



Development of E-Module Based on Tri Hita Karana in Strengthening Pancasila Student Profile

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ABSTRACT

This study aims to analyze the development, practicality, and effectiveness of e-modules based on tri hita karana in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja. The type of research used is research and development (R&D) with a mixed method approach. The study was conducted at SMP Negeri 2 Singaraja. The sample was determined using a random sampling technique with class VII-1 as the research sample. Data collection techniques used observation, interview, questionnaire, and documentation techniques. Data were analyzed using quantitative descriptive techniques. The results of the study showed the development of e-modules with a 4D model in their design using the canva platform. The practicality of e-module teaching materials is in the very practical category through practicality tests of teachers and students with very good results. E-module teaching materials are effective in improving the strengthening of Pancasila student profiles at SMP Negeri 2 Singaraja

INTRODUCTION

Indonesia is the largest archipelagic country in the world with 17,508 islands and more than 1,300 ethnic groups in Indonesia. Indonesian society is a multicultural society, namely a society that is diverse in culture, ethnicity, religion, race, and between groups. This has the potential for conflict, for example the multiculturalism conflict that occurred in Indonesia, namely the inter-religious conflict in Maluku and the Sampit conflict in Kalimantan. The inter-religious conflict in Maluku is a conflict between adherents of Islam and Christianity. This conflict occurred on January 19, 1999, which began with a dispute between a Christian public transportation driver and a young man of Bugis descent who was Muslim. The conflict between individuals had fatal consequences that spread widely and involved their respective groups. Then, a multicultural conflict occurred in Kalimantan or was called the Sampit conflict. The Sampit conflict occurred on February 10, 2001 between the Dayak and Madurese ethnic groups (Suzy S. Azeharie & Wulan Purnama Saro, 2020). Therefore, preventive measures are needed to minimize conflict. Preventive measures to minimize conflict can be carried out through multicultural education. This is in line with Law Number 20 of 2003 Article 4 paragraph 1. Multicultural education is a teaching and learning activity that is guided by democratic values and explains the cultural pluralism of diverse communities. Multicultural education is important to be socialized, disseminated, and internalized through education and is included in the school curriculum with the aim of making students have an attitude of tolerance, love for each other, respect and accept differences (Camelia & Suryandari, 2021). Multicultural education can be implemented through instilling local values, one of which is a local value in Bali, namely Tri Hita Karana, which is the cause of three harmonies (Mahendra & I Made Kartika, 2021). Tri Hita Karana is a Balinese philosophy of life which means the relationship between humans and God (Parahyangan), the relationship between humans and humans (Pawongan), and the relationship between humans and nature (Palemahan). In addition, the instillation of the Pancasila student profile is also important to be applied to learning in schools so that students have the character of Pancasila. The results of observations and interviews with social studies teachers and students at SMP Negeri 2 Singaraja include: the condition of heterogeneous students so that it can trigger conflict, not all students understand what tri hita karana is, the profile of Pancasila students is only understood in P5, teachers have never used e-modules in the learning process and still use textbooks or e-books. Therefore, the researcher is interested in conducting a study entitled "Development of Tri Hita Karana-Based E-Modules in Strengthening the Pancasila Student Profile at SMP Negeri 2 Singaraja". The formulation of the problem of this study is how is the development, practicality, and effectiveness of e-modules based on tri hita karana in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja. Then, the purpose of this study is to analyze the development, practicality, and effectiveness of e-modules based on tri hita karana in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja.

LITERATURE RIVIEW

Research relevant to this study is entitled "Strengthening the Pancasila Student Profile through Local Wisdom Values in Al Ma'shum Kisaran High School Students" by Hartanto (2023). This study discusses local wisdom values to strengthen the Pancasila student profile, students have a soul with values such as: mutual cooperation, ethics, manners, responsibility in the context of ceremonies at Javanese traditional weddings with the aim of absorbing these values. Another relevant study is entitled "Strengthening Knowledge and Compiling Learning Devices Based on the Pancasila Student Profile at SMP Negeri 1 Wonosalam" by Puji Nali Brata et al. (2022). The study examines the compilation of learning devices or teaching modules in the era of the independent curriculum to strengthen the profile of Pancasila students. Furthermore, the research studied by Glosita et al. (2022) with the title

"Development of Tri Hita Karana-Based Science E-Modules on the Topic of the Life Cycle of Living Things and Their Conservation for Grade IV Elementary Schools". The research produced an e-module product on the subject of science by instilling the values of tri hita karana. From several relevant studies above, there are similarities regarding strengthening the profile of Pancasila students and instilling the values of tri hita karana. The difference lies in the learning tools developed through collaboration with materials in school subjects. The relevant research above contributes to this research to develop an e-module based on tri hita karana to strengthen the profile of Pancasila students consisting of six dimensions, including: (1) Faith, devotion to God Almighty, and Noble Morals. (2) Global Diversity. (3) Mutual Cooperation. (4) Independent. (5) Critical Thinking. (6) Creative. The e-module that will be developed later will contain social interaction material.

METHODOLOGY

The type of research used in this study is Research and Development (R&D), with stages including Define, Design, Development, and Dissemination. Furthermore, the researcher only reached the development stage, because it only focused on producing a prototype of teaching materials in the form of an e-module or electronic module about tri hita karana in strengthening the profile of Pancasila students, and the results of the e-module were tested for their practicality and effectiveness for students of class VII-1 at SMP Negeri 2 Singaraja. The researcher used a mix method approach or mixed method in data collection.

The sampling technique used in this study was random sampling, namely by taking samples randomly. At this stage, the researcher conducted an equivalence test with the IPS value data for Semester 1 of the 2024/2025 Academic Year of 11 classes. After collecting the values, the next step was to conduct a normality test and a 1-way ANOVA test, so that the 11 classes were equivalent. The researcher chose class VII-1 with the number as the research sample. There are four data collection techniques in this study, namely: observation techniques, interview techniques, questionnaire techniques, and

documentation techniques. In the observation technique, the aspects observed were the research location at SMP Negeri 2 Singaraja, social interactions at school, learning tools by IPS teachers, and students' understanding of Tri Hita Karana and the Pancasila student profile. Furthermore, in the interview technique, the aspects interviewed were the researcher asked the social studies teacher about the heterogeneity conditions of the students of SMP Negeri 2 Singaraja, how is the implementation of the tri hita karana values in schools, what is the profile of Pancasila students in schools, and what learning tools are owned by the social studies teacher, as well as regarding the e-module teaching materials related to tri hita karana in strengthening the profile of Pancasila students whether the teacher concerned has ever made it, asking the students of grade VII regarding what is tri hita karana, the profile of Pancasila students, and when the e-module is already in the form of a prototype, it is necessary to test the effectiveness of the e-module by asking the teacher and students whether the e-module is effective for the learning process. Then, in the questionnaire technique, the aspects prepared were the expert validation questionnaire (media, materials, and language), practicality questionnaire, and effectiveness questionnaire. The fourth technique is the documentation technique of the aspects that are the focus, namely: researchers collect and analyze previous studies that are relevant to the development of e-modules, tri hita karana, and strengthening the profile of Pancasila students. In addition, information from various books and journals in the form of printed documents and electronic documents.

RESULT AND DISCUSSION

The e-module teaching materials were developed using the 4D development model by Thiagarajan which consists of defining, designing, developing, and disseminating. Researchers chose the 4D development model because this model is easy to implement, the stages are structured and very detailed in their implementation. The following are the stages of 4D development by Thiagarajan (Winaryati et al., 2021).

1. Definition Stage (Define)

At this stage, what is done is to define the learning requirements by analyzing the material on the IPS material. Then, in determining and defining the teaching materials used, namely electronic modules (e-modules). At this stage, there are several steps that must be taken, namely:

a. Needs Analysis

At this stage, an analysis of the needs that exist in the school is carried out. The researcher conducted direct observations at SMP Negeri 2 Singaraja. The researcher found that: teachers have never created and used e-module teaching materials in learning, students have never learned to use e-modules.

b. Curriculum Analysis

At this stage, the curriculum used in SMP Negeri 2 Singaraja is the Merdeka curriculum. The learning resources used are study books and are in accordance with CP and ATP.

a. Student Character Analysis

At this stage, identification of the abilities and skills of students in the assessment is carried out. The researcher conducted direct observation at SMP Negeri 2 Singaraja, and found that almost all of them managed to solve a problem well.

b. Material Analysis

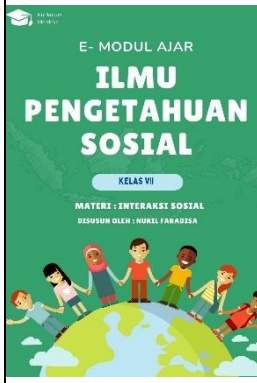

At this stage, analyzing the concept is done by identifying the material to be taught. The concept/material to be taught is Phase D, class VII, Social Interaction material.



c. Formulation of Learning Objectives



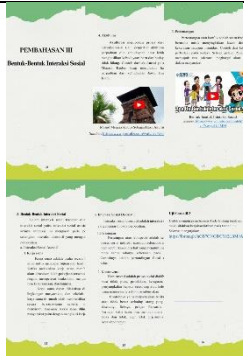

At this stage, the specification of learning objectives is carried out in accordance with ATP, namely: understanding the process of social interaction.


2. Design Stage

Table 1. Product Design

No.	Part	Description	Appearance
1.	Cover	he cover page contains the identity of the e-module, such as: curriculum, material, class, type of scientific field, and author's name. The cover design has a world map symbol and a group of people holding hands, indicating that social interaction can happen to anyone, anywhere, and anytime.	
2.	Foreword, table of contents, Instructions for using the e-module, concept map.	In this display there are: 1. Foreword In this section there is the author's gratitude to the parties who have contributed to the preparation of the e-module. 2. Table of contents In this section there are all parts of the writing with the page numbers related to the contents of the e-module. 3. Instructions for using the e-module In this section there are instructions or steps in using the e-module so that users can use it easily. 4. Concept Map	

		In this section there are topics that are interconnected with each other.	
3.	CP, TP, ATP	<p>In this display there are:</p> <ol style="list-style-type: none"> 1. Learning Outcomes (CP) Phase D <p>In this section there are elements of conceptual understanding and elements of process skills.</p> <ol style="list-style-type: none"> 2. Learning Objectives (TP) <p>This section contains the objectives in the learning process so that students have knowledge, acquire good behavior after the learning process.</p> <ol style="list-style-type: none"> 3. Learning Objective Flow (ATP) <p>In this section there is the core of the topics that are expected after the learning process, students can master them.</p>	
1.	Introduction, Learning activities, Topics of discussion, Learning models & Learning methods	<p>In this section there are:</p> <ol style="list-style-type: none"> 1. Introduction <p>In this section there is a scope of the contents of the e-module in the form of a brief description, and the indicators to be achieved.</p> <ol style="list-style-type: none"> 2. Learning activities <p>In this section there are initial, core, and closing activities.</p> <ol style="list-style-type: none"> 3. Discussion points <p>In this section there are the main points of discussion in the material.</p> <ol style="list-style-type: none"> 4. Learning models and learning methods <p>this section there are learning models and methods that can be carried out by teachers to support learning.</p>	

2.	Discussion I	<p>In this section there is material that explains the concept of social interaction, including: the definition of social interaction, factors that influence social interaction, and the impact of social interaction. In addition, there is also a formative test. The material is delivered through theory, explanations on YouTube as reinforcement for the material on the concept of social interaction</p>	
3.	Discussion II	<p>This section explains the material on the conditions for social interaction, namely social contact and communication. The material is presented in the form of theory, YouTube shows so that the e-module is more interactive. There is a formative test at the end of the discussion to train students' knowledge.</p>	
4.	Discussion III	<p>This section explains the forms of social interaction consisting of: associative social interaction and dissociative social interaction. The material is presented in the form of theory, YouTube shows so that the e-module is more interactive. There is a formative test at the end of the discussion to train students' knowledge.</p>	
5.	Summary, Summative test, Bibliography	<p>In this section there is a summary containing the materials of discussion one to discussion three. Then, a summative test is carried out at the end of the discussion as a practice of student knowledge. And a bibliography as a reference for the existing material..</p>	

6.	Author's biodata	This section contains the author's biodata, which consists of the author's identity.	
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The table above explains that the components that must be present in the e-module are: cover, foreword, table of contents, instructions for using the e-module, concept map, CP Phase D, TP, ATP, introduction, learning activities, discussion topics, learning models & learning methods, discussion i, discussion ii, discussion iii, summary, summative test, bibliography, and author biodata.

3. Development Stage

At this development stage, a test is carried out on a product that is being developed. Some of these tests include:

A. Content Validity Test (Product Feasibility Test)

At this content validity test stage, it is carried out to determine the validity of a product that is being developed which is tested by experts. This expert test is carried out by two expert tests. The results of this expert test assessment are as follows:

1. Media Expert Test

Based on the results of the Media Expert Test assessment from the two examiners, the average will be sought. The results are as follows:

$$\bar{X}_{Media\ Expert} = \frac{\bar{X}_1 + \bar{X}_2}{2} = \frac{(4,82) + (4,69)}{2} = 4,75 \quad (1)$$

So, the average result of both tests in the Media Expert Test was 4.75. So, according to the average score conversion table according to Widoyoko (2012), it is included in the Very Good category.

1) Material Expert Test

Based on the results of the Material Expert Test assessment from the two examiners, the average will be sought. The results are as follows:

$$\bar{X}_{Media\ Expert} = \frac{\bar{X}_1 + \bar{X}_2}{2} = \frac{(4,92) + (4,92)}{2} = 4,92 \quad (2)$$

Jain, the average result of both tests in the Material Expert Test was 4.92 with the Very Good category.

2) Language Expert Test

Based on the results of the Language Expert Test assessment from the two examiners, the average will be sought. The results are as follows:

$$\bar{X}_{Language\ Expert} = \frac{\bar{X}_1 + \bar{X}_2}{2} = \frac{(4,9) + (4,8)}{2} = 4,85 \quad (3)$$

Jadi, the average result of both tests in the Language Expert Test was 4.85 with the Very Good category.

Analysis of Validity Test and Teacher Practicality

3) Item Consistency Test

The classification used as the basis for testing internal consistency on test items is the correlation index (r_{xy}) compared to the r_{table} price with a significance level of 5%. If $r_{xy} > r_{table}$ then there is a significant correlation between the item score and the total score, which means that the item in question is declared Valid. The results of the internal test of item consistency with Pearson's Product Moment correlation can be presented in the table below.

Table 2. Summary Table

Items	r_{xy}	$r_{tabel} (\alpha = 0,05)$	Description
1	0,995	0,444	Valid
2	0,995	0,444	Valid
3	0,995	0,444	Valid
4	0,995	0,444	Valid
5	0,653	0,444	Valid
6	0,995	0,444	Valid
7	0,995	0,444	Valid
8	0,995	0,444	Valid
9	0,995	0,444	Valid
10	0,995	0,444	Valid
Total	Valid	10	
	Not Valid	0	

Based on the table above, it can be concluded that all test items are "Valid", so it can be said that the tested test items are appropriate for use.

a) Product Practicality Test

Based on the results of the practicality test, the results obtained were "an average percentage of 94.5%". And shows that the level of practicality of the developed E-Module is in the "Very Practical" category.

4) Analysis of Validity Test, Practicality and Student Effectiveness

a) Item Consistency Test (Validity Test)

The results of the internal test of item consistency with Pearson's Product Moment correlation can be presented in the following table.

Table 3. Summary of Internal Consistency of Test Items

Items	r_{xy}	$r_{tabel} (\alpha = 0,05)$	Description
1	0,543	0,444	Valid
2	0,602	0,444	Valid
3	0,590	0,444	Valid
4	0,543	0,444	Valid
5	0,746	0,444	Valid
6	0,647	0,444	Valid
7	0,483	0,444	Valid

Items	r_{xy}	$r_{tabel} (\alpha = 0,05)$	Description
8	0,575	0,444	Valid
9	0,709	0,444	Valid
10	0,555	0,444	Valid
Total	Valid	10	
	Not Valid	0	

Based on the table above, it can be concluded that all test items are "valid", so it can be said that the tested test items are appropriate to use.

a. Product Practicality Test

Based on the results of the practicality test, the results obtained were "an average percentage of 89%". And shows that the level of practicality of the E-Module developed is in the "Very Practical" category.

b) Effectiveness Test

Based on the results of data processing calculations using Microsoft Excel, the percentage of "effectiveness" was 83.20%. So it can be concluded that the development of this E-Module is "Very Effective".

1. Development of E-Module Based on Tri Hita Karana in Strengthening the Pancasila Student Profile at SMP Negeri 2 Singaraja

This study uses R&D with the 4D Thiagarajan development model, namely Define, Design, Development, Dissemination. At the definition stage, the things that are done are needs analysis, curriculum, student character, materials, and formulation of learning objectives. The needs analysis stage shows that teachers and students need e-module teaching materials for learning because the CP for the 2024/2025 Academic Year is new and teachers do not yet have teaching materials to teach and students do not have textbooks or LKS. In addition, only students in grades VII-1 and VII-2 are allowed to bring cellphones to study, and students who win 1st and 2nd place get dispensation from the school.

At the curriculum stage, SMP Negeri 2 Singaraja uses the independent curriculum. Students have diverse characteristics and all complete their assignments. The material chosen by the researcher to research and develop this e-module is social interaction material in Phase D of Grade VII which is in accordance with Learning Achievements (CP) and Learning Objectives (TP).

The design stage is the initial stage of compiling e-module materials. The material that will be presented in the e-module is social interaction material. The social interaction material discussed includes: the concept of social interaction, the conditions for social interaction to occur, and the forms of social interaction. This e-module not only discusses social interaction, but also includes the values of tri hita karana in order to strengthen the profile of Pancasila students. Furthermore, the platform used to create this e-module is canva because it is easy to use and has a variety of designs.

The e-module was completed using Canva and then assessed by two judges or experts. Each expert assessed the e-module product through a validation test of media, materials, and language. The assessment has been

carried out and there are several revisions, including: the color of the e-module is too dark and the writing is illegible, the size of the e-module which was originally F4 to A4, consistent terms in writing using italics. Furthermore, revisions were made according to the experts. The results of the media, material, and language expert validation tests are: (1) the media expert validation test obtained a conclusion of a value of 4.75% with a very good category, (2) the material expert validation test obtained a conclusion of a value of 4.92 with a very good category, (3) the language expert validation test obtained a conclusion of a value of 4.85% with a very good category. The next step is to test the e-module in the field by conducting a practicality test and an effectiveness test. For the practicality test of the e-module, a questionnaire was distributed to teachers and students with very practical results by teachers and students. The effectiveness test was conducted on students with the result that the e-module based on tri hita karana was effective in strengthening the profile of Pancasila students. The e-module was distributed to teachers and students via a link or barcode sent to the WhatsApp group. The development of the e-module based on tri hita karana in strengthening the profile of Pancasila students showed that the e-module with the selected social interaction material was very relevant to tri hita karana. The relevance is that the values of tri hita karana are included in the social interaction material, such as: (1) The ngayah tradition that teaches about Parahyangan, Pawongan, and Palemahan and the value of mutual cooperation is part of the six dimensions of the Pancasila student profile. The Ngayah tradition can teach us about the importance of the values of tri hita karana and the aspect of mutual cooperation. (2) Scouting is a reflection of positive activities that can instill the values of tri hita karana and the profile of Pancasila students. Scouting teaches about Tri Satya Pramuka, one of which is the promise to carry out the obligations of God Almighty. Then, the ten dharma of scouts explains the importance of helping each other, respecting each other, and living in society. This teaches the value of pawongan. And in the value of palemahan, scouts teach activities with nature, namely exploration, environmental conservation, and camping. (3) Cooperation is part of a form of social interaction. Cooperation can be done at home, in the community, and at school. This can teach the value of pawongan and the dimension of noble morals and working together. (4) Accommodation is part of a form of social interaction. Accommodation can be implemented through the application of the culture of apologizing in everyday life. This is in accordance with the dimension of noble morals. (5) Acculturation is part of the dimension of global diversity and teaches tolerance. (6) Hoax news against people who are not liked, so as critical thinking Pancasila students must be able to sort out which news is hoax and which is not, so as not to fall into misunderstanding. (7) Conflict is an act of trying to eliminate opponents through violence or intimidation, for example, conflicts over differences in culture. Therefore, as a Pancasila student, we must foster a sense of tolerance and respect differences.

The social interaction material in the e-module can instill the values of Tri Hita Karana, namely Parahyangan, Pawongan, and Palemahan. The values of Tri Hita Karana can strengthen the profile of Pancasila students to students consisting of six dimensions, namely: (1) Faith, devotion to God Almighty, and noble character, (2) Mutual cooperation, (3) Global diversity, (4) Independent, (5) Critical thinking, (6) Creative.

E-modules can help the learning process and provide students with experience to learn independently. This is in accordance with research conducted by Khomaria & Puspasari (2022) who developed an e-module based on the learning cycle model on public relations communication media material in class XI OTKP using the 4D Thiagarajan model, and only reached the development stage due to research limitations. Students in junior high school can certainly use gadgets, so that e-module teaching materials can be used easily. In addition, students are enthusiastic about learning, so innovative steps are needed in presenting teaching materials. This makes researchers choose the Canva platform as an e-module design to make it easier for students to use it because it is familiar and also has a variety of designs. The development of e-modules using Canva can also be found in research conducted by Taufan et al. (2023) who developed an interactive e-module with Canva for material on managing Indonesia's natural resources. 1. Practicality Level of Tri Hita Karana-Based E-Modules in Strengthening Pancasila Student Profiles at SMP Negeri 2 Singaraja

At the practicality level, it can be obtained in several ways, including: teacher response questionnaires and student response questionnaires (Milala et al., 2022). In this study, researchers developed an e-module teaching material based on tri hita karana in strengthening Pancasila student profiles at SMP Negeri 2 Singaraja. At this practicality stage, there are two questionnaires for teachers and students. The teacher's practicality questionnaire was given to four social studies teachers and the student's practicality questionnaire was given to 20 class VII 1 students.

Based on the results of the study, in the product practicality test there were two results of the practicality level, namely the results of the teacher's practicality level, and the results of the student's practicality level test. The purpose of this practicality test is a test conducted on the development product, which aims to determine the level of practicality of the product that will be used in learning activities. Based on the results of the teacher's practicality test, the average percentage result was 94.5%. This shows that the level of practicality of the developed e-module is in the "Very Practical" category in terms of ease of use, suitability of learning materials, advantages and learning achievement. While from the results of the student's practicality test, the average percentage result was 89%. This shows that the level of practicality of the developed e-module is in the "Very Practical" category in terms of ease of use, usefulness. So, it can be concluded that the product developed is "Very Practical".

The results of this study are supported by several studies, including: (1) research conducted by (Puspitasari et al., 2022) entitled "Development of Social Studies Content E-Modules Assisted by Web Live Worksheets on Economic Activities in the Surrounding Environment to the Province for Grade

IV Elementary School Students". The purpose of this research and development has the same thing, namely to produce an e-module product. In the practicality test by practitioners, the results were 95% with a very practical category. This makes the e-module in addition to being practical and the next step is to test it. (2) Research conducted by Fahriza et al. (2024) entitled "Development of E-Modules in Social Studies Subjects for Grade VII Junior High School Students". At the practicality level, a practicality test was carried out on teachers and students. The level of teacher practicality obtained a result of 92.14% in the very practical category and the practicality of students obtained a result of 90.7% in the very practical category. (3) Research by Wicaksana & Puri Selfi Cholifah (2024) entitled "Development of E-module Material on Dutch Colonization in Indonesia for Grade V Elementary School". Then at the level of practicality, the results were 96.42% with a very practical category. (4) According to Basri et al. (2023) in his research entitled "Development of Digital Modules for Geography Subjects for Grade XII MA Pesantren Al Qamar in Takalar". The results of the practicality test were carried out on geography teachers and students. The results of the teacher's practicality test obtained a result of 93% with a very practical category, and the student's practicality test obtained a result of 92% with a very practical category.

The results of the practicality of the e-module in this research and development are certainly an important step in the trial of the e-module among students. The results of the practicality of this e-module with several other studies are very practical. This indicates that the e-module is suitable for use by students and teachers as teaching materials.

2. Effectiveness of Tri Hita Karana-Based E-Modules in Strengthening the Profile of Pancasila Students at SMP Negeri 2 Singaraja

The effectiveness of the development of this tri hita karana-based e-module is intended to strengthen the profile of Pancasila students. Effectiveness is the impact that arises because of an Action (Mutmainnah et al., 2021). There is effectiveness of the tri hita karana-based e-module in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja. Based on the results of the study, in the product effectiveness test obtained from the results of the student effectiveness level test. Where the purpose of this effectiveness test is a test carried out on the development product, which aims to determine the level of effectiveness of the tri hita karana-based e-module in strengthening the profile of Pancasila students.

Based on the results of the student effectiveness test, the average percentage of effectiveness was 83.20%. So it can be concluded that the development of this e-module is "Very Effective" in terms of e-module aspects, suitability of social interaction materials, e-modules based on Tri Hita Karana, and strengthening the profile of Pancasila students. In terms of strengthening the profile of Pancasila students, the effectiveness that has been achieved by students in this case, namely: e-modules encourage me to interact politely and respect other people's religions, e-modules foster my independence in learning about social interactions and seeking additional information, e-modules motivate me to actively participate in social activities in the school and community

environment, e-modules help me to better appreciate differences of opinion in social interactions, e-modules help me to think critically in analyzing social problems and finding solutions, and e-modules effectively increase my understanding of the creative dimensions of the Pancasila student profile.

The results of this study are supported by several studies, including: (1) The results of the study entitled "Development of Fluid E-Modules for Students' Concept Understanding Using the Flip Pdf Professional Application". In this study, there is a level of effectiveness in electronic modules because there is an influence of fluid e-module products using the flip pdf professional application on students' conceptual understanding with a significant value (2-tailed) of $0.000 < 0.15$ (Sari et al., 2022). (2) The results of the study entitled "Development of E-Modules for Learning Projects to Strengthen Pancasila Student Profiles on the Theme of Sustainable Lifestyles Based on the i-Springsuit9 Application in Elementary Schools". In the results of its effectiveness, there was positivity from the three schools studied with an average effectiveness level of 78.67% (Alipah et al., 2024). (3) The results of the study entitled "Transformation of Economic Learning: E-Modules Containing Local Wisdom to Improve Learning Outcomes and Pancasila Student Profiles in High Schools". The results of the effectiveness of this study are proven by the increase in student learning outcomes with a correlation value of 0.748 with a significance of 0.000 which shows a strong relationship between the pre-test and post-test (Yuliani et al., 2025). (4) The results of the study entitled "E-Module Based on Pancasila Student Profiles in Pancasila Education Subjects for Grade III Elementary School". The results of the effectiveness of this e-module research and development obtained a result of 9.252, there is a difference between classes that use e-modules based on Pancasila student profiles and classes that do not use e-modules (Prastika et al., 2024). The results of the development of e-modules in the study above certainly explain that there is effectiveness in the development of e-modules.

CONCLUSIONS AND RECOMMENDATIONS

1. Based on the results of testing and discussion of research results, several things can be concluded as follows:
2. This study uses Research and Development (R&D) with the 4D Thiagarajan development model, namely Define, Design, Development, Dissemination, but the researcher is only at the development stage because the development was only carried out in one school.
3. The development of e-modules based on tri hita karana in strengthening the profile of Pancasila students, the results showed that the e-module with the selected social interaction material was very relevant to tri hita karana. The relevance is that the values of tri hita karana are included in the social interaction material, such as:
 - a) The ngayah tradition that teaches about Parahyangan, Pawongan, and Palemahan and the value of mutual cooperation is part of the six dimensions of the Pancasila student profile. The Ngayah tradition can teach us about the importance of tri hita karana values and aspects of mutual cooperation.

- b) Scouting is a reflection of positive activities that can instill the values of Tri Hita Karana and the profile of Pancasila students. Scouting teaches about Tri Satya Pramuka, one of which is the promise to carry out the obligations of God Almighty. Then, the ten dharma of scouting explains the importance of helping each other, respecting each other and living in society. This teaches the value of pawongan. And in the value of palemahan, scouting teaches activities with nature, namely exploration, environmental conservation, and camping.
 - c) Cooperation is part of a form of social interaction. Cooperation can be done at home, in the community, and at school. This can teach the value of pawongan and the dimension of noble morals and mutual cooperation.
 - d) Accommodation is part of a form of social interaction. Accommodation can be applied through the application of the culture of apologizing in everyday life. This is in accordance with the dimension of noble morals.
 - e) Acculturation is part of the dimension of global diversity and teaches tolerance.
 - f) Hoax news about people you don't like, so as a critical thinking Pancasila student, you must be able to distinguish between hoax news and non-hoax news, so as not to fall into misunderstandings.
 - g) Conflict is an act of trying to eliminate opponents through violence or intimidation, for example, conflicts over cultural differences. Therefore, as a Pancasila student, you must foster a sense of tolerance and respect differences.
4. Social interaction material in the e-module can instill the values of Tri Hita Karana, namely parahyangan, pawongan, and palemahan. The values of Tri Hita Karana can strengthen the profile of Pancasila students to students which consist of six dimensions, namely: (1) Faith, devotion to God Almighty, and noble character, (2) Mutual cooperation, (3) Global diversity, (4) Independent, (5) Critical thinking, (6) Creative.
5. There is the practicality of the tri hita karana-based e-module in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja through the practicality test of teachers and students. In the student practicality test, the average percentage result was 94.5% and was categorized as "very practical" in terms of ease of use, suitability of learning materials, advantages and learning achievement. Meanwhile, the student practicality test had an average percentage result of 89% and was categorized as "very practical" in terms of ease of use, usefulness. So it can be concluded that this e-module is very practical to use.
6. There is the effectiveness of the tri hita karana-based e-module in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja through the student effectiveness test. The results of the student effectiveness test showed that the average percentage of effectiveness was 83.20% and was categorized as "very effective" in terms of e-module, suitability of social interaction materials, tri hita karana-based e-module, and strengthening the profile of Pancasila students. In terms of strengthening the profile of Pancasila students, the effectiveness that has been achieved by students in this case,

namely: e-modules encourage me to interact politely and respect other people's religions, e-modules foster my independence in learning about social interactions and seeking additional information, e-modules motivate me to actively participate in social activities in the school and community environment, e-modules help me to better appreciate differences of opinion in social interactions, e-modules help me to think critically in analyzing social problems and finding solutions, and e-modules effectively increase my understanding of the creative dimensions of the Pancasila student profile.

Based on the research results that have been concluded above, the researcher is aware that there are still shortcomings in this study. Therefore, in an effort to develop an e-module based on Tri Hita Karana in strengthening the profile of Pancasila students at SMP Negeri 2 Singaraja, several suggestions are put forward as follows:

1. Given the importance of instilling Tri Hita Karana values, learning is needed through teaching materials in the form of electronic modules or e-modules to strengthen the six dimensions of the Pancasila student profile.
2. Given that in the digital era like today, access to finding a learning resource is very easy, so innovation is needed for teachers to create teaching materials that are easily accessible to students.

FURTHER STUDY

This research still has delays, so further research related to the topic of Development of E-Module Based on Tri Hita Karana in Strengthening the Pancasila Student Profile is necessary to enhance this research and add insights for the readers.

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