

## INTEGRATING PANCASILA VALUES AND ISLAMIC CULTURE: DEVELOPING AN INSTRUCTIONAL MODULE FOR CHARACTER STRENGTHENING IN ISLAMIC ELEMENTARY SCHOOLS

**Abu Dharin<sup>1\*</sup>, Muhammad Anas Ma'arif<sup>2</sup>, M. Ajib Hermawan<sup>3</sup>, Yuslam<sup>4</sup>, Agam Anantama<sup>5</sup>, Syukrul Hamdi<sup>6</sup>**

<sup>1</sup>Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri, Purwokerto, Indonesia,

<sup>2</sup>Universitas K.H. Abdul Chalim Mojokerto Jawa Timur, Indonesia

<sup>3</sup>Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri, Purwokerto, Indonesia,

<sup>4</sup>Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri, Purwokerto, Indonesia,

<sup>5</sup>Institut Agama Islam Negeri Metro, Lampung, Indonesia,

<sup>6</sup>Universitas Negeri Yogyakarta, Indonesia.

\*Corresponding Email: abudharin@uinsaizu.ac.id

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### ABSTRACT

The integration of national character development with Islamic cultural values is a crucial issue for Islamic elementary schools as they implement the government-mandated Pancasila Student Profile Strengthening Project (P5). This study aimed to develop a P5 module integrated with Islamic culture and evaluate its validity, practicality, and effectiveness for use in Islamic elementary school learning. The research employed a Research and Development (R&D) approach, following the systematic stages of the Dick & Carey instructional design model. Data were gathered through observation, interviews, documentation, questionnaires, and formative tests, with module feasibility assessed via expert validation and practicality examined through teacher and student classroom trials. Effectiveness was determined using Aiken's formula and paired sample t-tests. The findings indicate that the developed module is highly feasible for implementation, requiring only minor revisions to illustrations and sentence clarity. Furthermore, the module was proven practical in classroom settings and effective in significantly improving students' mastery of the Pancasila Student Profile. This research implies that integrating Islamic culture into the P5 framework offers a contextual and meaningful approach to character education, providing a valuable learning resource for Islamic educational institutions in strengthening student character with both national and religious values.

**Keywords:** Character Education, Islamic Values, Islamic Elementary Schools, Pancasila Student Profile

### INTRODUCTION

Character education has become a central focus in the transformation of education systems worldwide in response to modern moral and social challenges in a global context (Iksal et al., 2024; Jornet et al., 2025). On a global scale, many countries have begun to prioritize character education as a core component of their national curricula to shape a generation that is not only intellectually competent but also ethically and socially grounded (Liberman, 2025; Lin et al., 2025). The rapid advancement of technology, cultural globalization, and the rise of issues such as intolerance, social fragmentation, and national identity crises have further emphasized the need for robust character education (Laeheem et al., 2025). This global imperative necessitates the design of localized character education models that successfully blend universal values with the unique cultural, moral, and religious frameworks inherent to each country (Mariyono et al., 2025; Rasidi et al., 2025). One such significant effort to localize character development is evident in Indonesia.

The Indonesian education system continues to evolve in response to these contemporary and global demands (Daga et al., 2023; Gayatri et al., 2023). A cornerstone of this evolutionary

effort is the Pancasila Student Profile Strengthening Project (P5), a core component of the Kurikulum Merdeka (Independent Curriculum) (Prasetyarini et al., 2025; Rachman et al., 2024). This national policy aims to internalize the foundational Indonesian ideology of Pancasila into the learning process, thereby reinforcing the nation's core identity (Hamdi et al., 2024; Mardiati et al., 2024). The P5 is operationalized through six core values that serve as indicators for student growth: (1) having faith in God Almighty and demonstrating noble character; (2) mutual cooperation; (3) independence; (4) global diversity awareness; (5) critical thinking; and (6) creativity (Maulida et al., 2024; Rachman et al., 2024).

The effective implementation of the P5 policy faces unique challenges, particularly within Islamic educational institutions such as Islamic elementary schools, *madrasah*, and *Pesantren*. For character education to be effective at this fundamental stage, it must align with students' existing cultural and religious life values (Birhan et al., 2021; Izzulhaq et al., 2024). The national P5 values, particularly the first core value of faith and noble character, are fundamentally embedded in the ethical principles and positive customs derived from the Al-Qur'an (Rama et al., 2021). The consistent application of these life values establishes a pervasive Islamic culture within the school environment (Ferdi Hasan et al., 2024; Redjeki et al., 2025; Jamil, 2024). Therefore, instilling and reinforcing good character must leverage this established cultural framework to ensure development aligns with expected moral outcomes (Al-Adwan et al., 2024; Syakroni et al., 2024).

Many previous studies have successfully explored various aspects of character development within the Islamic school context. Research has investigated development factor analysis for online learning, school infrastructure, general strengthening of Islamic curricula, and the dynamics of teacher-student relationships (Ansyah et al., 2024; Ibda et al., 2024; Jupriyanto et al., 2025; Nurharini et al., 2024). These efforts underscore the consensus on the importance of integrating religious, cultural, and national values into primary education. The literature also emphasizes the need for instructional models that capitalize on student-centered, constructivist theories, where teachers serve as facilitators providing real-life, stimulating experiences to shape behavior and morality at this critical age (Gamage et al., 2021; Madin et al., 2022; Sakti et al., 2024; Stoliarchuk et al., 2024; Shehata et al., 2024; Limbu, 2024; Zhou, 2025; Zhang et al., 2024).

Despite the importance of the P5 project and the centrality of Islamic cultural values in Islamic elementary school, there is a notable gap concerning the systematic development and validation of instructional resources (Harmadi et al., 2022; Jhon et al., 2021; Octavia & Tirtoni, 2024). Specifically, current research lacks a dedicated, evidence-based module designed to strengthen the Pancasila Student Profile by explicitly fusing it with Islamic cultural values at the elementary level (Purwaningsih & Ridha, 2024; Agustini, 2021). The absence of such a contextualized teaching and learning resource hinders the ability of Islamic educational institutions to implement P5 in a meaningful and locally relevant manner, thereby requiring a methodical solution to improve learning quality (Badri & Malik, 2024; Nurmala et al., 2025; Rifki et al., 2024; Irawan et al., 2023). Therefore, this study addresses this critical need by employing a Research and Development (R&D) approach, guided by the systematic Dick & Carey instructional design model. The core objectives of this research are threefold: (1) to develop a contextualized instructional module for the Pancasila Student Profile Strengthening Project based on Islamic cultural values in Islamic elementary schools; and (2) to evaluate the validity, practicality, and effectiveness of the developed module in strengthening student character and learning outcomes.

## METHOD

This study employed a systematic Research and Development (R&D) approach to produce and validate an instructional module and associated learning kits designed for the Pancasila Student

Profile Strengthening Project (P5), specifically integrated with Islamic cultural values in Islamic elementary schools. The R&D process was rigorously guided by the Dick & Carey Instructional Design Model, which ensured a sequential, system-based procedure covering analysis, design, development, implementation, and evaluation. This methodological choice was essential for systematically developing a product with defined quality metrics. The research outputs the P5 Islamic Culture instructional module and accompanying materials, which were subjected to three stages of evaluation: Expert Validation (feasibility and content alignment), Practicality Trials (user-friendliness and implementability by teachers and students in limited field trials), and Effectiveness Testing (measuring impact on student character development).

Data collection relied on a multi-method approach, utilizing five primary instruments: observation, interviews, documentation, questionnaires, and formative tests (pre-test and post-test). Expert validation data were quantified using Aiken's formula to assess content validity and consensus among specialists. The effectiveness of the module was primarily evaluated using quantitative statistical analysis. This involved conducting normality and homogeneity tests to confirm the distribution of the data, followed by a paired sample t-test to statistically compare students' scores before (pre-test) and after (post-test) module implementation. This combined approach, integrating qualitative feedback from practical trials with robust quantitative evidence from t-tests, ensured a comprehensive and evidence-based assessment of the module's ability to significantly enhance students' character in alignment with both Pancasila and Islamic cultural principles.

## RESULTS AND DISCUSSION

R&D / Dick & Carey Stage	Corresponding Section in Your Outline	What it Proves
Analysis, Design, & Development	I. Module Development Process	The module development process began with a needs analysis stage through observation, interviews, and documentation to identify the characteristics of Islamic elementary school students and weaknesses in achieving the Pancasila Student Profile (P5), particularly in the dimensions of faith in God and noble character, which achieved an overall score of 82.58% in a small-scale test. The design stage formulates learning objectives based on the six dimensions of P5 integrated with Islamic culture, compiles an outline of the module content, and determines project-based learning (PBL) strategies with supporting media such as illustrations and spiritual activities. The development produces a contextual initial draft of the module, including the integration of Islamic moral and social values to strengthen the P5 dimension.

R&D / Dick & Carey Stage	Corresponding Section in Your Outline	What it Proves
Formative Evaluation	II. Module Validation Findings	<p>Expert validation was conducted on the six-dimensional P5 measurement module and instruments by six experts (two in primary education, two in evaluation, and two in learning), resulting in an average V Aiken score of 0.82 for 28 items, indicating high content validity (see Table 1). Confirmatory factor analysis (CFA) with Jamovi showed a KMO of 0.602 after refinement to 20 items, supporting sample adequacy even though the absolute model fit was not optimal, making the instrument suitable for the next stage. Minor revisions to illustrations and sentence clarity were applied based on expert input, proving the theoretical feasibility of the module prior to field testing.</p>
Formative Evaluation	III. Module Practicality Findings	<p>The limited test (field test 1) involved 30 fifth-grade students from several Islamic schools in Banyumas, Purbalingga, Cilacap, and Metro, showing an average achievement of 82.58%, with the highest dimensions being mutual cooperation (86.11%) and global diversity (88.89%), while faith and noble character scored the lowest (83.33%) (see Table 3). The large-scale test (field test 2) with 150 students achieved 86.63%, confirming ease of use by teachers and students through questionnaires and observations, with suggestions for improving PBL activities for collaboration. The module proved practical for classroom implementation, supporting Dick &amp; Carey's formative evaluation stage.</p>
Summative Evaluation	IV. Module Effectiveness Findings	<p>Effectiveness testing using pre-tests and post-tests with paired sample t-tests showed a significant increase in student character scores in the six dimensions of P5 after the implementation of the module, proving its statistical success. The integration of Pancasila values with Islamic culture through PBL improved character internalisation, with the dimensions of independence and critical thinking showing the sharpest increase. These</p>

R&D / Dick & Carey Stage	Corresponding Section in Your Outline	What it Proves
		results validate the module as an effective final product for character building in Islamic primary schools.

The research instrument designed to measure the six dimensions of the Pancasila Student Profile (P5) was rigorously validated before being used in field tests, beginning with content validation by six subject matter experts and an evaluation that produced an average V Aiken score of 0.82 for the initial 28 items, confirming content validity and theoretical appropriateness (Table 1). Next, construct validity was tested using Confirmatory Factor Analysis (CFA) with the Jamovi program, where the initial Kaiser-Mayer-Olkin (KMO) analysis of 0.5 required item refinement, so that the final result on 20 items reached a KMO of 0.602, which supported the adequacy of the sample for the six P5 factors (Table 2). Although the absolute fit indices of CFA in the large-scale test ( $N=150$ ), such as  $\chi^2/df$ , RMSEA, SRMR, and CFI, did not meet the standard cutoff criteria, the instrument remained suitable for measuring differences in student performance due to its strong content validity. These results prove that the instrument is ready to support the formative evaluation stage in the Dick & Carey model, with compressed items (1, 2, 3, 5, 6, 9, 10, 13-18, 20, 22-26, 28) and eigenvalues  $>1$  for six components. Despite the successful content validation and sample adequacy, a subsequent large-scale trial ( $N=150$ ) using CFA to prove the six-factor conceptual model showed a limitation in construct fit. The absolute fit indices ( $\chi^2/df$ , RMSEA, SRMR, and CFI) did not meet the generally accepted cut-off criteria, indicating the measurement model requires further theoretical refinement. However, given the instrument's strong content validity and satisfactory sampling adequacy, the validated instrument was deemed acceptable for its primary purpose of measuring the statistical difference in student performance during the effectiveness phase of the module evaluation.

### Results of Validation and Limited-scale Trial

This research was conducted by inviting fifth-grade respondents from several elementary schools in Purwokerto Regency to complete a questionnaire on the Pancasila Student Profile. Before administering the test, six experts participated in the instrument's validation. The composition of the experts included two in elementary school education, two in evaluation and measurement, and two in learning. The results of this validity assessment were then analyzed using Aiken's V analysis model. See Table 1 for the validation results. These results indicated that the research instruments were valid and feasible to be used to measure the implementation of the Pancasila Student Profile Strengthening Project in Elementary Schools.

Table 1. Proof of Content Validity Results Using Aiken's V

Question Number	Validator						V Aiken	Conclusion
	1	2	3	4	5	6		
1	0.82	0.81	0.83	0.81	0.81	0.82	0.81	Valid
2	0.82	0.82	0.83	0.82	0.82	0.81	0.82	Valid
3	0.82	0.83	0.82	0.82	0.82	0.83	0.82	Valid

Question Number	Validator						V Aiken	Conclusion
	1	2	3	4	5	6		
4	0.82	0.83	0.82	0.82	0.82	0.83	0.82	Valid
5	0.82	0.82	0.82	0.83	0.82	0.82	0.83	Valid
6	0.83	0.81	0.81	0.82	0.82	0.82	0.82	Valid
7	0.83	0.82	0.82	0.81	0.81	0.82	0.81	Valid
8	0.81	0.81	0.81	0.83	0.82	0.82	0.83	Valid
9	0.83	0.82	0.82	0.82	0.82	0.83	0.82	Valid
10	0.82	0.82	0.82	0.82	0.82	0.82	0.82	Valid
11	0.83	0.82	0.82	0.81	0.81	0.81	0.82	Valid
12	0.82	0.82	0.82	0.82	0.81	0.82	0.81	Valid
13	0.82	0.82	0.82	0.82	0.83	0.82	0.83	Valid
14	0.82	0.83	0.82	0.82	0.82	0.82	0.82	Valid
15	0.81	0.81	0.82	0.82	0.82	0.82	0.82	Valid
16	0.83	0.82	0.82	0.82	0.82	0.82	0.82	Valid
17	0.82	0.82	0.82	0.82	0.82	0.82	0.83	Valid
18	0.81	0.81	0.82	0.81	0.82	0.82	0.82	Valid
19	0.83	0.82	0.82	0.82	0.82	0.82	0.82	Valid
20	0.82	0.82	0.82	0.82	0.82	0.83	0.82	Valid
21	0.82	0.82	0.82	0.82	0.82	0.82	0.82	Valid
22	0.82	0.82	0.82	0.82	0.82	0.82	0.82	Valid
23	0.81	0.82	0.82	0.82	0.82	0.83	0.83	Valid
24	0.82	0.81	0.81	0.82	0.81	0.81	0.82	Valid
25	0.82	0.82	0.82	0.82	0.82	0.81	0.81	Valid
26	0.83	0.82	0.83	0.82	0.82	0.81	0.83	Valid
27	0.83	0.83	0.82	0.82	0.82	0.82	0.82	Valid
28	0.82	0.82	0.82	0.82	0.82	0.81	0.81	Valid

Based on the estimation of construct validity using the Jamovi Program, the overall Kaiser-Mayer-Olkin Measure of Sampling Adequacy results obtained a value of 0.5, necessitating the removal of some items to obtain a value of  $> 0.5$ . Consequently, the factor analysis of the overall Kaiser-Mayer-Olkin Measure of Sampling Adequacy yielded  $>0.5$  with a total of 20 items as factors. They compressed items number 1, 2, 3, 5, 6, 9, 10, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24, 25, 26, and 28. Besides, the results of the factor analysis repetition showed values of both overall MSA and MSA for each item, as shown in Table 2. The overall MSA value obtained was  $>0.5$ , and the MSA value for each item was  $>0.3$ , implying that the sample analyzed was sufficient to run further factor analysis.

Table 2. Results of Kaiser-Mayer-Olkin Measure of Sampling Adequacy

Item Number	MSA	Item Number	MSA
B1	0.602	B16	0.700
B2	0.541	B17	0.691
B3	0.556	B18	0.636
B5	0.646	B20	0.565
B6	0.669	B22	0.595
B9	0.597	B23	0.557
B10	0.458	B24	0.515
B13	0.527	B25	0.551
B14	0.703	B26	0.595
B15	0.598	B28	0.715
<b>Overall MSA = 0.602</b>			

Furthermore, based on the factor analysis results, components 1 to 6 obtained eigenvalues of  $< 1$ , confirming the recommendation to use six factors. Therefore, this study employed six factors for the CFA. The conceptual model of the test is shown in Figure 2.

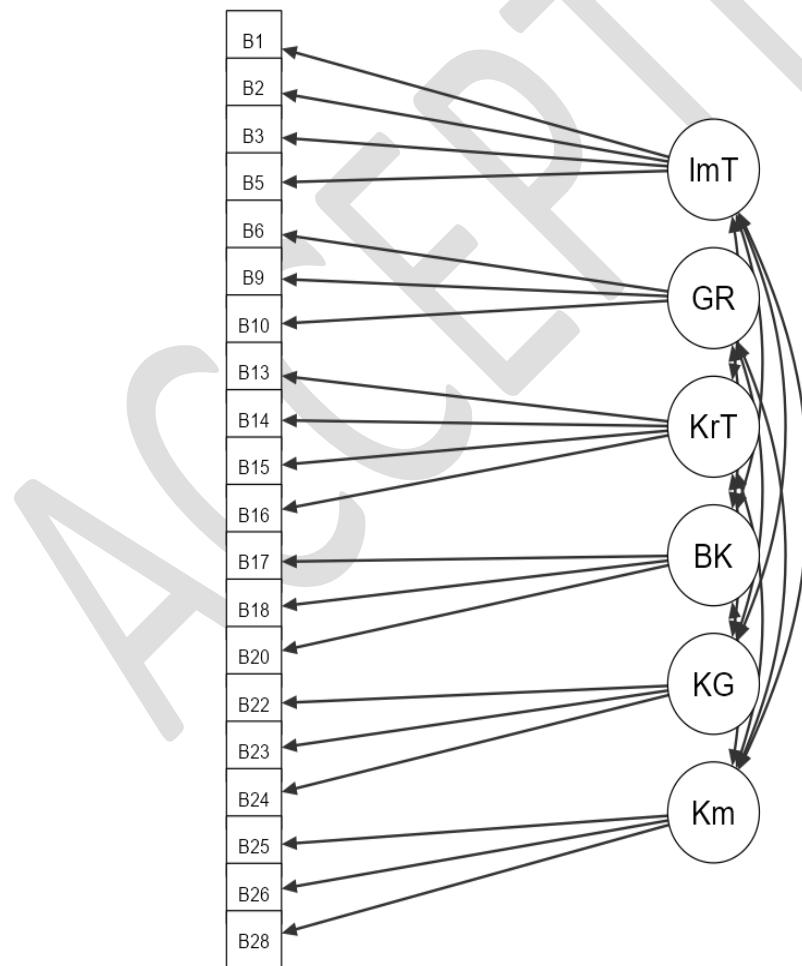


Figure 2. Conceptual Model of Pancasila Learner Profile Measurement (Description. ImT: Believing, fearing God, and having noble character; GR: Mutual cooperation; KrT: Creative; BK: Critical thinking; KG: Global diversity; Km: Independence)

In addition, the results of the small-scale trial involving 30 respondents from Grade V of Islamic elementary schools in Banyumas, Purbalingga, Cilacap, and Metro City are presented in Table 3, which shows the achievement percentages for each dimension.

Table 3. Percentage of Achievement of Pancasila Learner Profile Dimensions

Dimension	Average Score	Max Ideal	Achievement (%)
Faith in God Almighty and Noble Character	13.33	16	83.33
Mutual Cooperation	10.33	12	86.11
Creativity	13.93	16	87.08
Critical Thinking	10.63	12	88.61
Global Diversity	10.67	12	88.89
Independence	10.47	12	87.22
Total Average Score	69.37	80	82.58

The data analysis of the small-scale trial demonstrated that the achievement of the Pancasila student profile among 30 fifth-grade elementary school respondents in Banyumas, Purbalingga, Cilacap, and Metro City is 82.58%. The analysis results also showed that the achievement percentage of Faith in God Almighty and the Noble Character dimension obtained the lowest percentage among the other dimensions.

### Results of the Large-scale Trial

A large-scale trial was conducted to prove the construct validity of the instrument using Confirmatory Factor Analysis (CFA). A total of 150 students from Banyumas Regency, Purbalingga, Cilacap, and Metro City were selected as the trial sample. The Jamovi-assisted CFA was conducted to prove six (6) factors that constitute the basis for the instrument development, namely faith in God Almighty and noble character, mutual cooperation, creativity, critical thinking, global diversity awareness, and independence. The analysis results showed that the module was not a good fit, as the  $\chi^2 / df$ , RMSEA, and SRMR values did not meet the absolute fit index criteria. Likewise, the CFI also showed a value that is below the expected standard or cut-off of 0.9. Thus, the conceptual model for measuring the Pancasila Student Profile has not been confirmed for construct validity based on the results of the large-scale trial.

Besides, based on the data analysis results of 150 fifth-grade elementary school students in Banyumas, Purbalingga, Cilacap and Metro City as shown in Figure 2, the average score of the Faith in God Almighty and Noble Character (ImTq) dimension was 13.7; the mutual cooperation (GR) dimension was 10.25; the Creativity (KrT) dimension was 13.95; the Critical Thinking (BK) dimension was 10.44; the Global Diversity Awareness (KG) dimension was 10.59, and the Independence (Km) dimension was 10.38.

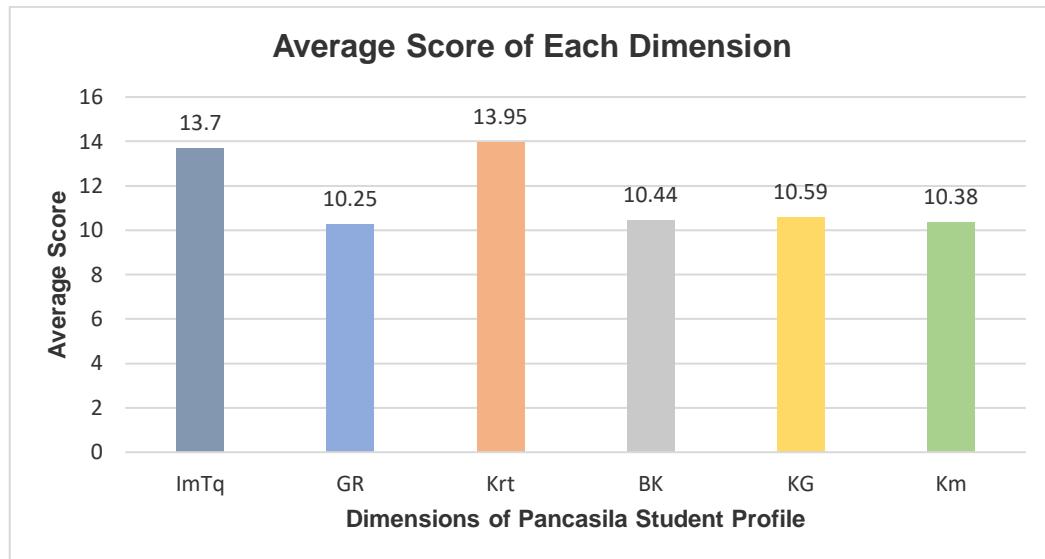


Figure 3. Average Score of Each Dimension of the Pancasila Learner Profile

In addition, the research data also showed that the achievement results for all dimensions of strengthening the Pancasila Student Profile obtained an average score of 86.63% with an ideal maximum score of 80. In other words, the implementation of strengthening the Pancasila Student Profile at the elementary school level in Banyumas, Purbalingga, Cilacap, and Metro City was included in the good category with an achievement percentage of 86.63%. The achievement percentages of each dimension are shown in Figure 4.

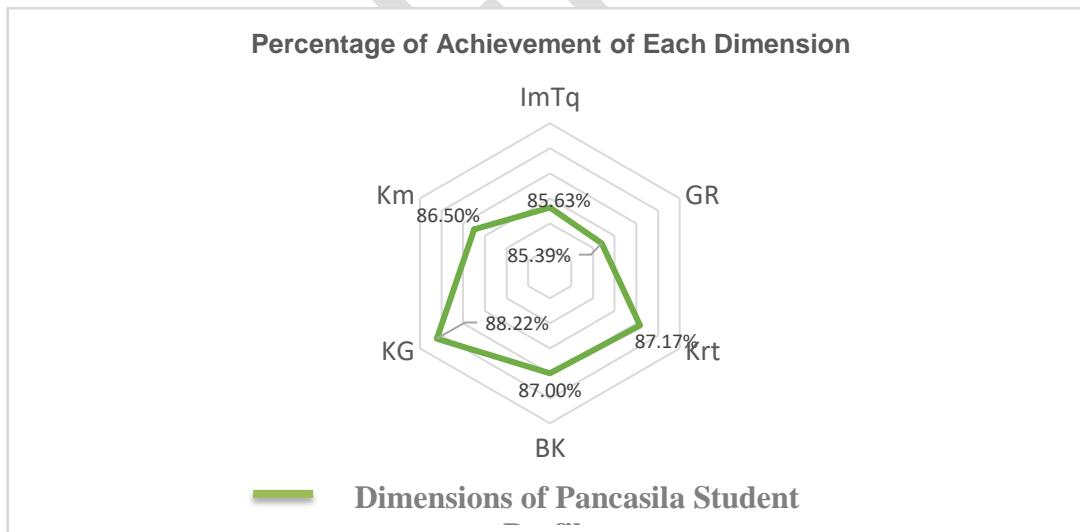


Figure 4. Achievement Percentage of Each Dimension

Figure 3 showcases the achievement percentages of each dimension. The Faith in God Almighty and Noble Character (ImTq) dimension obtains 85.63%. Meanwhile, the Mutual Cooperation (GR) and Creativity (Krt) dimensions increase by 85.39% and 87.17%, respectively. Moreover, the respective achievement percentages for the Critical Thinking (BK), Global Diversity Awareness (KG), and Independence (Km) dimensions are 87.00%, 8.22%, and 86.50%. Of the six dimensions, the highest achievement percentage is for the Global Diversity Awareness (KG) dimension, while the lowest is for the Mutual Cooperation (GR) dimension. Thus, these results suggest that there is a need to enhance the implementation of the Pancasila

Student Profile in school-based learning activities by strengthening the Pancasila Student Profile project.

The module for strengthening the Pancasila learner profile (P5), integrated with Islamic culture, was developed to improve the character of the Pancasila student profile of grade V Islamic elementary school students and is feasible for this purpose. First, the preliminary research stage to obtain information and identify needs to solve problems about the characteristics of elementary school students. Then, the initial draft stage was used to develop the module for strengthening the Pancasila student profile (P5), integrated with Islamic culture. Next, the feasibility testing stage, which was carried out 3 (three) times, namely validity testing by experts, limited-scale tests (field test 1), and large-scale tests (field test 2).

The primary objective of this study was to develop and evaluate the effectiveness of an instructional module designed to strengthen the Pancasila Student Profile (P5) in fifth-grade Islamic elementary schools through the integration of specific Islamic cultural values. The entire development process was systematically conducted and rigorously evaluated under the framework of the Dick & Carey Instructional Design Model, which mandates structured assessment across feasibility, practicality, and effectiveness. The successful completion of the module's implementation across both limited-scale and large-scale field trials, utilizing robust pre-tests and post-tests, resulted in a definitive and positive outcome.

Specifically, the statistical analysis revealed a significant improvement in student character scores following the module's implementation. This consistent and measurable increase in post-test scores confirms the product's success in the Summative Evaluation stage of the R&D model, validating the efficacy of the developed resource in enhancing student character across the six core P5 dimensions. The positive outcomes are fundamentally rooted in the module's design approach, which employed a synergistic strategy of integrating national P5 values with culturally relevant religious principles. The initial phases of the R&D framework, particularly the Needs Analysis stage, identified a critical deficit: the available P5 resources were often generic or lacked the necessary contextualization for Islamic school environments (Karlina & Hindriana, 2023; Solehuddin et al., 2024; Zein et al., 2023).

The developed module directly addressed this gap by incorporating core Islamic cultural values, such as *akhlak* (noble character) and *mu'amalah* (ethical social interaction), which intentionally strengthen the P5 dimension of Faith in God Almighty and Noble Character. This strategic integration aligns with previous research confirming that character education based on cultural and religious values successfully enhances students' morality (Agustini, 2021; Badri & Malik, 2024). This reinforcement of values like honesty and respect through religious teaching is a well-documented mechanism for moral development (Uroidli et al., 2024). Furthermore, the integration of religious and national values creates a harmonious, synergistic effect for the formation of a robust national identity among elementary students (Azizi & Masitoh, 2024; Redjeki et al., 2025). This aligns with the understanding that character education should foster ethical behavior by balancing religious principles with broader social ethics (Firdaus & Suwendi, 2025), thus providing theoretical justification for the positive outcomes observed in this study.

Beyond the formal curriculum, the module's structure supported the internalization of these values through practical spiritual activities. The use of culturally relevant projects facilitated religious habituation, a method highlighted in qualitative research as effective for shaping student morals holistically (Iwan et al., 2025). This process reinforces the necessity of collaborative support from school stakeholders to ensure optimal value internalization, as emphasized by Munandar (2025). The module's efficacy is equally attributable to its strong pedagogical foundation, which utilized a project-based learning (PBL) approach. This methodology was carefully selected and developed during the R&D framework's Design and

Development stages to ensure active student engagement and practical application of the P5 values.

The project-based structure provided students with structured, goal-oriented tasks that fostered discipline, collaboration, and creativity, which are essential components of the Pancasila Student Profile (Prasetyo et al., 2024). This aligns with findings that project-based differentiated learning strategies are effective in strengthening the P5 profile (Usman, 2023) and that structured activities measurably improve students' intrapersonal intelligence and responsibility (Septikasari et al., 2023). The success observed in this study reflects a global trend in module development demanding a dual focus on cultural relevance (Islamic values) and strong pedagogical structure (PBL), as integrated and contextual modules lead to demonstrable behavioral change in learners (Ratnawati et al., 2024). The finding that this module is effective suggests it successfully avoids the pitfalls encountered when either of these two components is weak or absent (Azizi & Masitoh, 2024).

While the module achieved its objective of statistical effectiveness, this study is subject to several methodological limitations that necessitate further R&D and evaluation. Firstly, the absence of a control group in the effectiveness phase, similar to other developmental studies (Azizi & Masitoh, 2024), inherently reduces the internal validity required for definitive causal attribution. Future research should prioritize a quasi-experimental design to address this limitation. Secondly, the study only measured short-term effectiveness using pre- and post-tests. Longitudinal tracking is necessary to assess whether the character improvements observed are sustained beyond the intervention period, a recommendation previously made for ensuring lasting impact (Ratnawati et al., 2024). Moreover, to ensure generalizability, future evaluations should expand the participant scope to include diverse cross-regional contexts (Uroidli et al., 2024).

Finally, from an implementation and assessment perspective, the study relied solely on conventional quantitative instruments. Future evaluations should incorporate multimodal assessment tools, such as classroom observations, interviews, and student self-reflections (Septikasari et al., 2023), to gain a more holistic understanding of character development. Critically, R&D efforts must address the challenges faced by teachers in module delivery, as teacher readiness and perception are vital for successful implementation (Rifki et al., 2024). Targeted training programs and collecting extensive teacher feedback should be integrated into the maintenance phase of the module's development. In summary, this research successfully addresses a critical gap by developing and validating an effective, contextually relevant, and culturally grounded instructional module. The module's proven efficacy, established through the rigorous evaluation stages of the Dick & Carey model, makes an important contribution to character education practice that is aligned with the national values outlined in the Pancasila Student Profile in Indonesian elementary education.

## CONCLUSION

This research successfully developed and validated a contextually relevant instructional module for strengthening the Pancasila Student Profile (P5) in Islamic elementary schools, adhering strictly to the systematic requirements of the Dick & Carey Instructional Design Model. The module was proven to be highly valid and practical in initial evaluations, and most critically, the large-scale field trials established its effectiveness, demonstrating a statistically significant improvement in student character scores (as confirmed by the paired sample t-test). The success of the module is attributed to its innovative design, which strategically integrates national P5 values with specific Islamic cultural principles, thereby strengthening the "Faith in God Almighty and Noble Character" dimension, combined with a robust project-based learning approach to foster practical skills. This module serves as a validated, evidence-based model that

addresses a critical gap in contextualized character education resources in Indonesia, providing a framework for enhancing student morality and national identity. Future R&D efforts should focus on assessing the long-term sustainability of these character gains through longitudinal studies and expanding the participant scope to diverse geographical and demographic contexts to confirm generalizability.

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