

Implementation of the Panca Cinta Integrated Teaching Module in an Effort to Form Student Character in Elementary Madrasahs

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Abstract

The progress of a nation depends heavily on the quality of its human resources, with basic education playing a crucial role as the primary foundation for character development. However, the tide of globalization often triggers moral degradation and traps education in a purely cognitive orientation. In response to these challenges, this study aims to describe the implementation of an integrated teaching module based on the Panca Cinta concept which encompasses love for Allah SWT, the Prophet Muhammad SAW, the homeland, fellow human beings, and the natural environment as an effort to foster character development among students at Madrasah Ibtidaiyah Wali Songo Sumberrejo in Bojonegoro. Using a descriptive qualitative approach, data collection was conducted through observation, in-depth interviews, and documentation, and analyzed using the Miles, Huberman, and Saldana model. The research results show that the implementation of the integrated “Panca Cinta” teaching module was carried out in a structured manner through intracurricular and cocurricular activities in relevant subjects by applying systematic learning stages. The character-building process was carried out through three phases of value internalization, namely transformation, transaction, and transinternalization of values, which were integrated with the Contextual Teaching and Learning (CTL) approach and daily habit-forming methods. The success of this program was supported by the quality of the materials, teacher competence, student motivation, and synergy between the madrasah and parents.

Keywords: Teaching Module, Panca Cinta, Character Building, Elementary Madrasah

1. INTRODUCTION

The progress and competitiveness of a nation depend heavily on the quality of its human capital (Arifin et al., 2023). In this context, education serves as the primary instrument of systematic national development to shape complete human beings, both intellectually, morally, and spiritually (Arifin et al., 2023). Furthermore, education also plays a strategic role in shaping students' character, leading them to become obedient individuals with noble morals, a noble soul, and a strong nationalist spirit (Alifia et al., 2025). In the context of basic education, character formation is a key foundation that must be instilled from an early age through a planned, systematic, and meaningful learning process (Dinata et al., 2025). Character instilled from elementary school age will form the basis for the development of students' attitudes and behaviors at subsequent levels of education and in social life (Baginda, 2018). Education at the elementary school level, particularly Madrasah Ibtidaiyah (MI), plays a crucial role as the primary foundation in shaping students' personalities, morals, and character (Asibly, 2024). During childhood (elementary school), students are in a developmental phase that is highly sensitive to environmental stimuli, so the instillation of

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noble character values must be carried out in a structured, comprehensive, and sustainable manner (Asyha et al., 2024). However, modern social dynamics and the current flow of globalization present unique challenges for the world of education. Moral degradation, a decline in social empathy, the erosion of national values, and a lack of mental resilience in some students are frequently encountered phenomena (Hasan et al., 2026). Schools, which should be centers for character development, often remain trapped in a purely cognitive orientation, pursuing academic achievement without deeply integrating affective and spiritual dimensions into the daily learning process.

In the madrasa environment, strengthening religious and national character is inevitable and inevitable (Hasanah, 2022). Therefore, a character-building approach is needed that is not only partially implemented through extracurricular activities but is directly integrated into the main learning tool, namely teaching modules. Teaching modules are a set of learning planning guidelines that are compiled in a comprehensive, structured, and adaptive manner to facilitate educators in realizing Learning Outcomes (CP) (Ananda & Albina, 2025). Systematically designed teaching modules can be an effective instrument for teachers to deliver subject matter while instilling moral values contextually (Ecca & Kasman, 2025). In response to this need, the Panca Cinta concept is presented as a comprehensive strategic value framework to be integrated into the learning process in Madrasah Ibtidaiyah. The concept of Panca Cinta includes basic values that include the dimensions of love for Allah SWT (*hablum minallah*), love for the Prophet Muhammad SAW, love for the homeland/nation, love for fellow human beings (*hablum minannas*), and love for the surrounding natural environment (Rahmadani et al., 2026).

The integration of these values into teaching modules is expected to bridge the transfer of knowledge with the internalization of values. Despite the high urgency of strengthening character through learning tools, in reality, few teachers in Islamic elementary schools (Madrasah Ibtidaiyah) are capable of independently and structuredly developing teaching modules based on the integration of specific values, such as Panca Cinta. Learning still relies heavily on conventional teaching materials that fail to optimally explore the dimensions of character development. Based on the gap between the need for holistic character development and the availability of supporting learning tools in the field, researchers were motivated to conduct research and development entitled: "Implementation of the Panca Cinta Integrated Teaching Module in Efforts to Build Student Character in Islamic Elementary Schools."

Based on relevant previous research, studies on character education in Islamic Elementary Schools (Madrasah Ibtidaiyah) have been widely reviewed, such as the integrated character education model by (Miskiah, 2018), improving the skills of compiling teaching modules for the Independent Curriculum by (Nurhayati et al., 2022), and analyzing the implementation of the Independent Curriculum in madrasahs by (Nur & Muh Wasith, 2022). However, the novelty of this study lies in the specification of the simultaneous integration of the values of Panca Cinta (love of God, love of others, love of the homeland, love of oneself, and love of nature) into the design of the teaching module so that a religious character is formed, noble morals, care for the environment, love of the homeland, and have a positive social attitude in everyday life.

2. METHOD

This study uses a qualitative approach with a descriptive research type to explore and describe in depth the implementation of the Panca Cinta integrated teaching module in an effort to build student character at the Madrasah Ibtidaiyah. The qualitative approach was chosen because it is able to produce descriptive data in the form of written and spoken words from the actors and subjects observed (Husna et al., 2024), so that the process and dynamics of the implementation of the teaching module can be understood comprehensively in a natural setting. The determination of research subjects used a purposive sampling technique, where informants were selected based on specific criteria and considerations that have direct involvement with the focus of the research (Himam et al., 2026). The population in this study included all residents of the Wali Songo Madrasah Ibtidaiyah, while the sample or key informants determined consisted of the principal of the Wali Songo Madrasah Ibtidaiyah, fourth-grade teachers and subject teachers who implemented the teaching module, as well as student representatives of the Wali Songo Madrasah Ibtidaiyah Sumberrejo Bojonegoro who were the targets of character building.

Data collection techniques were carried out through three main methods, namely participatory observation to directly observe the learning process and student interactions in the classroom, in-depth interviews to gather information related to the planning, implementation, and obstacles to the implementation of teaching modules, and documentation to collect archives, lesson plans, teaching modules, and records of student character development. The collected data were then analyzed using the interactive analysis model from Miles, Huberman, and Saldana, which includes the stages of data collection, data condensation, data presentation, and conclusion drawing/verification (Widiayanti et al., 2025). To ensure the validity of the findings, this study applied triangulation techniques, triangulation is a data analysis technique that combines various methods and sources of data collection (Sugiyono, 2018). Triangulation is divided into three types, namely source triangulation, time triangulation, and technical triangulation. In this paper, the triangulation techniques used are source triangulation and technical triangulation to test the credibility of the data. This study also took ethical considerations into account by maintaining the confidentiality of informants' identities and obtaining consent before data collection (Pattipeiluhu et al., 2021). A limitation of this study lies in its limited coverage area within the Wali Songo Elementary Madrasah, so generalization of the findings needs to be adjusted to the characteristics and cultural context of the madrasah.

3. RESULTS AND DISCUSSION

Implementation of the Panca Cinta Integrated Teaching Module in Learning

The implementation of the Panca Cinta integrated teaching module at Wali Songo Elementary School, Sumberrejo, Bojonegoro, is carried out in a structured manner through intracurricular and co-curricular activities integrated into relevant subjects, such as Pancasila Education, Islamic Religious Education, and Natural and Social Sciences Education. This situation supports a study by (Alamul, 2025) that the independent curriculum makes a positive contribution to the formation of student character based on Islamic values. The use of this module focuses on internalizing the five main values of "Panca Cinta" which include love for

Allah and His Messenger, love for parents and teachers, love for the homeland, love for fellow human beings, and love for the environment into every lesson implementation plan.



MODEL MADREF LEARNING	
A. Identifikasi Materi	
Program	IPAS, ATIPAT, HUSNA, MPH
Siswa Sekolah	MI WALI SONGO
Mata Pelajaran	Ilmu Pengetahuan Alam dan Sosial (IPAS)
Muatan Buku 4	Ilmu dan Perubahannya
Sub bab 4	Iklim dan Perubahannya
Penulis	Fina Atifatul Husna
Tahun Pelajaran	2025/2026
Revisi	1
Alasan, Waktu	(2 x 35 menit)
B. Tujuan Pembelajaran	
1. Pengetahuan awal: Siswa dapat memahami konsep iklim dan cuaca, serta dapat menjelaskan perbedaan antara iklim dan cuaca. 2. Keterampilan: Siswa dapat mengidentifikasi faktor-faktor yang mempengaruhi iklim, serta dapat menjelaskan dampak perubahan iklim. 3. Sikap: Siswa dapat menunjukkan sikap peduli terhadap lingkungan, serta dapat menjelaskan pentingnya menjaga lingkungan.	
C. Materi Pokok	
1. Pengertian Iklim: Iklim adalah keadaan cuaca rata-rata di suatu daerah dalam jangka waktu yang panjang. 2. Pengertian Cuaca: Cuaca adalah keadaan atmosfer di suatu tempat pada waktu tertentu. 3. Perbedaan Iklim dan Cuaca: Iklim adalah rata-rata cuaca dalam jangka waktu yang panjang, sedangkan cuaca adalah keadaan atmosfer pada waktu tertentu. 4. Faktor-faktor yang mempengaruhi iklim: Suhu, kelembapan, angin, awan, dan curah hujan. 5. Dampak perubahan iklim: Kenaikan suhu rata-rata, kenaikan permukaan air laut, perubahan pola cuaca, dan hilangnya biodiversitas.	
D. Metode Pembelajaran	
1. Pendekatan: Pendekatan saintifik (mengamati, menanya, mengeksplorasi, mengkomunikasikan, dan mengkonstruksi). 2. Model: Model Pembelajaran Kontekstual (CTL). 3. Metode: Metode Pembelajaran Langsung (Direct Instruction).	
E. Sumber Belajar	
1. Buku: Buku IPAS Kelas 4 Kurikulum Merdeka. 2. Media: Media Pembelajaran Interaktif (MPPI). 3. Sumber Lain: Sumber Lain (SL).	
F. Rencana Pelaksanaan Pembelajaran (RPP)	
1. Tujuan Pembelajaran: Siswa dapat memahami konsep iklim dan cuaca, serta dapat menjelaskan perbedaan antara iklim dan cuaca. 2. Materi Pokok: Iklim dan Cuaca. 3. Metode Pembelajaran: Pendekatan saintifik (mengamati, menanya, mengeksplorasi, mengkomunikasikan, dan mengkonstruksi). 4. Model Pembelajaran: Model Pembelajaran Kontekstual (CTL). 5. Media Pembelajaran: Media Pembelajaran Interaktif (MPPI).	

Figure 1. Integrated Teaching Module of Panca Cinta

Interpretation of these findings indicates that successful character formation cannot solely rely on the cognitive domain, but requires empirical bridges through the application of the Contextual Teaching and Learning (CTL) approach and habituation methods so that abstract values can be internalized into students' daily habits. The connection between these findings and existing knowledge aligns with Albert Bandura's social learning theory, which emphasizes the importance of observation and imitation in the surrounding environment, and Thomas Lickona's comprehensive character education framework, which encompasses knowledge, feelings, and moral actions (Putri, 2025).

The implementation of learning in grade IV of Wali Songo Elementary School, Sumberrejo, Bojonegoro, employs three main, systematically integrated stages: preliminary, core, and closing activities. In the preliminary activity (values-based apperception), teachers familiarize students with starting the day with religious practices such as reciting the Asmaul Husana (Asmaul Husana), a short Quranic recitation, and a group prayer reflecting on the pillars of God's Love. This is followed by a physical health check and grooming as a manifestation of Self-Love. In the core activities, teachers apply active learning models such as Contextual Teaching and Learning (CTL) and project-based learning. During group discussion sessions, the value of Compassion for Humanity is tested in real terms through fair division of tasks, mutual respect for each other's opinions, and a culture of helping each other in understanding difficult subject matter. Meanwhile, the instillation of the value of Love for Nature (the environment) is integrated contextually through direct observation of the ecosystem around the madrasah, plant maintenance practices in the school yard, the habit of maintaining classroom cleanliness, and the use of used goods as environmentally friendly learning media to foster ecological awareness from an early age. The learning concludes with a daily reflection using a self-reflection journal, where students record small acts of kindness they have done to others and the environment throughout the day.



Figure 2. Integrated Learning Process of Panca Cinta

The Process of Building Student Character through the Panca Cinta Integrated Teaching Module

Student character formation is fundamentally not simply a process of transferring moral knowledge (moral knowing), but rather a long journey of habituating attitudes (moral action) that requires a consistent educational ecosystem (Rozi, 2025). In both madrasah and elementary schools, effective character formation requires a harmonious integration of academic competency achievement and the simultaneous instillation of noble values. Psychologically and pedagogically, the success of this character formation depends heavily on the implementation of learning strategies that simultaneously address the cognitive, affective, and psychomotor domains (Ashari et al., 2026). Through a contextual, habituation-based approach, students are guided not only to memorize norms but also to experience and reflect on them in social interactions at school. Therefore, a strong synergy between teacher role models, a supportive institutional climate, and active parental involvement at home are key pillars for sustaining the positive habits formed in the classroom. The process of character building for students through the Panca Cinta integrated teaching module is carried out through three main stages, namely value transformation, value transaction, and value transinternalization (Muhamad, 2025). In the initial stage, the teacher introduces basic moral concepts and noble character through narratives and interactive module-based discussions. Next, in the transaction stage, two-way communication is established between teachers and students through the exemplary method (*uswatun hasanah*) and the Value Clarification Technique (VCT) to test students' ethical understanding of an issue. The culmination of this process is transinternalization, where the values of Panca Cinta are consistently practiced

through daily habituation activities, such as praying together, regular donations, greeting and smiling to teachers, and clean Friday activities that train social and environmental awareness.



Figure 3. Practicing the Panca Cinta

The connection between these findings and existing knowledge aligns closely with the value education approach, which is the conscious process of instilling, developing, and clarifying moral, ethical, and character values in individuals to foster a positive personality (Hikmah et al., 2022). For moral instillation in early childhood to be successful, a collaborative effort is needed between a solid understanding of the theory taught, opportunities for children to discuss positive values, and consistent, concrete examples and practices in both the school and home environments (Suhaila et al., 2026). Theoretically, these findings reinforce the argument that instilling values in children cannot be achieved solely through lectures or memorizing concepts. Effective character formation requires a balanced integration of cognitive understanding of moral values and direct experience in the school environment.

This is where the crucial role of teachers is crucial. Through targeted learning modules, teachers have clear guidelines to guide students in discussions, understanding their surroundings, and learning to make sound decisions (Fajar & Albina, 2025). Thus, the learning process is not only about achieving good test scores, but also about shaping students' personalities, leading them to become honest and kind individuals. Field results also show that a friendly and supportive school atmosphere plays a significant role. When what is taught in class about moral values is truly applied in daily habits by the entire school community, students will more easily imitate them. These good habits will eventually become ingrained in their character, not just a forced practice (Hasnadi, 2019). The Panca Cinta integrated

teaching module makes a significant contribution to the process of character formation for students in schools. Based on empirical data analysis in the field, the learning designed through this module does not only focus on academic achievement but also comprehensively

Factors Influencing the Successful Implementation of the Panca Cinta Integrated Module

The successful implementation of the Panca Cinta integrated teaching module in shaping student character is influenced by supporting and inhibiting factors, both internal and external to the madrasah. Key supporting factors include strong commitment from madrasah leadership, teacher dedication to creatively internalizing character values, and positive responses and enthusiasm from the students themselves. This is reinforced by findings from (Alfiyansyah & Salito, 2025) that supporting factors for successful implementation of the teaching module include teacher competence, institutional support, and the quality of the module itself. Furthermore, external support in the form of strong synergy between the madrasah and parents at home also strengthens the consistency of student character development. Research by (Hidayati et al., 2026) indicates that strong synergy between schools and families has been proven to improve the quality of academic education and student character.

The primary determining factor for the success of the implementation of the Panca Cinta integrated teaching module is the quality of the content and relevance of the module material. The material in the Panca Cinta Module is structured systematically, contextually, and easily understood. The integration of the values of love for God, self, others, the environment, and the homeland is formulated proportionally so that it aligns with the curriculum learning outcomes. The second factor is the competence, role, and readiness of teachers who play a central role as facilitators and creators of the learning atmosphere. Teachers' understanding of the Panca Cinta philosophy and pedagogical skills in exploring activities in the module have been proven to determine how interactive the learning process takes place, where adaptive teachers are able to transform text material into meaningful learning experiences and increase active student involvement. The third factor involves the support of the learning environment and infrastructure, where aspects of supporting facilities and institutional climate contribute significantly through the availability of media and a conducive atmosphere for practicing the values of Panca Cinta in everyday school life, so that the flexibility of the module still allows for optimal achievement of learning objectives despite certain facility limitations (Muh. Muhyiddin R, 2024). The fourth factor and the final determinant of the module's effectiveness is student motivation and involvement, in the form of intrinsic motivation and interest in learning driven by the humanist approach and moral values in the Panca Cinta Module, which has been proven to increase student enthusiasm, reduce learning boredom, and foster deeper affective awareness of the material being taught.

Penerapan modul ajar Panca Cinta pada dasarnya sangat bergantung pada kesiapan guru itu sendiri. Guru yang benar-benar paham dan kreatif mampu mengubah nilai-nilai tersebut ke dalam kegiatan belajar yang menyenangkan dan tidak membosankan. Dengan cara ini, nilai-nilai karakter tidak hanya dihafal oleh siswa di dalam kelas, tetapi benar-benar dipraktikkan dalam kehidupan sehari-hari mereka. Modul ajar harus sesuai dengan usia anak madrasah karena hal ini disesuaikan dengan tahap perkembangan kognitif, tingkat kematangan emosional, serta karakteristik fisik mereka (Muhammad & Subiyantoro, 2025). Penyesuaian

ini bertujuan agar materi pelajaran dan media penyampaianya mudah dipahami, tidak menimbulkan kebingungan, serta efektif dalam menstimulasi minat belajar dan pembentukan karakter keagamaan sejak dini. Faktor penghambat lain di lapangan yaitu keterbatasan variasi media pembelajaran pendukung serta perbedaan latar belakang lingkungan keluarga siswa yang memerlukan penyesuaian pendekatan secara lebih intensif dan personal oleh pihak guru. Penguatan kompetensi pedagogis guru dalam mengembangkan media pembelajaran yang inovatif, interaktif, dan kontekstual menjadi suatu urgensi guna mengoptimalkan proses internalisasi nilai-nilai karakter (Lestari et al., 2026).

4. CONCLUSION

Based on the description of the research results and discussion regarding the implementation of the integrated Panca Cinta teaching module at Wali Songo Elementary School, Sumberrejo, Bojonegoro, it can be concluded that the implementation of this module is carried out in a structured manner through intracurricular and co-curricular activities in relevant subjects, such as Pancasila Education, Islamic Religious Education, and Natural and Social Sciences (IPAS). The process of building student character is carried out through systematic learning stages including preliminary, core, and closing activities. As well as through three phases of value internalization, namely value transformation, value transaction, and value transinternalization. The use of the Contextual Teaching and Learning (CTL) approach, the daily habituation method, and the integration of the Panca Cinta pillars have proven effective in bridging abstract values so that they are internalized into students' daily habits. The success of this module's implementation is largely determined by factors such as the quality of the material, the competence and creativity of teachers as facilitators, institutional support and infrastructure, student motivation, and positive synergy between the madrasah and parents at home. Meanwhile, obstacles in the form of limited media and diverse family backgrounds are overcome through strengthening teachers' pedagogical competence and an intensive personal approach.

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