



# Project on Strengthening Pancasila Student Profiles: Development of Traditional Early Childhood Game Modules in Kepulauan Riau

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## Abstract

This study aims to develop a traditional game module of the Kepulauan Riau as part of a project to strengthen the profile of Pancasila students in early childhood. This study uses the Research and Development (R&D) method with the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The results of the study indicate that this module is effective in increasing children's interest in traditional games while strengthening characters that are in line with Pancasila values such as mutual cooperation, creativity, and cultural diversity. Validation by experts shows that this module has very good feasibility. The trial was conducted in three PAUD institutions in Tanjungpinang and Bintan, with results showing positive responses from students and teachers. This module helps reduce children's dependence on gadgets and introduces them to local cultural values through games. Thus, this module can be a practical guide for teachers in learning activities to preserve traditional games and shape children's characters under the profile of Pancasila students.

**Keywords:** Early childhood, Kepulauan Riau, Strengthening Pancasila Student Profiles, Traditional Game.

## Introduction

In this modern era, technology has become an integral part of everyday life. The use of electronic devices such as smartphones, computers, and tablets is increasingly widespread not only among adults but also children. This condition brings about major changes in their behavioral patterns and interests, especially in terms of play activities. For example, children who used to be active playing outside the house with physical toys and traditional games are now more likely to spend their time with digital games that can be accessed via gadgets (Diputera, et.al., 2022). This phenomenon raises concerns about the loss of interest in traditional games that have important cultural values.

Traditional games such as congklak, spinning tops, kites, and engklek were once an inseparable part of children's childhood in Indonesia. In addition to being entertaining, these games contain many positive values, including the development of social, physical, and cognitive skills. However, along with the rapid development of technology, traditional games are increasingly rarely played by children. According to (Utomo et al., 2020), dependence on digital devices has reduced direct interaction between children, and this has a negative impact on their social and emotional development.

Several previous studies (Sonjaya et al., 2021) stated that the main problem causing the decline in interest in traditional games is their low competitiveness compared to more sophisticated and visually appealing digital games. In addition, the results of research (Husein

MR, 2021) revealed changes in culture and values in games, where traditional games are considered less challenging and interesting for the current generation. Another factor that also influences is the change in social interaction patterns that cause children to connect more often through social media and online platforms than meeting in person to play.

This phenomenon has raised concerns for educators, parents, and cultural observers. On the one hand, digital games do provide benefits in terms of mastery of technology and certain cognitive skills, but on the other hand, there are cultural values that are marginalized when traditional games are abandoned. Traditional games are not only entertaining, but also teach cooperation, creativity, sportsmanship, and mutual respect, which are very important for the development of children's character. For example, games like congklak teach children to think strategically, while jump rope games train their agility and physical endurance.

To overcome this problem, there needs to be a systematic effort to revive the interest of the younger generation in traditional games. One way that can be done is by including traditional games in the early childhood education (PAUD) curriculum. This will not only help preserve local culture but will also introduce children to the positive values contained in the game. Education through traditional games can be used as a fun and meaningful learning medium for children.

The Pancasila Student Profile is an ideal description of the character and competencies expected of students in Indonesia. This profile contains six main dimensions, namely faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical thinking, and creativity. Each of these dimensions has specific elements that can be developed through various activities, including traditional games. For example, the dimension of mutual cooperation can be developed through games that involve teamwork, while the dimension of creativity can be developed through activities such as making or modifying game equipment (Erviana & Faisal, 2022).

Traditional games can be an effective medium in strengthening this profile because they naturally contain many elements that are in line with the values of Pancasila. In the game of congklak, for example, children learn to count and plan strategies, which stimulate critical and creative thinking skills. Meanwhile, games of jump rope and hopscotch help children learn to work together, take turns, and respect the rules, which reflect the values of mutual cooperation and discipline.

The Indonesian government through the Merdeka curriculum also supports a more holistic approach to learning in PAUD, where project-based learning and co-curricular activities are encouraged to strengthen children's character. One initiative in this regard is the Pancasila Student Profile Strengthening Project (P5). Through P5, children are invited to explore their local culture, including traditional games, so that they can recognize and appreciate the cultural heritage around them. This is expected to form a strong character and broaden their insight into the cultural diversity that exists in Indonesia (Farhana & Cholimah, 2023).

In a preliminary study conducted by researchers, through interviews with several teachers at three PAUD institutions in Tanjungpinang and Bintan Regency, it was found that traditional games are currently less popular with children. Although these schools are trying to introduce

traditional games, children's interest remains greater in digital games that they access through gadgets at home. Teachers at the school admit that they need clear and structured guidance to teach traditional games in a way that is interesting to children, so that it can compete with the appeal of digital games.

Seeing the importance of the role of education in introducing and preserving traditional games, this study aims to develop a learning module based on traditional games of the Kepulauan Riau. This module will be designed as a guide for teachers in implementing the project of strengthening the profile of Pancasila students in the early childhood foundation phase. By using this module, it is hoped that children will not only learn about how to play, but also understand values such as cooperation, sportsmanship, and creativity contained therein.

The purpose of this study was to develop a module of traditional games of the Kepulauan Riau as a learning tool in a project to strengthen the profile of Pancasila students for early childhood. To assess the feasibility of the developed module through trials in several PAUD institutions in Tanjungpinang and Bintan. To measure the effectiveness of the implementation of this module in improving children's understanding of traditional games and the character values contained therein.

This study has important significance in the context of early childhood education in Indonesia. First, the developed module can be a practical guide for PAUD teachers to teach traditional games in an interesting and structured way. Second, this study contributes to efforts to preserve local culture through the integration of traditional games into the education curriculum. Third, this study supports the development of children's character according to the Pancasila student profile, which is in line with national education policies. In addition, with this module, it is hoped that there will be a shift in play patterns from passively using gadgets to being more active and interactive through traditional games. This will provide opportunities for children to interact directly with their peers, train their social, physical, and emotional skills, and build awareness of the importance of preserving local culture (Cahyaningrum & Diana, 2023).

This module is designed to support the strengthening of the Pancasila student profile among early childhood through project-based activities. Based on the guidelines from the Ministry of Education, Culture, Research and Technology (No. 56/M/2022), the Pancasila student profile strengthening project is a co-curricular activity designed to develop character and competencies by the Pancasila student profile. In the context of early childhood, this project aims to build values such as mutual cooperation, creativity, independence, and appreciation for cultural diversity through fun and interactive learning.

The developed module combines elements of traditional games from the Kepulauan Riau as the main learning media. With this approach, it is hoped that children will not only get to know local culture but also internalize the values contained in the game. According to (Sufyadi, s., Harjatanaya, Y. T., Adiprima, P., Satria, R. M., Andiarti, A., Herutami, 2021), a good module must contain clear objectives, steps, learning media, and assessments so that it can be used flexibly by educators in various educational contexts.

The objectives of this module include several important aspects, including: Making it easier for teachers to teach traditional games in a systematic and structured way. Integrating

Pancasila character values into early childhood learning, with a focus on moral and social development. Improving children's cognitive, motor, and social abilities through fun play activities.

There are several principles underlying the development of this project module: Holistic: An approach that considers all aspects of child development, including cognitive, social, and emotional. This approach encourages children to understand the theme as a whole by integrating various perspectives into one project. Contextual: The module is designed to fit the child's real life, allowing them to learn from everyday experiences. This is important to ensure that learning is relevant and easy to understand. Student-centered: The module prioritizes children's active participation in the learning process. The teacher acts as a facilitator, giving children the opportunity to explore new ideas and skills through play. Explorative with the freedom to explore, it is hoped that it can strengthen the knowledge and skills acquired by students in co-curricular learning (Hasni, et.al., 2024).

The main dimensions integrated in this module include: Global Diversity: Children are taught to recognize and appreciate the diversity of Indonesian culture through traditional games. This helps develop a sense of love for the homeland and diversity. Mutual Cooperation: Games that require teamwork teach children to help each other and work together to achieve common goals. This element is important for building a child's character that is cooperative and caring towards others. Creativity: The module encourages children to think creatively by teaching them to create variations in games or make their play equipment. This develops critical and creative thinking skills in children.

## Literature Review

The project module for strengthening the profile of Pancasila students in the early childhood foundation phase is a document containing the objectives, steps, learning media, and assessments needed to implement the Pancasila student profile strengthening project (Sufyadi, s., Harjatanaya, Y. T., Adiprima, P., Satria, R. M., Andiarti, A., Herutami, 2021). According to B. Suryosubroto, the purpose of The module in the project to strengthen the profile of Pancasila students in the early childhood foundation phase is (Suryasubroto, 2020): Objectives education can achieved in a way effective And efficient; students can follow the education program according to their own speed and abilities; students can experience and carry out learning activities themselves as much as possible, either under the guidance or without the guidance of a teacher; participants educate can evaluate And know results study it Alone continuously; participants educate really become center attention in activity teaching and learning; the progress of students can be followed with higher frequency through evaluations carried out for each module of traditional games of the Kepulauan Riau in the Pancasila student profile strengthening project, the early childhood foundation phase has ended; the modules are arranged based on *mastery learning* which emphasizes that participant educate must in a way optimal control material lesson which is presented in the Pancasila student profile strengthening project module.

Principles implementation modules in the project to strengthen the profile of Pancasila students in the early childhood foundation phase, namely holistic, contextual, student-centered, and exploratory. Profile Student Pancasila is a profile graduate who aims to display the expected

character and competencies and strengthen them values sublime Pancasila participant educate as well as for stakeholders (Ismail et al., 2021). The key creative elements in the Pancasila Student profile with the topic of traditional games are producing original works and actions and having flexibility in thinking in finding alternative solutions to problems. And the competencies that students want to achieve are developing according to expectations in using gross motor and fine motor skills when playing and making traditional toys; Playing traditional games; and demonstrating basic critical, creative, and collaborative thinking skills. So it can be concluded that the desired Pancasila student profile through traditional games is a profile that displays the character and competencies of students according to the achievement targets (BSH) developing according to expectations based on the dimensions, elements, and sub-elements in (P5) the Pancasila student profile strengthening project in the independent curriculum.

The development of the module (P5) of the Pancasila student profile strengthening project must pay attention to the forms required as a module, namely: *a) Self Instructional, b) Self Contained, c) Stand Alone, d) Adaptive* and *e) User Friendly* (Rahdiyanta, 2016). To fulfill the form of *self-instruction*, the Kepulauan Riau traditional game module in the Pancasila student profile strengthening project for the early childhood foundation phase must contain clear learning objectives and be able to describe the achievement of Standard Competencies and Basic Competencies; contain learning materials packaged in specific activity units; be available example And illustration which support; There are questions exercise, task and the like; Contextual; Using the language that simple and communicative; There are summary learning materials; There are assessment instruments; There are bait come back on evaluation participant educate; There is information about reference which support material learning. (Rahdiyanta, 2016)

The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase is said to be *self-sufficient contained* if all the required materials are included in the Kepulauan Riau traditional game module in the project to strengthen the profile of Pancasila students in the early childhood foundation phase. The purpose of this form is to provide students with the opportunity to study the material thoroughly because material is packed in one unity which intact (Rahdiyanta, 2016). If the division or separation of materials must be carried out, it must be done carefully and pay attention to the breadth of competency standards/basic competencies that must be mastered by students.

*Stand alone* or stand alone is a form of traditional Kepulauan Riau game module in the Pancasila student profile strengthening project for the early childhood foundation phase that does not depend on other teaching materials/media, or does not have to be used together with other teaching materials/media. By using the Pancasila student profile strengthening project, students do not need other teaching materials to study and/or do assignments on the Kepulauan Riau traditional game module in the Pancasila student profile strengthening project for the early childhood foundation phase (Rahdiyanta, 2016). If students still use And depends on material teach other besides the traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase that is used, then the teaching material is not categorized as a traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase that stands alone.

The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase should have high adaptability to developments in science and technology (Rahdiyanta, 2016). It is said adaptive

If The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase can adapt to developments in science and technology, and is flexible/adaptable for use on various *hardware*.

The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase should also meet the *user-friendly* or friendly/familiarity criteria for its users. Every instruction and exposure information that come on stage be helpful and friendly to its users, including the ease of users in responding and accessing according to their wishes (Rahdiyanta, 2016). Use of simple, easy-to-understand language, as well as use of term which generally used, is a form of *user friendly*.

Based on the design that has been developed, the principle of compiling the Kepulauan Riau traditional game module in the project to strengthen the profile of Pancasila students in the early childhood foundation phase consists of three main stages, first, determining the appropriate learning strategy and learning media. stage This, need to maintain various characteristics of competence that will studied. Characteristics participant educate, And characteristics context and condition where The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase will be used. Second, Producing or realizing the physical module of the Pancasila student profile strengthening project. The components of the contents of the Kepulauan Riau traditional game module in the Pancasila student profile strengthening project for the early childhood foundation phase include: learning objectives, required learning prerequisites, learning substance or materials, forms of learning activities and their supporting components. Third, developing assessment tools. In this case, it is necessary to note that all aspects of competence (knowledge, skills, and related attitudes) can be assessed based on certain criteria that have been set (Rahdiyanta, 2016).

The steps for developing the Kepulauan Riau traditional game module in the project to strengthen the profile of Pancasila students in the early childhood foundation phase in the Pancasila Student Profile Strengthening Project development guidebook are as follows: The first step is to analyze the readiness of school, condition And need participant educate, educator, and units education. Whether able to or no in implementing the steps of developing the module for the Pancasila Student Profile Strengthening Project. Educators conduct diagnostic assessments of the conditions and needs of students. A diagnostic assessment is a test before implementing learning to determine the strengths, weaknesses, knowledge and skills of students and to find out what is difficulty participant educate (Sufyadi, s., Harjatanaya, YT, Adiprima, P., Satria, RM, Andiarti, A., Herutami, 2021). Which functioning to help teacher in to design learning so that effective And right on target.

Educators and learners identify themes and topics. Determining themes and topics is part of the steps in developing the Pancasila Student Profile Strengthening Project module. From theme general, the facilitation team Project (can also with students) determine the scope of specific issues as a Pancasila student profile strengthening project according to the stages of the education unit. So, educators and students first determine the appropriate themes and topics in the development of the Pancasila student profile strengthening project module.

Educators identify and determine the dimensions of the Pancasila Student Profile that they want to achieve. First, educators or facilitator teams identify what dimensions to use, then determine dimensions what later for which used in the traditional game module of Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase. So that the purpose of learning in the classroom is to achieve the desired goals.

Educators plan the types, techniques, and assessment instruments based on book guide

Project strengthening profile Pancasila students. If the educator uses the modules that have been provided, then he does not need to plan assessment instruments. However, for educators who develop the module themselves, they need to plan the formative assessment that will be used.

Educators compile traditional game modules of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase based on the recommended components. Based on the guidebook for the Pancasila student profile strengthening project, team facilitator or educator compile module Project according to the level of readiness of the educational unit with general stages: determining sub-elemen (objective Project), develop topic, flow, and duration of the Project, as well as developing Project activities and assessments. So, educators or facilitator teams compile Project modules in accordance with the existing general stages.

Educators can determine the essential components according to the needs of the Project. How to compile a Project module refers to the components of the Project module. These components are the basis for the compilation process and are needed for the completeness of the implementation of learning. So, these components must be by the needs of the Project. Educators elaborate on Project activities according to essential components. Educators or teachers must merge or elaboraeProject activities with essential or important components. So that students can understand the Project module due to the important components of the Project activities.

The traditional game module of the Kepulauan Riau in the project to strengthen the profile of Pancasila students in the early childhood foundation phase is ready to be used after pass steps which already provided earlier. Then Kepulauan Riau traditional game module in the Pancasila student profile strengthening project for early childhood foundation phase is ready used and applied in the classroom and taught to students.

Evaluation and development of the Pancasila Student Profile Strengthening Project module. At this final stage, an assessment of the development was carried out. module Project strengthening student profile Pancasila. So here, if there are any shortcomings, they can be corrected for learning. furthermore, whereas which No own shortcomings, then a traditional game module of the Kepulauan Riau can be developed again in the project to strengthen the profile of Pancasila students in the early childhood foundation phase so that it will be even better in the future.

## Methods

This study uses a research and development (R&D) method with the aim of developing and validating a traditional game module of the Kepulauan Riau in order to strengthen the profile of Pancasila students for early childhood. The development model used is the ADDIE model, which includes five systematic stages, namely Analysis, Design, Development, Implementation, and Evaluation. The analysis stage includes identifying problems, student needs, and their conditions in co-curricular activities, especially traditional games. Through interviews with TK/RA principals in Tanjungpinang and Bintan, it was found that students tend to experience learning loss because they play too often with gadgets and modern games, so they find it difficult to understand traditional games. Based on the results of this analysis, a traditional game module was developed to help students re-familiarize themselves with traditional games and develop their skills and knowledge.

At the design stage, researchers drafted the module in the form of a visual concept using applications such as PowerPoint and CorelDraw. This module was designed to suit the profile of Pancasila students and was adjusted to the developmental phase of early childhood. The development stage includes compiling previously designed teaching materials into a final product in the form of a module in PDF format that can be printed or stored digitally. Furthermore, at the implementation stage, the developed module was validated by experts, both material experts and media experts, to ensure its feasibility before being tested on students. Evaluation was carried out to measure the effectiveness of the module through revisions based on observations, interviews, and questionnaires given to validators and teachers regarding the quality and feasibility of the module.

The product trial was conducted to obtain assessments from validators and responses from students. This trial consisted of product validation by experts and field tests on students in three kindergartens/RA. This study collected qualitative data from observations and interviews and quantitative data from questionnaires given to validators and students. Data collection instruments included interviews with teachers to determine the problems and needs of students and direct observation of children's responses during the module trial process. Observations used a four-interval Likert scale to measure various aspects, including recognition of game names, game rules, participation, interest, and the ability to imitate movements in the game. All of this data was processed to obtain conclusions regarding the effectiveness and feasibility of the Kepulauan Riau traditional game module in supporting learning in PAUD and strengthening the profile of Pancasila students in early childhood.

## **Result/Findings**

This study developed a module of traditional games of Kepulauan Riau for early childhood with the aim of supporting the project of strengthening the profile of Pancasila students. This module is designed to help children recognize Pancasila values, work together, think creatively, and appreciate local culture. The module was implemented in three PAUD institutions: TK Ash-Shalihah, RA Al-Amin, and RA Al-Hikmah, with the participation of 46 children and 3 teachers. This module was developed using the Research and Development (RnD) research method, with the ADDIE model which includes five stages: Analysis, Design, Development, Implementation, and Evaluation.

In the analysis stage, identification of problems and needs was carried out through interviews with teachers. The results showed that the learning modules in the three PAUDs were limited, less varied, and not very interesting for children. The traditional game module was designed as a solution to provide variation and increase children's interest in learning. This analysis revealed that children often feel bored with learning media that are monotonous and not always effective. The developed module aims to overcome this problem by integrating interesting and educational traditional games.

The design phase aims to determine the framework and initial concept of the module. The first step is to determine the target achievements based on the dimensions, elements, and sub-elements of the Pancasila Student Profile. This module carries the theme "I Love Indonesia" with



the topic of traditional games of the Kepulauan Riau, which aims to introduce children to local games while teaching the values of mutual cooperation, creativity, and appreciation for culture.

Product design at this stage includes planning modules that involve various interesting activities, such as game introduction, discussion, and interactive activities to teach the rules of the game. The modules are designed with bright colors and illustrative images to make it easier for children to understand. To facilitate learning, animated videos about traditional games are included in the modules to make learning more interesting and effective.

At this stage, the module is developed into a test-ready product by making several revisions based on input from expert validators. Improved elements include visual and audio quality, addition of illustrations, and selection of colors and fonts to suit children. Expert material validators provide suggestions to add images to each chapter, not just as covers, to make it more attractive to students. Media experts suggest using short, interactive videos that attract children's attention, and ensure good visual and audio quality for children aged 4-6 years.

This module consists of 12 activities, covering various stages such as introduction, action, reflection, and follow-up. Activities in the module include activities to recognize and understand traditional games, follow instructions, and work together with friends in the game. These stages are designed so that children are actively involved, improve motor skills, and understand the values of cooperation and creativity.

After the module was declared valid by the validator, implementation was carried out offline at TK Ash-Shalihah, RA Al-Amin, and RA Al-Hikmah. Implementation includes testing the practicality and effectiveness of the module in learning activities, both in and outside the classroom. Teachers use this module to guide children in playing traditional games. Observations of children's activities are carried out to measure the effectiveness of the module in supporting character and culture-based learning.

The implementation results showed that children showed high interest in participating in learning using this module. The average effectiveness of the module reached 71.88%, which is in accordance with the category of "developing as expected" in the module effectiveness criteria. Specifically, TK Ash-Shalihah achieved 70% effectiveness, RA Al-Amin 73.33%, and RA Al-Hikmah 72.31%. This percentage shows that the module is quite effective for use in learning in PAUD.

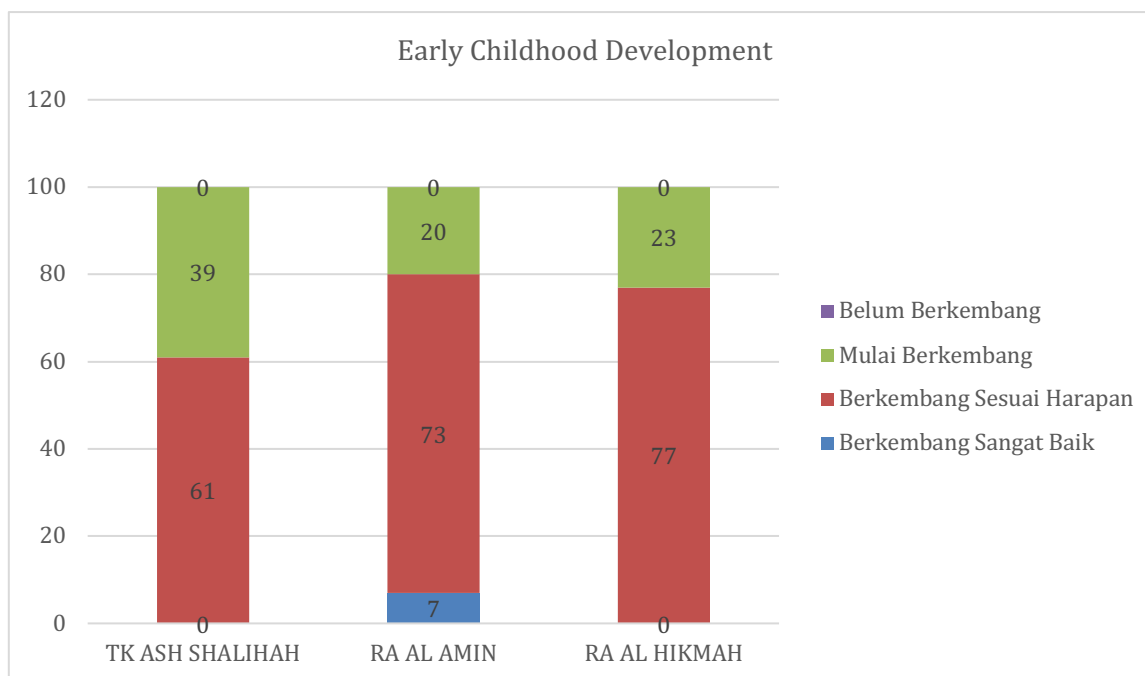


Chart. 1. Observation Results

The evaluation includes validation of materials and media, student responses, and module effectiveness based on teacher observations. The validation results show that this module is valid with a score of 75% for materials and 73.08% for media, which meets the eligibility criteria according to (Arikunto, 2018). The evaluation also involves formative tests for teacher needs in designing learning and summative tests at the end of learning to ensure the achievement of learning objectives.

The material expert gave a validity score of 75% and suggested that images be added to the module to support children's understanding. Based on this suggestion, the researcher added images to each section of the module, not only as a cover for each chapter. This is important because images help children understand the material and increase the attractiveness of the module.

The media expert validator gave a media validity score of 73.08% and suggested that the videos used have visual and audio quality that is suitable for early childhood. In addition, the use of clear and easy-to-read fonts is highly recommended to facilitate children's understanding. These suggestions are applied to improve the quality of the module so that it can attract children's interest in learning.

Children's responses to the module were very positive. This module is considered interesting and effective in improving children's competence in the aspects of creativity, cooperation, and cultural understanding. The use of this module also makes it easier for teachers to carry out more enjoyable and interactive learning activities.

In terms of game name recognition, 61% of children are in the "Developing According to Expectations" (BSH) category, while 39% of children are in the "Starting to Develop" (MB) category. Children have started to be interested and enthusiastic in trying the game, and most

have succeeded in imitating the game movements. Aspects that still need strengthening are the understanding of the rules of the game which are only understood by some children.



Picture 1. Early childhood playing “Congklak” at TK Ash Shalihah Tanjungpinang

At RA Al-Amin, 67% of children were able to name traditional games well, and 60% showed interest in trying the game. In explaining the rules of the game, most children began to understand, but some still needed guidance. The level of participation and interest was quite high, with many children actively participating in activities in the module.



Picture 2. Early childhood playing “Engklek” at RA Al-Amin Tanjungpinang

At RA Al-Hikmah, most children can name traditional games, but some aspects such as understanding the rules still need further support. In terms of participation, 54% of children showed enthusiasm, and most were able to imitate the movements of the game. Overall, this module was able to attract interest and increase children's interaction with peers.



Picture 3. Early childhood playing “Bakiak” at RA Al Hikmah Bintan

The discussion of this research focuses on the analysis of the validity, practicality, and effectiveness of the Kepulauan Riau traditional game module developed to support the strengthening of the Pancasila student profile in PAUD. The following is a more detailed discussion of the results of testing and observations on this module.

## Discussion

The product was considered valid after going through an evaluation stage by material and media experts. Based on the validation results, the material in the module received a validity percentage of 75% from the material expert validator. The validator suggested several improvements, such as adding images to each chapter to make the material more interesting and easier for early childhood to understand. This suggestion is in line with the theory that visualization in teaching materials can help improve children's understanding, especially at an early age (Komang Redy Winatha, 2018). The use of relevant images and illustrations can make it easier for children to understand abstract concepts, so that additional images in each part of the module can support children's understanding visually.

In addition, media validation gave a score of 73.08%, with suggestions from the validator to ensure the quality of visuals and audio that are appropriate for the age of the children. The validator also recommended the use of short, interactive, and interesting videos, considering that the attention span of early childhood is relatively short. This is supported by research stating that the quality of visuals and audio in learning media greatly affects children's interest and concentration in the learning process (Machmud, 2016). Media experts also emphasized the importance of clear and easy-to-read fonts in the module, so that children can understand the instructions better.

This module uses white as the main background color, chosen to represent purity and innocence, which is expected to inspire children in learning. This is an appropriate color strategy, because white is considered a neutral color that can increase focus without distracting children's attention from other elements in the module (Rasmini, 2023). Research from Kadafi, 2023 also emphasizes the importance of product validation to ensure suitability to user needs; in this case, the traditional game module is declared valid and suitable for use as a learning medium in PAUD.

The practicality of this module was evaluated through responses from teachers after being tested in three PAUD institutions. Based on the results of the practicality questionnaire, teachers considered this module easy to use and appropriate for the developmental level of early childhood. According to Sofnidar and Yuliana (2018), an effective module is a module that not only contains teaching materials but also has clear instructions, making it easier for users to implement. In this module, the instructions that are arranged in stages allow teachers to carry out learning activities smoothly without the need for many additional adjustments.

Teachers also stated that this module can be used flexibly, both in and out of class, and can be adapted to other learning media. Researchers ensure that this module is practical by developing various activities, such as game introduction, interactive discussions, and reflection activities, all of which are integrated into one module. According to Mery (2022), modules that

can be used in various learning contexts help teachers achieve the desired learning objectives without requiring a lot of additional instructions. The practicality of this module is also reinforced by the support of animated videos designed to attract children's attention, making learning more interactive.

The effectiveness of the module was measured through observations made on children during the learning process. Based on the results of the observations, this module was considered quite effective in improving children's competence in aspects such as creativity, cooperation, and understanding of local culture. This module received an average effectiveness score of 71.88%, with details of 70% in TK Ash-Shalihah, 73.33% in RA Al-Amin, and 72.31% in RA Al-Hikmah. This percentage shows that the module is included in the category of "Developing According to Expectations" (BSH) according to the module effectiveness criteria by (Safaria, 2018) Trianto (2011).

In terms of game name recognition, most children can name traditional games after using the module. For example, in Ash-Shalihah Kindergarten, 61% of children are in the BSH category in recognizing game names, while 39% are in the "Starting to Develop" (MB) category. Likewise in RA Al-Amin, where 67% of children managed to recognize the game well. According to Andhini et al. (2022), local wisdom-based learning products can improve children's understanding of the surrounding culture, which supports the goals of the Pancasila student profile in the aspect of global diversity.

On the other hand, children's understanding of the rules of the game still needs to be improved. Most children in Ash-Shalihah Kindergarten and RA Al Hikmah are in the MB category in explaining the rules of the game. This shows that children still need more guidance in understanding the basic rules of traditional games. According to Maryani, 2023, project-based learning must be designed interactively to make it easier for children to understand complex rules.

In terms of participation and interest, most children showed high enthusiasm in participating in game activities. In Ash-Shalihah Kindergarten, 61% of children showed active involvement and were in the BSH category. Likewise in RA Al-Amin, where 60% of children were very interested in trying the game. This shows that the module has succeeded in attracting children's interest and encouraging their involvement in interactive learning activities. According to Maulida's research (Maulinda, 2022), teaching modules designed based on the independent curriculum are able to attract children's interest in learning and increase their motivation.

This module is designed to support the profile of Pancasila learners in early childhood, especially in the aspects of global diversity, mutual cooperation, and creativity. In the dimension of global diversity, children are invited to learn and appreciate culture through traditional games of the Kepulauan Riau. The dimension of mutual cooperation is developed through joint play activities, where children learn to work together in small groups. According to research by Fitri et.al., 2024 the integration of local values in learning can shape children's character who respect differences, in accordance with the objectives of the Pancasila learner profile.

In the creativity dimension, this module helps children produce original works and actions through traditional games. This activity involves the use of gross and fine motor skills,

which are important in the motor development of early childhood. In addition, children are encouraged to think critically and creatively in solving simple problems that arise while playing. This approach is in accordance with the principles of the Merdeka curriculum which emphasizes learning through direct experience, where children can develop their creativity in a fun atmosphere.

This research has an important contribution in providing local wisdom-based learning media for early childhood education, especially in PAUD in the Kepulauan Riau. With this module, PAUD teachers have a practical and effective tool in introducing Pancasila values and local culture to children. Interesting modules that are specifically designed for early ages are very helpful in fostering interest and motivation to learn in children.

The implication of this study is that early introduction of local culture is important in forming children's character who appreciate culture and differences, in accordance with the objectives of the Pancasila student profile. The results of this study also emphasize the importance of an interactive approach in learning, especially for early childhood, so that they can learn more effectively.

## **Conclusion**

Based on the development and trial of the Kepulauan Riau traditional game module in the Pancasila student profile strengthening project in the early childhood foundation phase at Ash-Shalihah Kindergarten Tanjungpinang, RA Al-Amin Tanjungpinang, and RA Al-Hikmah Bintan, it was concluded that this module met the validity criteria based on the validator questionnaire and showed positive effectiveness in student observations during the field trial. This module is considered suitable for use in PAUD learning and provides positive results. As a suggestion, this module can be used in other PAUD institutions, both inside and outside the classroom as part of co-curricular activities, and needs to be adjusted to the characteristics of the institution and students. Further development can consider design aspects such as fonts, colors, and attractive images according to the character of the child, as well as making the module in the form of an e-module so that it can be used more widely.

Although the results of this study indicate good effectiveness of the module, several limitations need to be considered. One is the children's low understanding of the rules of the game, which indicates that this module requires further interactive support in explaining the rules. In addition, this module was tested in a specific PAUD environment, so further research is needed to ensure the effectiveness of the module in a wider PAUD environment.

For further research, it is recommended to develop modules with more variations of traditional games, so that children can gain a richer learning experience. In addition, the application of interactive technology, such as augmented reality or digital applications, can be considered to increase children's interest in learning, especially in understanding more complex game rules.

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