



DEVELOPMENT OF A PANCASILA EDUCATION TEACHING MODULE INTEGRATED WITH BUGIS-MAKASSAR LOCAL CULTURE IN STRENGTHENING CHARACTER VALUES IN STUDENTS

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ABSTRACT

This research aims to develop a Pancasila education teaching module with integration of the local culture of the Bugis-Makassar tribe in elementary schools, as well as to analyze the validity, practicality and effectiveness of the Pancasila education teaching module with integration of local culture in elementary schools. This research uses the ADDIE development model. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. The research results, based on relevant data and analysis, show that the Pancasila education teaching module was developed with cultural integration 'Mattabe' through behavioral habits Sipakatau (mutual respect), Sipakalebbi (mutual respect), 'Sipakainge' (remind each other), the Pancasila education teaching module has met the needs of students and teachers in the learning process. The conclusion in this research is that the effectiveness of the teaching module has succeeded in increasing the understanding and application of Pancasila values among students in elementary schools. Students show an increase in mutual respect, appreciate each other, remind each other about kindness. In addition, integration of local culture helps students feel closer to and proud of local cultural heritage. Evaluation of learning outcomes shows that students have an understanding of Pancasila values and love local culture so that they can strengthen character values in students.

Keywords: *Pancasila Education Teaching Module, Integration of Local Bugis-Makassar Culture, Strengthening Character Values.*

1. Introduction

The Independent Curriculum is a new curriculum developed by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia and launched in 2021 (Kemendikbudristek No.56, 2022). The implementation of the independent curriculum at the primary school level as a whole has been implemented at every phase level starting from phase A (class I and II), phase B (classes III and IV), and phase C (classes V and VI). Santoso DAN Wuryandani (2020) implementing Pancasila education learning requires a guide to make it easier for teachers to present the material in the form of teaching modules there are components of a number of tools or media facilities, methods, instructions and guidelines that are designed systematically, which are in



accordance with student needs, with the aim of making students understand the diversity of Indonesian ethnic groups (Zakiah et al., 2023). the process of forming student character obtained through independent learning to achieve the desired competency goals (Sopacua et al., 2020). The teacher's efforts to develop teaching modules and compose them using a reference guide for teaching modules starting from the flow of learning objectives (ATP) which are developed from learning outcomes (CP) with the Pancasila Student Profile as the target, teaching modules are arranged according to the phase or stage of student development (BSKAP, 2022).

In line with the research results of Gürsan et al. (2022) compiling teaching modules designed to support the progress of critical reasoning and the application of global diversity values to students. The Pancasila education teaching module is presented based on the demands of students' needs and understanding of the value of human character, a sense of kinship, cooperation with the aim of restoring the identity of the Indonesian nation as mandated by law ((Espinoza-Robles, 2022). Integrating local cultural values in the learning process is an advantage of cultural values and students feel proud of their local potential (Andriyanto et al., 2022). Mistian, Istiyono (2022) found that a character crisis is spreading among students, especially ethical issues, such as respect, compassion, care and responsibility. Therefore, character strengthening must be integrated in the teaching and learning process as a reflection of local culture that provides identity as the nation's next generation (Lismayanti, 2023) Providing good role models and habits can help students adopt everything the teacher teaches so that they can contribute to students' lives in society (Wisnarni, 2023). (Naukkarinen et al. (2022) phenomenon-based education is often complicated and unstructured but is considered important in school reality because it is challenged in applying local culture. The teacher's example is considered an irreplaceable source of character education (Schwimmer, 2023).

Yudhar (2021) findings show that character deviation is a situation when students as perpetrators carry out actions that are not in accordance with the agreed value system. The perpetrator acts inappropriately so that it can harm himself and others (Perlman, 2024). Deviations in character values identified in data collection include a lack of mutual respect, appreciation and reminders for goodness (Sidera, 2023). Teachers also experience difficulty integrating local cultural values into the learning process because the education system in Indonesia is often partial, placing little emphasis on instilling cultural values in



the classroom, resulting in students not understanding and appreciating local cultural values, and considering them as values originating from abroad are the best, while local cultural values are outdated (Ramlan, 2023). In line with research conducted by Saphira (2022), teachers and students have not been able to understand and respect local cultural values due to a lack of understanding of the benefits of educational principles found in culture, even though these values have an important role in education, especially in strengthening character values.

Several previous research findings show the importance of local culture in instilling character values in students, but previous research has not examined the development of teaching modules that are integrated with local culture in accordance with the Pancasila profile elements in the independent curriculum, namely global diversity. Integration of local cultural values, as well as the obstacles experienced that need to be studied further. Therefore, this research seeks to present something new to examine the Pancasila education teaching module in strengthening character by integrating Mattabe's local cultural values through example, habituation and integration into the learning process, so as to realize the Pancasila student profile (Liang, 2024). With the problems seen in the field, integrating the pancasila education teaching module with the local culture of the Bugis-Makassar tribe needs to be implemented using the Pancasila education teaching module (Ramadhana, 2023).

This research is considered important to carry out because currently we can observe that the character and values applied to students are decreasing (Brion, 2023). The influence of technology and foreign culture which students find more interesting will slowly replace local culture, even though what should happen is that local cultural values must be built at the elementary school level because they are the main foundation in strengthening students' character (Saemee & Nomnian, 2021). Several previous research findings show the importance of local culture in instilling character values in students, but previous research has not examined the development of teaching modules that are integrated with local culture by strengthening student character (Komalasari, 2024). This research seeks to present something new to examine the Pancasila Education teaching module in strengthening character by integrating local cultural values. Mattabe' instilling the behavior of Sipakatau, Sipakalebbi, Sipakainge' is the foundation of character education to be instilled in students because character formation is one of the goals of



national education , in strengthening students' character values to love and preserve local culture(Sutrisno, 2023).

2. Methods

The research method used in this research is the research and development (R&D) method. The development model used in this research is the ADDIE development model developed (Lee & Owens, 2004). The ADDIE development model is more appropriate to use for developing Pancasila education teaching modules that are integrated with Mattabe' local culture, the development stages are used systematically, and are easy to understand in developing teaching modules. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, 5) evaluation. The ADDIE model development procedure can be seen in Figure 1.

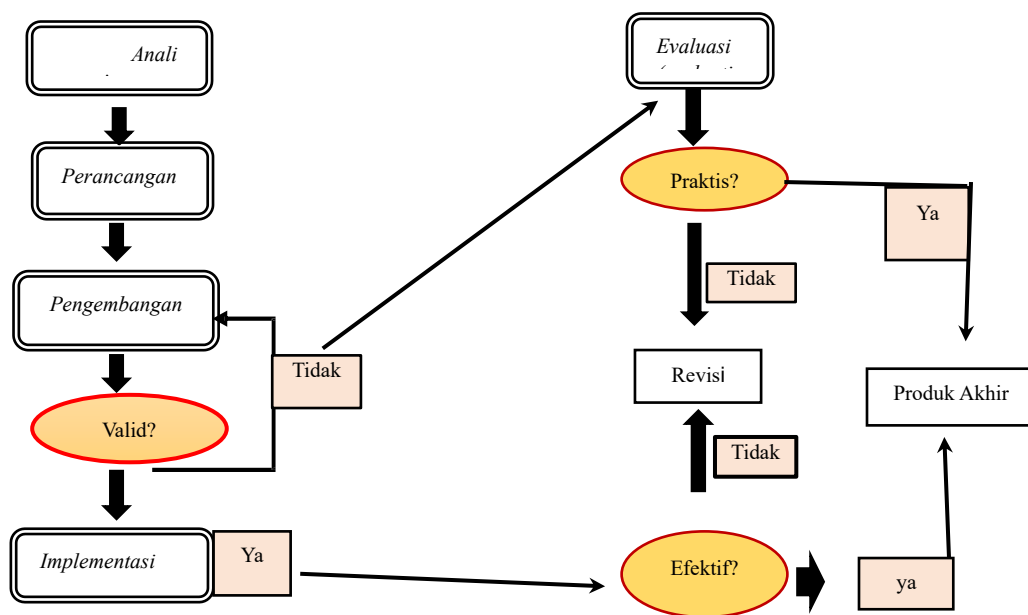


Figure 1. Research Stages.

The first stage carried out is analyzing needs including curriculum analysis and material analysis. The analysis can be carried out by reviewing the problems that exist in the learning environment, and the role of modules in learning, and student characteristics. The second stage is designing product designs by developing modules aimed at planning product manufacturing concepts. The third stage is to develop the problems that have been analyzed previously to improve product quality in accordance with existing problems in order to create better learning modules that are ready to be implemented for



review by supervisors before validation by material experts and media experts. The validation process is carried out with the aim of determining the level of suitability of the module and obtaining suggestions and input from module experts, material experts and education experts, to improve the quality of the product resulting from the teaching module before it is tested on teachers and students.

The fourth stage is implementing the developed product to research subjects and then applying it to real conditions. The fifth stage is evaluating the product development to determine whether the product is suitable for use or not in the learning process (Amir Hamzah, 2019). The location of this research was carried out in elementary schools. The product trial aims to determine the response of teachers and students after using the Pancasila education teaching module product and to test the suitability of the media based on assessments by teachers and students. The subjects in this development research are divided as follows:

1. Initial field trials of the product were carried out at one elementary school and four teachers
2. The main field trials of the product were carried out in five elementary schools consisting of ten teachers and one hundred and eighty students.
3. Operational field trials were carried out on two hundred and fifty students with eighteen fifth grade teachers from ten elementary schools, which were divided into ten experimental classes and ten control classes in elementary schools.

The data collection technique used in the 5 (five) research stages uses interview techniques to find problems that must be researched and analyze needs before research, then the documentation technique aims to collect information about learning documents prepared by the teacher, besides that there is a questionnaire technique, namely to find out assessment of material experts, media experts, language experts, teacher responses, and student responses regarding the effectiveness of learning using teaching modules with integration of local culture developed (Sukmawati, Sudarmin, 2023). The observation technique aims to use all the senses (Arikunto, 2019). Data collection techniques using research observations regarding human behavior, work processes, natural phenomena are carried out to obtain information and a clearer picture of social life which is difficult to obtain with other methods (Nazir, 2019). Meanwhile, the test technique in research is a measurement instrument used to evaluate the effectiveness of the teaching module that



has been developed. The test results in this research are then used to improve the teaching module so that it becomes more effective and of better quality.

3. RESULT AND DISCUSSION

This form of research and development produces products in the form of Pancasila education teaching modules that are integrated with the local culture of the Bugis-Makassar tribe. It is hoped that the resulting product can help elementary school (SD) teachers in planning, implementing and assessing the learning content of Pancasila education lessons in strengthening character values in students. the ADDIE development model was developed (Lee & Owens, 2004). The ADDIE development model is more appropriate to use for developing Pancasila education teaching modules that are integrated with Mattabe' local culture, the development stages are used systematically, and are easy to understand in developing teaching modules. The stages in the development model implemented are: 1) analysis, 2) design, and 3) revision. These steps are described sequentially as follows:

A. Needs Analysis

The results of the needs analysis show that integrating Bugis-Makassar cultural values in the Pancasila teaching module can increase the relevance of teaching material, because students can more easily understand Pancasila concepts through real examples that are close to students' daily lives. Students not only learn about Pancasila, but also gain an understanding of identity and cultural values so that they can increase their sense of pride and love for local culture, while strengthening their character in accordance with Pancasila values. Validated teaching modules not only meet the needs of the national curriculum, but also support the development of students' character and cultural identity.

The needs analysis stage carried out data collection through interviews with teachers and studying student learning documents. The topic discussed in the research is understanding learning outcomes in the independent curriculum, teachers must understand the objectives and learning outcomes set to meet students' learning needs, including background, interests and learning styles, to ensure more effective and meaningful teaching. Furthermore, teachers' understanding of Pancasila education material is an important key in strengthening students' character. Teachers who have an



understanding of Pancasila will be able to teach these values effectively, so that students can internalize and apply them in various situations. Teachers are also able to provide real examples of the application of Pancasila values in everyday life through various learning methods. Third, teachers' understanding of the integration of local Mattabe culture is an important step in education, especially for learning that is more contextual and relevant for students. Teachers who understand this integration can develop approaches that respect and utilize local culture to enrich the teaching and learning process.

1. Product development results

a. Expert validation results

The validation process by experts is an important step in developing teaching modules, where the modules are evaluated and validated by a group of relevant experts to ensure the quality, accuracy and suitability of Pancasila education teaching modules that are integrated with local culture. In this stage, the researcher involved three validators as follows:

Table 1. Expert Validation

Expert validation	Appraiser			S1	S2	S3	Σs	n(c-1)	IN	Is.
	1	2	3							
Teaching module	203	179	174	159	135	130	424	528	0,8	Valid
Instructions for using the module	47	43	39	37	33	29	99	120	8,3	Very Valid
Teaching module material	195	180	176	153	138	134	10,1	12	0,8	Valid
Student worksheet	92	82	79	72	62	59	193	240	0,8	Valid
Teacher response	66	61	60	48	43	42	133	162	0,8	Valid
Student response	46	42	40	34	30	28	92	108	0,8	Valid
Implementation of teacher activities	66	62	62	48	44	44	136	162	0,8	Valid
Implementation of student activities	58	51	52	43	36	37	116	135	0,9	Very Valid
Mattabe's cultural character values	104	98	101	76	70	73	219	252	0,9	Very Valid
About learning outcomes	75	72	69	55	52	49	156	180	0,9	Very Valid

Source: Processed Researcher data

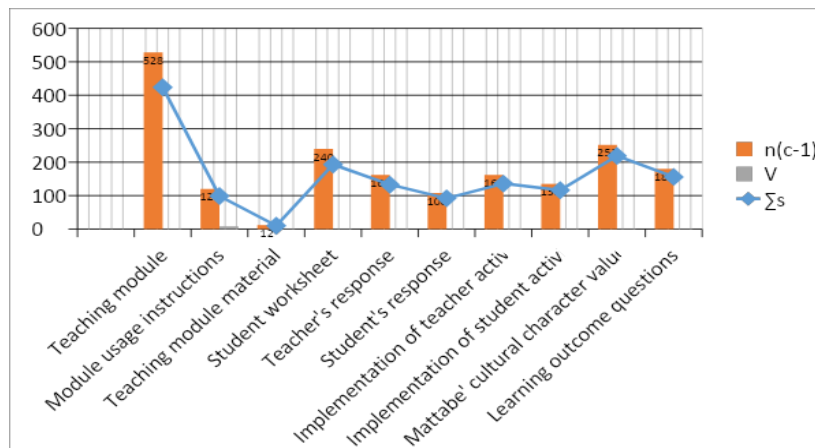
The results of the validation of the teaching module based on the table provided show various aspects assessed by experts through several indicators, namely, the total score obtained for the teaching module is 424 out of 528 with a validity value (V) of 0.8



indicating that the teaching module is considered valid, meaning the teaching module quite good and worth using, although it may still need some minor improvements. Instructions for using the module with a total score of 99 out of 120 and a validity value of 8.3 are considered very valid because the instructions for using the module are very clear and easy for users to understand. The teaching module material received a total score of 10.1 out of 12 with a validity value of 0.8, which means the material is valid. This material is quite good but may require some adjustments to achieve perfection. The student worksheet has a total score of 193 out of 240 with a validity value of 0.8 indicating that the student worksheet is valid and appropriate to use in learning.

The teacher's response to the teaching module received a score of 133 out of 162 and a validity value of 0.8, which shows that this module is quite helpful in the learning process. The student response score was a total of 92 out of 108 with a validity value of 0.8 indicating that students generally felt this module was useful and could be understood well. The implementation of teacher activities with a total score of 136 out of 162 and a validity value of 0.8, teacher activities in using teaching modules are considered valid, indicating that the teacher is able to carry out learning well based on existing teaching modules. Student activities received a total score of 116 out of 135 with a validity value of 0.9 indicating that students can carry out learning very well based on the teaching module.

Mattabe's cultural character value, a total score of 219 out of 252 with a validity value of 0.9, shows that Mattabe's cultural character value is very valid, indicating that cultural values have been very well integrated into the teaching module. The learning outcomes questions received a score of 156 out of 180 with a validity value of 0.9, indicating that the questions in the teaching module are very effective in measuring student learning outcomes. Overall, the teaching module and its components were well validated by experts, with some components reaching the level of “very valid” and others of “valid.” This shows that the teaching module is ready to be used in the learning process with minor adjustments if necessary.



Graph 1. Validation Results

Validation results based on the graphs you provide show that various aspects of the teaching module and related components have been assessed by experts. This assessment measures the extent to which each component meets predetermined standards. This result is represented by a validation value (V) and a description (Ket.) which indicates whether the component is valid or very valid. Teaching module: With a total score (Σs) of 424 out of a maximum total score of 528, this component received a validation value (V) of 0.8, which means the teaching module is considered valid. The instructions for using the module received a score of 99 out of a total of 120, resulting in a validation value of 8.3 which is classified as very valid, indicating that the instructions for using the module really meet the expected standards. Teaching module material with a score of 10.1 out of 12 produces a validation value of 0.8, which also indicates that the material in the teaching module is considered valid. Student worksheets with a score of 193 out of 240, student worksheets received a validation score of 0.8, which means they are valid. The teacher's response and the student's response both received a validation value of 0.8 from scores of 133/162 and 92/108 respectively, which means both were considered valid. The implementation of teacher and student activities with teacher activities with a score of 136/162 received a validation value of 0.8 (valid), while student activities with a score of 116/135 received a validation value of 0.9, which means very valid.

Cultural character values *Matabe'* got a score of 219 out of 252, resulting in a validation value of 0.9 which is also very valid, indicating that this cultural character value is highly fulfilled in the module. The learning outcome questions with a score of



156 out of 180, the learning outcome questions received a validation score of 0.9, which means it is very valid. Overall, the validation results show that the teaching module and related components have been assessed by experts with very satisfactory results. Most components, including instructions for using the module, teaching module materials, student worksheets, teacher and student responses, implementation of teacher and student activities, cultural character values *Mattabe'*, and the learning outcomes have met the standards set with validation scores ranging from valid to very valid. This high validation score indicates that the teaching module is well designed and effective in meeting students' learning needs.

B. Practicality of the Pancasila Education Teaching Module with the integration of local culture of the Bugis-Makassar tribe

Table 2. Teacher Response Data

No	Observer	Total score	Rate -rate	Information
1	Elementary School 57	60	3,33	Worth it
2	Elementary School 80	63	3,44	Worth it
3	Elementary school 213	61	3,39	Worth it
4	Elementary School 156	61	3,39	Worth it
5	Elementary School 216	64	3,56	Very Worth It
6	Primary School 60	58	3,22	Worth it
7	Elementary school 132	61	3,39	Worth it
8	Elementary School 28	65	3,61	Very Worth It
9	Elementary School 65	62	3,44	Worth it
10	Elementary School 66	61	3,39	Worth it
Rate-rate		61,5	3,42	Worth it

Based on the table of teacher response data results, it can be concluded that the assessment of the VA class from various elementary schools shows quite positive results overall. Of the 10 elementary schools observed, seven schools were rated "Decent" with scores ranging from 58 to 63 and an average rating between 3.22 to 3.44. This shows that the majority of primary schools observed have teaching quality that meets expected standards. Two other schools were rated "Very Eligible" viz elementary school 216 Taipa Presidential Decree and elementary school 28, with scores of 64 and 65 respectively and rating averages of 3.56 and 3.61. This indicates that these two schools are achieving a higher level of teaching than the other schools in the table. Overall, the average rating of

all schools observed was 61.5 with an average rating of 3.42 which was categorized as "Decent". This indicates that the quality of teaching in the VA classes of the observed schools is at an adequate level. However, there are opportunities to improve the quality of teaching so that more schools can reach the "Very Eligible" category.

1. Student Response

Table 3. Student Response Data

School name	Number of Respondents	Rate-rate	Information
Elementary School 57	30 students	85%	Worth it
Elementary School 80	20 Students	81%	Very worthy
Elementary School 213	20 Students	82%	Very worthy
Elementary School 156	20 Students	85%	Very worthy
215 Elementary School	20 Students	85%	Very worthy
Elementary School 66	27 Students	81%	Very worthy
Elementary School 132	25 Students	81%	Very worthy
Elementary School 28	27 Students	82%	Very worthy
Elementary School 65	23 Students	82%	Very worthy
Elementary School 64	20 Students	82%	Very worthy
Rate-rate		83%	Very Worth It

Based on student response data from various elementary schools, it can be concluded that the majority of schools surveyed have very positive assessments with an overall rating average of 83%, indicating that these schools are considered very worthy by their students. Elementary School 57 has an average rating of 85%, categorized as "Decent", while other schools such as Elementary Schools 80, 213, 156, 215, 66, 132, 28, 65, and 64 have ratings ranging from 81% to 85%, categorized as "Very Eligible". Overall, this data provides a positive picture of the basic education system in the area and shows high appreciation from students for the education they receive, so that schools can continue to maintain or improve the quality of students based on this positive feedback.

2. Teacher's Ability to Manage Learning

Table 4. Teacher's Ability to Manage Learning

School name	Rata-Rata	Category
Elementary School 57	84,26	Good
Elementary School 213	85,19	Good
Elementary School 216	85,65	Good



Elementary School 132	82,41	Good
Elementary School 64	81,94	Good
Elementary School 156	84,26	Good
Elementary School 80	87,50	Very good
Elementary School 66	85,19	Good
Elementary School 28	85,65	Good
Elementary School 65	87,04	Good

Based on the data presented in the table, it can be concluded that teachers' abilities in managing learning in various elementary schools are generally in the "Good" category. Of the ten schools listed, nine schools had an average score above 81 but below 88, all of which fall into the "Good" category. This shows that the majority of teachers in these schools have good abilities in managing learning. In more detail, the elementary school with the highest score is Elementary School 80 with a score of 87.50, which is in the "Very Good" category, indicating the presence of positive factors such as intensive training, long teaching experience, or good management support. On the other hand, Primary School 64 had the lowest score with a score of 81.94, but was still in the "Good" category, indicating that although there were variations in scores, the overall teacher abilities were quite consistent and adequate. In conclusion, the majority of teachers in these schools have good skills in managing learning, with some schools showing superior performance.

3. Observation Data on Student Learning Activities

Table 4. Observation Data on Student Learning Activities

School name	Rata-Rata	Category
Elementary School 57	85,52	Good
Elementary School 213	82,26	Good
Elementary School 216	89,70	Very good
Elementary School 132	85,58	Good
Elementary School 64	82,54	Good
Elementary School 156	82,94	Good
Elementary School 80	82,52	Good
Elementary School 66	83,62	Good
Elementary School 28	85,93	Good
Elementary School 65	81,50	Good

Based on observation data on student learning activities, it can be concluded that the average value of learning activities in various elementary schools ranges from 81.50



to 89.70, indicating quite high quality. All of the schools in this table are in the "Good" or "Very Good" category, with Elementary School 215 standing out as having the highest average score of 89.70 and being categorized as "Very Good." This indicates that student learning activities at the school are very effective, supported by factors such as teaching quality, adequate facilities and a conducive learning environment. In contrast, Elementary School 65 had the lowest average score of 81.50, but was still in the "Good" category, indicating that the quality of learning activities at the school was still adequate and up to standard. Overall, this data provides a positive picture of student learning activities in the various elementary schools observed, with all schools successfully achieving the "Good" category or higher, indicating that efforts to improve the quality of education at the elementary school level are going well.

4. Sipakatau Value

Table 5. Sipakatau Value

No	School name	Control	Experiment
1	Elementary School 57	70	86
2	Elementary School 213	75	88
3	Elementary School 216	82	91
4	Elementary School 132	69	78
5	Elementary School 64	72	85
6	Elementary School 156	73	81
7	Elementary School 28	80	85
8	Elementary School 66	76	83
9	Elementary School 80	74	83
10	Elementary School 65	75	83

Data analysis shows that the experimental group has experienced a higher increase in Sipakatau values compared to the control group in the ten listed Primary Schools. The examples given, such as in Primary School 57 and Primary School 213, show a significant improvement in the performance of experimental group students, with an increase of 16 and 13 points respectively. A consistent trend in all schools shows that the intervention or program implemented in the experimental group is more effective.

Overall, these data provide evidence that the approach used in the experimental group has a significant positive effect on student performance. This significant increase in value suggests that the same approach or strategy should be considered for use in a wider educational context. This will help achieve a more comprehensive and effective

improvement in student performance. This conclusion provides a strong justification for applying similar programs or interventions in an effort to improve the quality of education.

5. Sipakalebbi Value

Table 6. Sipakalebbi Value

No	School name	Control	Experiment
1	Elementary School 57	76	86
2	Elementary School 213	74	87
3	Elementary School 216	79	90
4	Elementary School 132	69	79
5	Elementary School 64	73	79
6	Elementary School 156	74	77
7	Elementary School 28	78	81
8	Elementary School 66	78	83
9	Elementary School 80	77	82
10	Elementary School 65	78	87

Based on the table above the values *Sipakalebbi* in culture *Mattabe'* has an important role in strengthening the character of students in schools. Term "*Sipakalebbi*," which means mutual respect and respect for others, is one of the core values in culture *Mattabe'* which can be applied in character education. Through implementing this value, students are taught to respect each other more, which in the end can create a more conducive and harmonious learning environment. Existing data shows that schools that implemented the sipakalebbi values in the experiment showed significant value increases compared to the control group. For example, in elementary school 57, students' scores increased from 76 to 86, and in elementary school 213 scores increased from 74 to 87. This increase shows that the implementation of values *Sipakalebbi* not only supports character strengthening but also plays a role in increasing student achievement.

6. Sipakainge' Values

Table 4. 59 Values 'Sipakainge'

No	School name	Control	Experiment
1	Elementary School 57	76	86
2	Elementary School 213	79	86
3	Elementary School 216	81	88
4	Elementary School 132	77	78
5	Elementary School 64	77	78
6	Elementary School 66	76	76
7	Elementary School 28	77	80



8	Elementary School 66	82	86
9	Elementary School 80	77	84
10	Elementary School 156	77	86

Based on the table provided, several trends and results that are worth paying attention to can be identified. First, of the ten participating schools, eight showed significant improvements in experimental scores compared to control scores. For example, in 57 elementary schools, the control score was 76, while the experimental score increased to 86. Likewise, in 213 elementary schools, the control score was 79 and increased to 86 in the experiment. This shows that the intervention carried out through the Sipakainge' program was successful in improving the academic performance of students in these schools. However, there are also some exceptions to note. Primary school 66, control and experimental scores are both at 76, with no visible improvement. Meanwhile, in elementary school 132 and elementary school 64, the increase in experimental scores was only slight, from 77 to 78 respectively. This may indicate that there are other factors influencing the effectiveness of the program in these schools, which requires more analysis in depth to understand the existing obstacles.

Discussion

The validity of the Pancasila Education teaching module with the integration of local Mattabe culture in strengthening character is very relevant and important. Teaching modules that integrate local culture such as Mattabe can provide added value to the educational process, especially in the context of strengthening student character (Solihatin et al., 2021). Local culture often contains values that are in line with the principles of Pancasila. Pancasila education aims to form citizens who have strong character and a Pancasila personality, namely those who uphold the values of divinity, humanity, unity, democracy and justice (Khairani et al., 2021). By integrating local culture such as Mattabe, students not only learn about Pancasila theoretically but also see its application in everyday life. Mattabe culture, with all its rich traditions and values, can be a concrete example of how Pancasila values are applied to students (Seran, 2024)(Zakiah et al., 2023).

Apart from that, the integration of local culture in teaching modules can increase students' sense of love and pride in their own culture. This is important in the era of globalization where local culture is often marginalized (Faiz & Soleh, 2021). Thus, valid



and effective teaching modules not only teach standard curriculum material but also instill a love of local culture and strengthen students' character. It is hoped that this approach will be able to create a generation that is not only intellectually intelligent but also strong in character and rooted in rich local culture (Kurniati et al., 2022). The practicality of this teaching module lies in its ability to make teaching material more contextual and relevant for students. For example, Pancasila principles such as Indonesian unity can be taught through Mattabe folk tales which emphasize togetherness and solidarity. Additionally, values such as social justice can be strengthened by examining local customs that emphasize the importance of balance and justice in society. By using real examples from everyday life, students can more easily understand and internalize these values (Siswanto, 2020).

Integration of local culture can also increase students' sense of identity and pride in their cultural heritage. When students see that the values taught at school align with the values students learn at home and in the community, students will be more inclined to appreciate and practice them in everyday life (Colton, 2024). Apart from that, this approach can also encourage students to become active agents of change in the student community, by applying Pancasila values to solve local problems and promote shared prosperity (Solihatin et al., 2021).

Overall, the Pancasila education teaching module which is integrated with local Mattabe culture not only enriches the learning process, but also strengthens students' character values. Through this approach, students can experience more meaningful and contextual learning, so that students are better prepared to become good and responsible citizens.

The Pancasila education teaching module with the integration of local culture, especially Mattabe culture, can be a very effective tool in strengthening student character (Michelson, 2018). By integrating this culture in teaching modules, students not only learn about Pancasila theoretically but also through direct practice that is relevant to students' daily lives. The effectiveness of this teaching module lies in its contextual and relevant approach (Rimal et al., 2013). When students are taught the values of Pancasila through examples and cultural practices that students are familiar with, such as how the Mattabe people maintain harmony and cooperation in their community, it is easier for students to understand and apply these values in their own lives (Nugraheni et al., 2021).



This helps shape the character of students who not only know what Pancasila is, but also how to put it into practice in real action. In addition, the integration of local culture such as Mattabe in Pancasila education can increase the sense of cultural pride and identity among students (Tohri et al., 2022). Students learn to appreciate their own cultural heritage and see how traditional values can contribute to the development of strong character and integrity (Livingston, 2023). In the long term, this not only strengthens individual character but also fosters solidarity and social cohesion in wider society. In this way, Pancasila education is not only a lesson in the classroom, but also a driver of positive change in society.

4. Conclusion

The Pancasila Education teaching module with the integration of local Mattabe culture has proven to be important and relevant in strengthening student character. This module provides added value in the educational process by increasing understanding and internalization of Pancasila values and teaching its application in everyday life through Mattabe culture. Apart from that, this module also increases a sense of love and pride for local culture, helps students appreciate traditional values, and strengthens student identity and pride. With a contextual and relevant approach, this module is effective in making students agents of change who can apply Pancasila values to solve local problems, as well as foster social solidarity among students.

Suggestion

This teaching module can be implemented in schools by adapting it to each local culture. Apart from that, further research needs to be carried out to measure the effectiveness of this teaching module in the long term.

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