessment of the content, teaching methods, and media used in the e-module, so that it is expected to make a significant contribution to the development of character and environmental awareness among students, as well as facilitating them to become responsible individuals who care about social and environmental issues around them (Amanda and Fernandes 2024).

There are several relevant studies or similar journals regarding the validity of the P5 module with the theme of Sustainable Lifestyle to strengthen competencies in the Pancasila Student Profile, namely Research on the implementation of the P5 project at SMAN 3 Padang Panjang, focusing on the development of student character and skills. The results of the study showed that although procedurally it had been implemented well, there were substantive obstacles faced during the implementation (Amanda and Fernandes 2024), in addition there was research from (widiya retno wahyuni 2024) on the effectiveness and validity of the P5 teaching e-module with the theme of sustainable lifestyle for grade IV students. This e-module was tested using expert testing and showed positive results in the context of learning outside the classroom. There is also research on the development of the P5 project e- module with the theme of sustainable lifestyle based on STEAM, using a development method that involves validation by experts and practitioners (Khanza Ufahira 2024).

## **2. Research Method**

The implementation process of the P5 Sustainable Lifestyle Theme e- Module involves the stages of analysis, design, development, implementation, and evaluation (ADDIE model)



(Masihu & Augustyn, 2021). In this study, it was only carried out up to the product development stage in the form of the P5 Sustainable Lifestyle Theme e-Module, therefore research with the ADDIE model is only sufficient up to the development stage. As stated by (Astuti, et al., 2017) that "The ADDIE model development research carried out only up to the Development stage, because the purpose of this research is limited to developing and producing valid learning media (Deliya Novita et al., n.d.)

At this development stage, Validation activities were carried out, Validation of the teaching module in this study was carried out by involving various parties, including material experts, media, and education practitioners, to ensure that the P5 e-module with the theme of Sustainable Lifestyle is not only relevant to the learning objectives that have been set, but also effective in improving student competencies in accordance with the values of Pancasila (Amanda and Fernandes 2024); this process includes a comprehensive assessment of the content, teaching methods, and media used in the e-module, so that it is expected to make a significant contribution to the development of character and environmental awareness among students, as well as facilitating them to become responsible and environmentally conscious individuals

The research method used in this study is the R&D (Research and Development) method. According to Amile and Reesnes (2015:297), Research and Development (R&D) is a research method used to produce certain products, and test the validity of the product. This research was conducted on June 22-26, 2024. The subjects in this study were 6 teachers of SMAN 1 Rengel, consisting of 2 material validators, namely Biology teachers, 2 language validators, namely Indonesian language teachers and 2 design validators, namely ICT teachers. The research instrument used was a validation sheet for the project teaching module. Data collection techniques include validity analysis through expert validator assessments using e-module validation sheets. The data analysis techniques used in this study are as follows. The validity interval can be determined by the following interval formula:

$$\text{Interval} = \frac{\text{Maximum Scale} - \text{Minimum Scale}}{\text{Number of Categories}}$$

The product validity interval category can be described as follows:

Value Range	Category	Validity Criteria
4,21 - 5,00	Very Valid	The product is very good and ready to use.
3,41 - 4,20	Valid	The product is good and suitable for use
2,61 - 3,40	Fairly Valid	The product is sufficient, requires further revision.
1,81 - 2,60	Less Valid	The product is lacking, needs major improvements.
1,00 - 1,80	Not Valid	The product is not suitable, needs total revision

### 3. Result and Discussion

The results of this study are in the form of a product e-Module P5 Sustainable Lifestyle Theme as a learning resource in strengthening project learning in class X of high school which has been tested for validity. The validity of this teaching e-module is assessed based on 3 aspects, namely the feasibility of material, language, media. Each aspect is described as follows:

**Table 1. Material Validity Aspect**

No	Assessment Item	Validation Score		Average	Category
		Val 1	Val 2		
	<b>∑ Validation Score</b>	21	21	21	
	<b>Average validation</b>	3,5	3,5	3,5	Valid

**Table 2. Media Validity Aspect**

No	Assessment Item	Validation Score		Average	Category
		Val 1	Val 2		
	<b>∑ Validation Score</b>	18	18	18	
	<b>Average validation</b>	3,6	3,6	3,6	Valid

**Table 3. Language Validity Aspect**

No	Assessment Item	Validation Score		Average	Category
		Val 1	Val 2		
	<b>∑ Validation Score</b>	17	17	17	
	<b>Average validation</b>	3,4	3,4	3,4	Valid

The overall average of the assessment aspects in the e-module validity test can be seen in Table 4 below.

Table 4. Results of the Validity Test of the Teaching e-Module Based on All Aspects

No	Validation Aspect	Validator Score		Average	Categori
		Val 1	Val 2		
1.	Material	3,5	3,5	3,5	Valid
2.	Language	3,4	3,4	3,4	Valid
3.	Media	3,6	3,6	3,6	Valid
	<b>Rata -Rata</b>	3,5	3,5	3,5	Valid

Based on the results of the validity data analysis of this teaching e-module product from all aspects, a total average (xVtotal) of 3.5 was obtained, which is in the interval of 3.41-4.20, so that the teaching module product developed is in the valid category. This shows that this teaching module has generally met the specified validity aspects, such as the appropriateness of the content, suitability with learning objectives, readability, and ease of use. However, because this category has not reached the level of "very valid," it is possible that some aspects require slight refinement to achieve a higher level of validity.

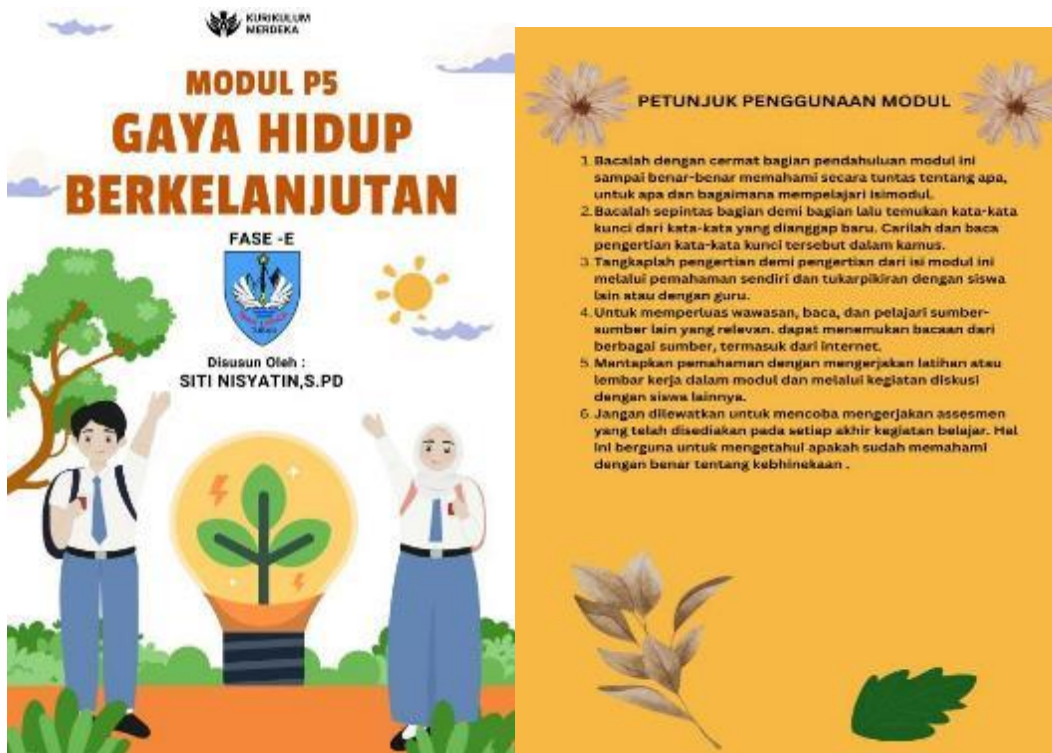


Figure 1. Sustainable Lifestyle Project Teaching Module

#### 4. Conclusion

Based on the results of the validity test of the Pancasila Student Profile Project Teaching e-Module on the Sustainable Lifestyle Theme as a learning resource in class X of high school which obtained a validity score of 3.5, it can be concluded that the developed teaching module product has successfully met the valid criteria and is in the valid category. The validity score is in the interval  $2.41 < xV_{total} < 4.20$  indicating that the Sustainable Lifestyle Project Teaching Module can be relied on as a valid learning resource for material on improving environmental care character in the P5 project at the high school level. In a broader context, these results can also make a positive contribution to improving the quality of education, especially in terms of developing quality learning resources. A valid teaching e- module can help improve students' understanding and skills in understanding ecosystem material, which in turn can have a positive impact on their learning achievement.

#### Acknowledgements

This research was carried out thanks to the support of Universitas PGRI Ronggolawe Tuban (UNIROW) and the supervisors in the Biology Education Masters program. Therefore, we express our highest gratitude and appreciation.

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