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# Integrating The Local Wisdom of Bulusan Kudus Into A P5 E-Module : A Feasibility and Practicality Study for Elementary School Students

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**Abstract:** This study aims to develop a project-based e-module for the co-curricular learning of the Pancasila Student Profile Strengthening Project (P5), focusing on the local wisdom of Bulusan, Kudus. The study used a Research and Development (RnD) method with the ADDIE model, including the stages of analysis, design, development, implementation, and evaluation. The study involved fifth-grade elementary students as research subjects. The research used validation questionnaires to assess the feasibility of content (material) and media (design), as well as response questionnaires to gather feedback from both students and teachers. Data analysis techniques employed descriptive and qualitative methods. Results indicate that the developed learning media met the "Extremely Feasible" criteria, with a content expert score of 93.75% and a media expert score of 99.03%. Both teachers and students rated the media as "extremely practical," with practicality scores of 95% and 96.51%, respectively. These results confirm that the P5 e-module featuring Bulusan's local wisdom is both feasible and practical for use in P5 learning. The results of the study on the development of e-module P5 integrate local wisdom as an alternative to learning innovation in a contextual and meaningful way. The implication is that learning is more effective, students have a deep understanding of Bulusan local wisdom. For teachers, this E-module P5 is a reference in developing local wisdom teaching materials in elementary schools.

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## Introduction

Education plays a vital role in addressing the lack of human resources in a country. With adequate human resources, a nation can improve its overall quality. People can use education as a form of conscious self-control that transforms individual behavior through collective environments—specifically, educational institutions. For this reason, education becomes a crucial element in national development (Isya & Wibawarta, 2023). Indonesia continues to face challenges in its human resource development, particularly because many of its citizens have limited access to education. According to data released by Worldtop20.org, Indonesia ranks 67$^{th}$ in terms of educational attainment among its population. Within Southeast Asia, Indonesia holds the 4$^{th}$ position—behind Singapore, Malaysia, and the Philippines. This data indicates that Indonesia's level of education remains relatively low.

In response to this issue, Indonesia introduced the *Merdeka Curriculum*, which includes a co-curricular learning element called the *Pancasila Student Profile* (Profil Pelajar Pancasila/P5). This initiative aims to help students develop the skills and knowledge needed in the Industrial Revolution 4.0 era to become competent and productive individuals in the 21st century. The government expects Indonesian students to participate in sustainable global

development. The Pancasila Student Profile consists of six core competencies, formulated as key dimensions. These six dimensions are interconnected and mutually reinforcing, forming a holistic representation of the Pancasila Student Profile (Sari, Zumrotun, & Sofiana, 2023). These dimensions show that the Pancasila Student Profile goes beyond cognitive aspects, encompassing attitudes and behaviors that reflect one's identity as part of the Indonesian nation and the global community (Sufyadi et al., 2021).

Elementary schools implement the P5 program as a non-formal, extracurricular learning experience outside the classroom. Teachers can use it as a tool to support the achievement of competencies in intradisciplinary subjects, thereby enhancing education quality (Susilawati, Anggrayni, & Kustina, 2023). P5 has specific time allocation, separate from regular classroom learning, allowing teachers more flexibility to design projects based on selected dimensions and student characteristics. Teachers must align project themes with local economic potential and relevant environmental or social issues. With appropriate P5 learning themes, students can more effectively develop creativity, attitudes, and analytical skills (Fitriya & Latif, 2022).

Project modules serve as key guides for implementing P5 co-curricular learning. Educators design project themes using a project-based learning approach tailored to students' developmental stages, taking into account the relevant themes, topics, dimensions, elements, and sub-elements (Rizal, Iqbal, Rahima, & Khairunnisa, 2022). Implementing P5 through high-quality project modules can significantly improve student achievement in the targeted dimensions of the P5 framework (Sufyadi et al., 2021). As globalization and information technology evolve, they increasingly drive the expansion of learning resources. Educators can integrate the P5 project module with advanced digital technology and platforms, transforming it into an e-module. allows students to access projects independently using smartphones or laptops (Anggreni & Agustika, 2022). E-modules include components that encourage self-directed learning, enabling students to study anytime and anywhere and to assess their learning progress. Consequently, educators can position the P5 module as a digital learning supplement that fosters interest, motivation, and active participation in learning, which in turn positively influences students' psychological engagement (Novianto, Masykuri, & Sukarmin, 2018).

Integrating digital technology into learning modules introduces a new dynamic that can capture students' interest thanks to its interactive nature (Gulo & Harefa, 2022). Maulyda, Sugiman, Wuryandani, Sulistyani, and Annizar (2025) also support this view, asserting that high-quality digital media can enhance learning motivation, boost self-confidence, and improve academic achievement. The rapid advancement of technology in the digital era becomes a growing concern due to its significant impacts. Moral degradation and the loss of cultural identity among today's children clearly indicate the urgent need to integrate cultural values and local wisdom into the learning process especially within P5 (Projek Penguatan Profil Pelajar Pancasila) programs to foster students' moral and cultural character (Aryani, Fajrie, & Kironoratri, 2023). Supporting this view, Khery, Indah, Aini, and Nufida (2020) asserted that education based on local wisdom can serve as a valuable source for cultivating the nation's identity. By incorporating local wisdom into the learning process, educators can facilitate students better understand their character and identity.

The integration of local wisdom into co-curricular learning appears in one of the P5 themes attempts to optimize the development of students' character and culturally rooted attitudes. The integration provides teachers greater flexibility to design innovative projects centered on local wisdom, tailored to the students' context and local environment. As a result, this initiative helps preserve and pass down cultural values from generation to generation.

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The observation results found that SD 3 Hadipolo was implementing P5 at the developing stage. According to the 2022 edition of BSKAP, schools are expected to implement P5 in at least two to three classes by adapting a single theme based on the school's environment and regional potential. However, in practice, SD 3 Hadipolo had not aligned its P5 implementation with the government's official guidebook. For the past two years, the school used the same theme *sustainable lifestyle* and applied P5 only in classroom settings, resulting in a monotonous and unvaried learning experience. Interviews with the fifth-grade teacher revealed that teachers struggle to develop P5 project modules that reflect local potential and student characteristics due to the limited availability of relevant references online. Teachers also encountered challenges in selecting appropriate media to support P5 implementation due to constraints in funding, time, and personnel.

From a geographical standpoint, Kudus has the Bulusan cultural site, this makes it possible to apply the local wisdom theme. The importance of adopting a local wisdom theme in the fifth-grade P5 implementation is further supported by interview results with students, which revealed a low interest in learning about the history and origin of the Bulusan tradition even though the site is nearby. Many students show little appreciation for local wisdom and often litter around the Bulusan Cultural Site, indicating a lack of empathy and awareness toward preserving local culture.

Sahil, Haerullah, Hasan, and Majid (2023) conducted a comparable study by integrating local wisdom into an 11th-grade Biology intradisciplinary learning module. Their e-module achieved high validation ratings for both feasibility and practicality. Additionally, Susilawati, Anggrayni, and Kustina (2023) developed a flipbook-based e-module focused on entrepreneurship in Phase B by utilizing regional culinary strengths. However, the results of this study have not specifically developed a P5 project-based e-module that is integrated with local wisdom. In addition, Hulukati, Rahim, & Lakadjo (2025) developed a module for high school students but not yet in the form of an electronic module. For this reason, the urgency of this P5 e-module development research emphasizes the dimension of creativity by integrating the local wisdom of Bulusan Kudus, which needs to be preserved due to the lack of student awareness of preserving local culture. This study utilizes digital technology using the Flip PDF Plus Corporate Application, integrating video, audio, pop-up messages, and quizzes. Therefore, this research is important to present contextual learning that encourages creativity while preserving culture through the Independent Curriculum.

Current study offers a novel contribution by developing a comprehensive P5 e-module that includes learning materials, videos, and project-based quizzes (evaluations) integrated with local wisdom. The module uses the latest version of Flip PDF Corporate Plus, which connects with platforms such as Wordwall and YouTube—a combination not explored in previous studies. This P5 e-module aims to assist teachers and students in maximizing the use of technology in accordance with current educational and curriculum demands. It also supports student skill development while integrating local wisdom as a core theme in the P5 learning process. This fosters knowledge and empathy among students regarding the importance of cultural preservation. This study aims to develop a P5 e-module that integrates local wisdom of Bulusan Kudus into the P5 theme delivered through the project module. It connects the module to various online platforms and websites to support the demands of educational technology, with the goal of producing a P5 e-module that is both valid and practical for use by elementary school students.

## Research Method

This research and development used the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) developed by Dick and Carey (Fardani, Wiranti, Ismaya, & Kumala, 2023). In this development research, the researcher carried out the development of the P5 e-module up to the implementation stage through a limited-scale trial.

The analysis stage involved identifying problems related to P5 learning implementation through interviews with students and teachers, as well as gathering students' responses regarding their needs for learning media. In the design stage, the researcher created the necessary components for the e-module, including layout design, appropriate color tone selection, built-in features, and key elements. During the development stage, media and content experts validated the P5 e-module to assess its feasibility (Afisa, Fajrie, & Pratiwi, 2023). The questionnaire used for validation consisted of 16 and 13 statements, respectively. The validators assessed the validity of the media and content using a Likert scale. This scale served to convert the percentage of the validation results into feasibility and practicality ratings (Mandaresta, Murniviyanti, & Pratama, 2023). The Likert scale applied in this study ranged from 1 to 4, with the following categories: Poor, Fair, Good, and Excellent.

The implementation stage involved testing the P5 e-module on a limited scale to evaluate its practicality from both students' and teachers' perspectives. This stage used 10 statements, each measured on a 1–4 Likert scale with the following response options: Strongly Disagree, Disagree, Agree, and Strongly Agree. After collecting data through questionnaires and observations, the researcher analyzed the data quantitatively by calculating percentage scores and interpreting them according to predetermined criteria using the following table. The final stage, evaluation, included a comprehensive review of the previously developed P5 e-module. The average percentage of both validation and practicality was calculated using the formula from Sugiyono (2019).

**Table 1. The Eligibility Score Conversion**

| The eligibility scores | Classifications of the eligibility scores | Scores |
|---|---|---|
| 86%-100% | Extremely Eligible | A |
| 76%-85% | Eligible | B |
| 60%-75% | Fairly Eligible | C |
| 55%-59% | Less Eligible | D |
| ≤54% | Not Eligible | E |

Source: (Sugiyono, 2019)

**Table 2. The Practicality Scores based on Students**

| The eligibility scores | Classifications of the eligibility scores | Scores |
|---|---|---|
| 75%-100% | Extremely Practical | Applicable with minor revision |
| 50%-75% | Practical | |
| 25%-50% | Less Practical | Moderate revision |
| 0-25% | Not Practical | Major Revision |

Source: (Kumalasari,2018)

## Results and Discussion

The research indicated that both students and teachers responded positively, with high practicality scores for the use of the media 95% and 96.51%, respectively both categorized as "very practical." Interviewed students stated that the e-module was easy to use and engaging, creating a different learning experience than before. Engaging and enjoyable learning media can enhance students' understanding by providing meaningful learning experiences (Primasari, Zulfiani, & Herlanti, 2015). These findings align with Dewinta, Nur, Sri, Imaniar,

& Tahira (2021), who report that integrating local wisdom from students' surroundings improves knowledge, fosters empathy, and raises environmental awareness. Below, we present the results and discussion of each stage in developing the P5 e-module based on Bulusan Kudus local wisdom.

The analysis stage involved assessing the need to implement co-curricular P5 learning and media requirements. Mandaresta, Murniviyanti, & Pratama (2023) state that this analysis serves as the initial R&D step to identify research problems and gaps. The following needs analysis reflects students' media preferences.

1) The P5 Learning Implementation Needs Analysis indicated that teachers have applied the P5 project module but still face challenges developing modules suited to student characteristics and needs due to limited references and underutilized learning media. Furthermore, P5 implementation has not fully followed the 2021 Pancasila Student Profile Guidelines, as shown by repeated themes over the past two years (Sufyadi et al., 2021). Kudus's geography, near local cultural sites, offers opportunities to integrate Bulusan Kudus local wisdom into learning. This approach can cultivate students' love for regional culture, expand their insights, and instill character values (Fajrie, Aryani, & Kironoratri, 2024). Local wisdom integration also strengthens digital literacy and builds students' cultural identity (Asmayawati, Yufiarti, & Ellindra, 2024).
2) The Learning Media Needs Analysis revealed students prefer interactive media with multimedia elements such as audio, video, quizzes, and simple language paired with appealing graphics (Kobsiripat, 2015). Engaging digital media effectively boosts motivation and understanding (Salsabila, Fajrie, & Ermawati, 2023). Data also show students have limited knowledge of local wisdom, especially Bulusan traditions. Therefore, P5 requires a new project module themed around local traditions. Developers should design this module digitally and integrate it with platforms like Wordwall and YouTube to attract students and facilitate more effective project-based learning (Alifah et al., 2023)

The design stage, the second phase of e-module development, includes creating flow diagrams and designing modules using Canva. This application enables designing attractive layouts and converting formats such as PDF, PNG, and JPG (Jailan, Ade, Said, & Ilham, 2023). Below is the production flow diagram for the P5 e-module based on Bulusan local wisdom in Kudus.

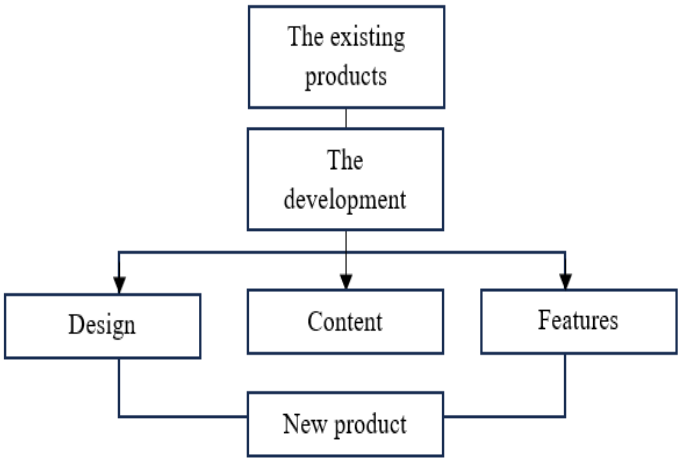


**Figure 1. Flow Chart of the P5 E-Module Development Design**

The subsequent step was designing a P5 e-module based on Bulusan local wisdom in Kudus.

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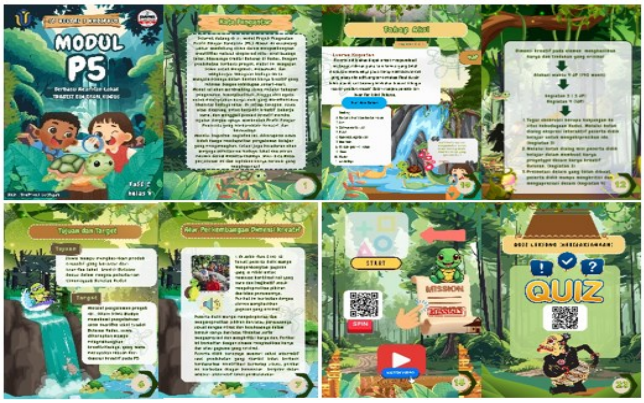


**Figure 2. The P5 E-Module Design based on Bulusan's Local Wisdom in Kudus**

The development stage of the P5 e-module began by importing a PDF file using Canva for Education. The developers then converted the file into a flip book format through the Flip Builder web platform. A digital flip book represents a new form of instructional media, systematically arranged in a virtual format that enables users to interact more actively with the content (Purnamadewi & Wiyasa, 2022). Children and adolescents tend to prefer reading short texts or watching videos over reading long printed texts, making flip books a viable solution (Wu, Li, Wang, & Hu, 2025). The P5 e-module development used Flip PDF Plus Corporate, which supports the integration of text, images, audio, and video. Users can export various outputs in multiple formats compatible with different devices (Ningrum et al., 2022). Marlina (2023) also noted that this application is practical and flexible. The following figure presents the main menu of Flip PDF Plus Corporate and the menu for adding background sound files.


**Figure 3. (a) The Menu of Flip PDF Plus Corporate Application Theme , (b) The Added Menu on the Background Sound File, (c) The Background Custom-Adding Menu**

The researchers added live firefly animation to a dynamic background in the e-module. This animation moves across the background and enhances the module's visual appeal. They then integrated local wisdom content from Bulusan, Kudus. This content includes videos, audio, pop-up messages, links, or quizzes accessible via the "Multimedia Editor" menu, as shown in the figure below.

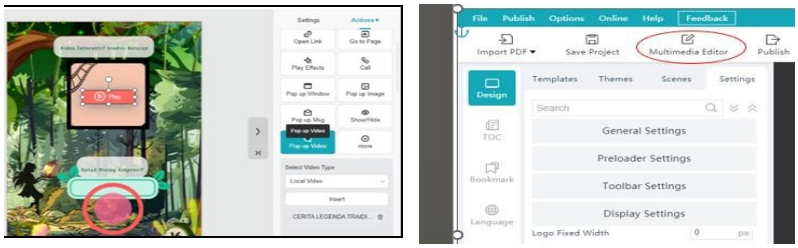


**Figure 4. The Menu Option on the Multimedia Editor to Add Video, Audio, Pop-Up Message to the Online Platform**

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**Validation of the P5 E-Module Based on Bulusan Local Wisdom**

The next stage involved evaluating the feasibility of the P5 e-module by requesting validation from content and media experts to gather suggestions and improvements. Lestari, Zain, and Khair (2023) stated that expert validation is essential to assess the feasibility of a product under development. The table below presents the results of the content validation.

**Table 3. The Expert Material Validation Results**

| No | Assessment Aspect Indicators | Validator | Scores | Percentage mean (%) | Criteria |
|---|---|---|---|---|---|
| 1. | Content | 1<br>2 | 37<br>36 | 92,5%<br>90% | Extremely Eligible<br>Extremely Eligible |
| 2. | Language | 1<br>2 | 24<br>23 | 100%<br>95,83% | Extremely Eligible<br>Extremely Eligible |
| The obtained score | | | | 120 | |
| Maximum score | | | | 128 | |
| Overall percentage | | | | 93,75% | |

The table shows that the average score percentage for content and language aspects reached 93.75%, categorized as "Extremely Feasible" for use in P5 learning for fifth-grade elementary students. Febila, Riswari, and Fardhani (2024) explained that instructional media integrated with local wisdom can enhance students' understanding of project content. The language aspect received a score of 97.91%, indicating that the readability and diction in the P5 e-module are appropriate.

In the second stage, the experts validated the media to assess the feasibility of the P5 e-module in terms of visual design, content, and usability. Media evaluation tends to be complex and focuses on visual design, as supported by the findings of Sulistiani, Suparman, and Nur (2022). The following table presents the results of the media validation.

**Table 4. The Media Validation Results**

| No | Item | Assessment Aspect Indicators | Validator | Scores | Percentage mean (%) |
|---|---|---|---|---|---|
| 1. | Physical Display | 1<br>2 | 36<br>36 | 100%<br>100% | Extremely Eligible<br>Extremely Eligible |
| 2. | Material Aspect | 1<br>2 | 4<br>4 | 100%<br>100% | Extremely Eligible<br>Extremely Eligible |
| 3 | Implementation Aspect | 1<br>2 | 1 1<br>12 | 91,67%<br>100% | Extremely Eligible<br>Extremely Eligible |
| The obtained score | | | | 103 | |
| Maximum score | | | | 104 | |
| Overall percentage | | | | 99,03% | |

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Based on the media validation data, the average overall score reached 99.03%, categorized as "Extremely Feasible." The visual and content aspects each received a perfect score of 100%. These results indicate that the visual aspect of the P5 e-module is suitable for student trials. Aizyah and Yesi (2019) stated that the attractiveness of an e-module depends on the quality and clarity of the cover, color appeal, and harmony of visual elements. Similarly, Nugraheni, Raden, and Siska (2022) found a score of 82.64% for graphic and visual display, categorized as "Excellent." In the final stage of development, the team revised the design based on feedback from media and content experts following the previous evaluation (Bulkani & Harirayanto, 2022). The table below presents the experts' feedback.

The Implementation, after reviewing and confirming the P5 e-module based on the local tradition of Bulusan, Kudus, the team conducted a small trial with 19 fifth-grade elementary students to check if the module was ready for wider use (Ellianawati, Dina, Bambang, Linuwih, & Sharipah, 2024). The following table shows the results of the students' practicality test during the limited trial.

**Table 5. The Limited Scale Trial Results**

| Aspects | Percentages | Criteria |
|---|---|---|
| Readability | 94,85% | Very practical |
| Attractiveness | 97,36% | Very practical |
| Usability | 92,88% | Very practical |
| Practicality | 95,40% | Very practical |
| Average Percentage | 96,05% | Very practical |

Here is the graph representing each aspect.

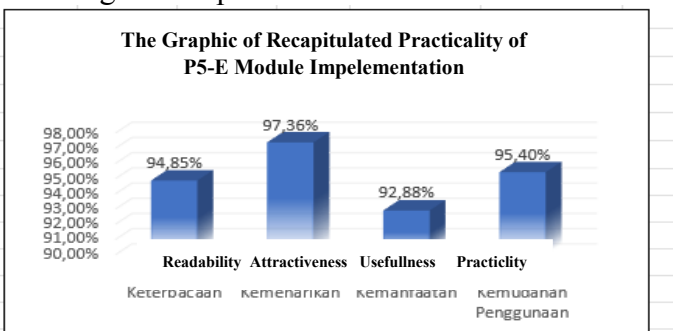


**Figure 5. The Summarized Practicality of P5 E-Module Implementation**

Based on the student response questionnaire, the attractiveness aspect scored 97.36%, practicality 95.40%, readability 94.85%, and usefulness 92.88%. The highest score in attractiveness reflects the creative graphic design, including the turtle icon and bright colors in the P5 e-module based on Bulusan local wisdom. Engaging visuals have proven to boost student engagement, especially when combined with digital platforms (Ahmad & Laily, 2022). This finding aligns with Santri and Hardeli (2019), who stated that practical digital modules are supported by ease of use. The readability aspect, rated as "Extremely Practical," indicates that the content is easy to read and avoids excessive fonts. Similarly, Rizky, Aryo, Ida, and Anton (2018) found high readability in ethnomathematics e-modules due to a balanced use of font and visual design. Table 6 shows the practicality assessment based on teacher responses during the use of the P5 e-module in classroom instruction.

**Table 6. The Practicality of P5 E-Module Implementation by Teachers**

| Aspects | Percentage | Criteria |
|---|---|---|
| Readability | 93,75% | Very practical |
| Attractiveness | 100% | Very practical |
| Usability | 100% | Very practical |
| Practicality | 87,50% | Very practical |

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The practicality analysis indicated that the usefulness aspect scored 100% because the module helped teachers guide students in completing P5 projects. The module includes themes, time allocation, target dimensions, and complete materials, making the learning process more structured. This finding aligns with Maniq, Karma, and Rosyidah (2021), who stated that e-modules serve as alternative learning resources that support both online and offline learning. The readability aspect received a score of 93.75% ("Extremely Practical") due to consistent font choices and layouts that are easy for both teachers and students to read. The practicality aspect scored 87.50%. This lower score reflects challenges teachers faced in navigating the module's many features, especially those less familiar with technology.

Practically, the development of the P5 e-module presents more contextual learning through Bulusan local wisdom. This e-module makes it easier for teachers to integrate local wisdom with P5 in schools. The implication is that students are more creative in applying the values of Bulusan local wisdom in everyday life. This e-module is an innovative alternative in developing local wisdom teaching materials in Kudus. The developed e-module can be implemented in everyday life, making it easier for teachers and students in the learning process, and attracting interest in learning using a digital approach that is relevant to current technological developments.

## Conclusion

Based on the P5 e-module development process, content and media experts validated the learning media, rating it as “Extremely Feasible” with scores of 93.75% and 99.03%, respectively. Students rated the practicality of the P5 e-module at 96.05%, categorized as “Extremely Practical,” with attractiveness as the highest-rated aspect and usefulness as the lowest. Teachers gave an average practicality score of 95.31%, also in the “Extremely Practical” category, with high ratings for usefulness and attractiveness, while practicality received the lowest score. These findings indicate that the P5 e-module, based on the local Bulusan tradition of Kudus, is both feasible and extremely practical for use by teachers and fifth-grade students in elementary P5 learning.

## Recommendation

Based on the conclusions of this study, the following recommendations are proposed:

1) Expanding implementation**,** distribute the module across different regions so that elementary students throughout Kudus Regency and nearby areas can benefit from it. As a reference for teachers and researchers to design digital-based project modules.
2) Enhancing technology, add hosting support to ensure wider access and prevent lag when multiple users access the P5 module simultaneously.
3) Adding individual learning activities**:** Since the module currently focuses on group work, include individual tasks so students can engage in self-evaluation.
4) Providing teacher guidance**:** Ensure teachers assist students during e-module use to keep activities focused and aligned with learning objectives

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