

Development of a Pancasila Education Teaching Module with Integration of Mattabe' Culture for Strengthening Student Character Values

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Abstract

This study aims to develop and analyze a Pancasila education teaching module that incorporates the local Bugis-Makassar culture for elementary schools. It using the ADDIE development model, the research findings indicate that the Pancasila education teaching module meets the established criteria. The content effectively reflects Pancasila values integrated with Mattabe' culture, aligns with the Merdeka curriculum, and expert feedback confirms that the module is relevant and ready for use in teaching. The study concludes that the Pancasila education module presents accurate and authentic content, uses simple language, and employs interactive, engaging, and contextual teaching methods. Expert validation confirms that the module is ready for implementation in educational settings.

Keywords: *Pancasila Education Teaching Module, Mattabe', Character.*

Introduction

The Republic of Indonesia's Ministry of Education, Culture, Research, and Technology created the Merdeka Curriculum, which was introduced in 2021 (BSKAP, 2022). Its implementation grants freedom to teachers and students to create a learning environment suited to students' needs, focusing on essential content, making the material taught more concise, simple, and meaningful. The goal of the Merdeka Curriculum is to achieve the Pancasila student profile (Minister of Education, Culture, Research, 2022). The Merdeka Curriculum has been applied at the elementary school level across all phases: Phase A, B and C. (Santoso and Wuryandani, (2020) note that Pancasila education requires guidelines to help teachers present the material effectively. Guidelines or manuals in the form of teaching modules include various tools, media, methods, instructions, and systematic guidelines designed to meet students' needs, aiming to help students understand the diversity of Indonesian ethnic groups (Zakiah et al., 2023). The Pancasila teaching module serves as a teaching resource for character development through self-learning to achieve desired competencies (Sopacua et al., 2020). Teachers' efforts in developing teaching modules involve using module reference guides that start from the learning objective flow (ATP) developed from learning achievements (CP), with the Pancasila student profile as the target. The teaching module is designed according to the students' developmental phase or stage (Head of the Educational Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, 2022). The teaching module also considers what will be learned with clear learning objectives (Hidayat, 2023).

In line with Gürsan et al. (2022), the development of teaching modules is intended to support critical thinking progress and the application of global diversity values in students. The Pancasila teaching module is presented based on students' needs and understanding of humanitarian values, family spirit, and cooperation, with the aim of restoring the national identity of Indonesia as mandated by law (Nor et al., 2022). Integrating local cultural values into the learning process enhances cultural appreciation and helps students feel proud of their local heritage (Andriyanto et al., 2022). (Wiwin Mistian and Edi Istiyono (2022) found that a character crisis is affecting students, particularly regarding ethics like respect, compassion, care, and responsibility.

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In order to provide the future generation a feeling of identity and to reflect local culture, character development must be incorporated into the educational process (Lismayanti, 2023). Providing good examples and habituation can assist students in adopting teachings from teachers, thereby contributing to their societal life (Wisnarni, 2023). Naukkarinen et al. (2022) noted that phenomenon-based education can be complex and unstructured but is crucial in real school settings due to its challenge in applying local culture. Teacher role models are seen as irreplaceable sources of character education (Schwimmer, 2023). (Yudhar (2021) identified character deviations as actions by students that do not align with agreed-upon value systems, potentially harming themselves and others (Perlman, 2024). Identified character value deviations include a lack of mutual respect, appreciation, and reminders for the greater good (Sidera, 2023). Teachers' knowledge and skills in developing Pancasila education modules are not yet optimal in integrating local culture due to time constraints and limited access to necessary reference sources, causing confusion and lack of confidence in integrating local culture into Pancasila education modules (Sahertian, 2024). Teachers also face challenges integrating local cultural values into the learning process due to Indonesia's often partial education system, which inadequately emphasizes cultural values in the classroom. As a result, students may not fully understand or appreciate local cultural values, considering foreign values as superior and viewing local culture as outdated (Ramlan, 2023). Saphira (2022) found that both teachers and students struggle to understand and respect local cultural values due to insufficient understanding of the benefits of educational principles embedded in culture, despite these values playing a critical role in education, particularly in character development.

Previous research highlights the importance of local culture in instilling character values in students. However, prior studies have not examined the development of teaching modules integrated with local culture in alignment with Pancasila profile elements under the Merdeka Curriculum, such as global diversity. The integration of local cultural values and the challenges faced need further investigation. This study aims to present a novel approach to analyzing Pancasila education modules for character strengthening with the integration of *Mattabe'* cultural values through role modeling, habituation, and incorporation into the learning process, to achieve the Pancasila student profile (Liang, 2024). Given the observed issues, integrating Pancasila education modules with Bugis-Makassar local culture is essential using the Pancasila teaching module (Ramadhana, 2023).

This research is deemed important due to the observed decline in character and values applied to students (Brion, 2023). The influence of technology and foreign cultures, which students find more appealing, may gradually replace local culture, even though local cultural values should be cultivated at the elementary school level as a foundational aspect of strengthening student character (Saemee & Nomnian, 2021). Previous studies indicate the importance of local culture in instilling character values in students, but none have explored the development of teaching modules integrated with local culture for character enhancement (Komalasari, 2024). The integration of local cultural values and addressing challenges require further examination to find potential solutions for cultural sensitivity (Koloi-Keaikitse, 2024). This study aims to offer new insights by examining Pancasila education modules in character strengthening with the integration of *Mattabe'* local cultural values, emphasizing *Sipakatau*, *Sipakalebbi*, and *Sipakainge'* as foundational character education elements, given that character development is a key objective of national education to strengthen students' love for and preservation of local culture (Sutrisno, 2023).

Method

The ADDIE model, created by, was the development model utilised in this investigation (Lee and Owens (2004). The ADDIE model's methodical and simply understandable methodology makes it appropriate for creating a Pancasila education teaching module blended with *Mattabe's* local culture. There are five stages in the ADDIE model: Analysis, Design, Development, Implementation, and Evaluation are the first five steps. The first stage involves analyzing needs, including curriculum analysis, content analysis, and examining existing issues in the learning environment and the role of the module in teaching, as well as student characteristics (Rocha, 2024). The second stage is designing the product, focusing on developing the module and planning its conceptual framework. The third stage is the development phase, where issues identified in the analysis are addressed to improve the product's quality. The researcher stopped at the validation stage to ensure the module's quality and effectiveness through validation before moving to implementation and

evaluation. Validation results show the module's validity and potential for further development and implementation. Data collection techniques include interviews, documentation, questionnaires, and observations (Maxnun, 2024).

Data analysis is crucial in research as it clarifies, analyzes, applies, and concludes the collected data (Shete, 2023). This study analyzed both qualitative and quantitative data (Wahira, 2023). Qualitative data was obtained from interviews and document studies in the preliminary study (Meihami, 2024). Quantitative data came from observations, assessment questionnaires, and other data collection methods related to the development of the Pancasila teaching module (Picasouw et al., 2023). To determine the validity of the developed module, data were collected from expert validation using validation questionnaires (Shakeel, 2023). The validity of the content was also tested using Aiken's V formula, which calculates the content-validity coefficient based on expert panel evaluations of how well an item represents the measured construct.

Results and Discussion

This research is a development study resulting in a Pancasila education teaching module integrated with Bugis-Makassar local culture. The resulting product is intended to assist elementary school teachers in planning, implementing, and assessing Pancasila education lessons to strengthen students' character values. The ADDIE model, developed by Lee, & Owens (2004), is appropriately used for developing a Pancasila teaching module integrated with *Mattabe'* culture. The development process included the following stages: 1) Analysis, 2) Design, and 3) Revision. These steps are detailed as follows:

Needs Analysis

The needs analysis results indicate that integrating Bugis-Makassar cultural values into the Pancasila teaching module enhances the relevance of the teaching material. Students find it easier to understand Pancasila concepts through real-life examples that are close to their daily experiences. This approach not only teaches students about Pancasila but also helps them gain an understanding of cultural identity and values, fostering a sense of pride and love for local culture while strengthening character in line with Pancasila values. The validated teaching module meets national curriculum requirements and supports character development and cultural identity. The needs analysis involved data collection through interviews with teachers and document studies of student learning materials. Topics discussed included understanding learning outcomes in the Merdeka Curriculum. Teachers need to grasp the goals and outcomes of the curriculum to address students' learning needs, including their backgrounds, interests, and learning styles, to ensure effective and meaningful teaching. Furthermore, teachers' understanding of Pancasila education is crucial for character development. Teachers who are knowledgeable about Pancasila can effectively teach these values, allowing students to internalize and apply them in various situations. Teachers are also able to provide concrete examples of applying Pancasila values in everyday life through diverse teaching methods. Additionally, understanding the integration of *Mattabe'* local culture is a vital step in education, especially for creating more contextual and relevant learning experiences. Teachers who understand this integration can develop approaches that respect and utilize local culture to enrich the teaching and learning process.

Conceptual Design of the Pancasila Teaching Module with Integration of Bugis-Makassar Local Culture

The research on the conceptual design of the Pancasila teaching module, integrated with Bugis-Makassar local culture, aims to strengthen students' character values. This module is designed to merge Pancasila's noble values with Bugis-Makassar cultural wisdom, such as the principles of *sipakatau* (mutual respect), *sipakainge* (mutual reminding), and *sipakalebbi* (mutual honoring). The goal of this integration is to make educational content more relevant and closer to students' daily lives, thereby making it easier to understand and apply.

The research findings demonstrate that using this teaching module successfully enhances students' understanding of Pancasila values and their application in everyday life. Students who learn through this module show greater respect, mutual aid, and responsibility. Additionally, they have a higher appreciation

for local culture and are more proud of their cultural identity. The implementation of the Pancasila teaching module with local cultural integration is expected to shape a generation that is not only academically intelligent but also possesses strong character and noble morals.

Table 1. Conceptual Design of The Pancasila Teaching Module with Integration of Bugis-Makassar Local Culture Components of The Pancasila Teaching Module With Integration of Bugis-Makassar Local Culture

Theoretical Foundation for Module Development	Humanistic Theory, developed by Abraham Maslow and Carl Rogers, emphasizes the importance of individual roles in learning and focuses on personal development and basic human needs, encouraging educators to consider students' emotional needs and motivation
Subject Identity	Basic information defining the subject to be taught to students
Learning Outcomes	A set of competencies expected to be achieved by students at each educational stage, including knowledge, skills, and attitudes students should have after completing the learning process
Learning Objectives	Clear and precise statements that outline what students should know, comprehend, or be able to accomplish after finishing an activity are intended to serve as a clear guidance for instructors while creating and executing instructional activities.
Learning Objective Flow	Guidance for teachers to design learning activities that align with the learning outcomes and success indicators that have been established.
Pancasila Student Profile	Efforts to shape the character and competencies of Indonesian students in accordance with Pancasila values.
Local Cultural Character Values of <i>Mattabe'</i> (<i>Sipakatau</i>, <i>Sipakalebbi</i>, <i>Sipakainge</i>)	Local cultural character values of <i>Mattabe'</i> include three main principles: <i>Sipakatau</i> teaches respect and appreciation of differences among individuals without demeaning others; <i>Sipakalebbi</i> is the principle of mutual honor, meaning acknowledging and appreciating others' achievements and strengths; <i>Sipakainge'</i> involves mutual reminding.
Meaningful Understanding	The process of linking new information with existing knowledge, creating a broader and richer knowledge network.
Trigger Questions	Types of questions designed to stimulate critical thinking, discussion, and further exploration of a topic
Components of the Pancasila Teaching Module with Integration of Bugis-Makassar Local Culture	
Theoretical Foundation for Module Development	Humanistic Theory, developed by Abraham Maslow and Carl Rogers, emphasizes the importance of individual roles in the learning process and focuses on self-development and fulfilling basic human needs. It encourages educators to consider students' emotional needs and motivations.
Subject Identity	Basic information that defines the subject to be taught to students.
Learning Outcomes	A set of competencies expected to be achieved by students at each educational level, including knowledge, skills, and attitudes students should have after completing the learning process.
Learning Objectives	Statements outlining the knowledge, skills, or abilities that students should have after finishing a task. These objectives are formulated clearly and specifically to provide a clear guide for educators in designing and implementing learning activities
Learning Objective Flow	Guidance for teachers to design learning activities that align with the learning outcomes and success indicators established.
Pancasila Student Profile	Efforts to shape the character and competencies of Indonesian students in accordance with Pancasila values
Local Cultural Character Values of	Local cultural character values of <i>Mattabe'</i> include three main principles: <i>Sipakatau</i> (mutual respect), <i>Sipakalebbi</i> (mutual honor), and <i>Sipakainge'</i>

Mattabe' (<i>Sipakatau</i> , <i>Sipakalebbi</i> , <i>Sipakainge</i>)	(mutual reminding). <i>Sipakatau</i> teaches respect and appreciation for differences among individuals, <i>Sipakalebbi</i> involves recognizing and valuing others' achievements, and <i>Sipakainge'</i> emphasizes mutual reminders.
Meaningful Understanding	The process of linking new information with existing knowledge to create a broader and richer knowledge network.
Trigger Questions	Questions designed to stimulate critical thinking, discussion, and further exploration of a topic.
Lesson Content	The material or content presented to support the learning process, including various information, concepts, theories, examples, and exercises, systematically organized to help students understand a particular topic.
Learning Activities	a. initial Activities: The first stage undertaken by the teacher to prepare students before starting the core material. b. Core Activities: A series of activities designed and implemented by educators to achieve the established learning objectives. c. Closing Activities: The final stage, essential for ensuring that the learning objectives have been achieved.
Remedial and Enrichment	Remedial is Assistance provided to students who struggle to understand specific material and whose performance does not meet the minimal standards. Enrichment: Programs designed for students who have achieved or exceeded minimal competency standards.
Student and Teacher Reflection	Introspective activities carried out by students and teachers to evaluate and understand the learning experience.
Learning Resources	All materials that can be used to enrich, enhance, and support the learning process.
Teaching Model	A conceptual framework that provides systematic guidance in designing, implementing, and evaluating the learning process.
Teaching Methods	A series of ways or techniques used by educators to effectively and efficiently deliver teaching material to students.
Learning Media	Tools or materials used to facilitate the teaching and learning process.
Assessment	Activities that measure and evaluate students' abilities, knowledge, attitudes, and skills.
Student Worksheets	Educational aids used by teachers to facilitate classroom teaching and serve as guides for students in conducting individual or group learning activities.
Glossary	A collection of terms or specialized words frequently used in a particular field, along with their definitions or explanations.
Summative Assessment	Evaluation conducted at the end of a learning period to assess how well students have understood the material taught.
Bibliography	A list of references or sources used in preparing the teaching module.

Expert Validation Results

An important stage in the construction of a module is the expert validation process, in which the module is assessed and approved by a team of experts to guarantee its viability, correctness, and quality. In this phase, the researcher involved three validators as follows:

Table 2. Expert Validation Results for the Pancasila Teaching Module Integrated with Bugis-Makassar Local Culture

Validation aspect	Evaluator			S1	S2	S3	$\sum s$	n(c-1)	V	Remarks.
	1	2	3							
Teaching Module	203	179	174	159	135	130	424	528	0,8	Valid
Module Usage Instructions	47	43	39	37	33	29	99	120	8,3	Very Valid
Module Content	195	180	176	153	138	134	10,1	12	0,8	Valid
Student Worksheets	92	82	79	72	62	59	193	240	0,8	Valid
Teacher Responses	66	61	60	48	43	42	133	162	0,8	Valid
Student responses	46	42	40	34	30	28	92	108	0,8	Valid
Teacher Activity Implementation	66	62	62	48	44	44	136	162	0,8	Valid
Student Activity Implementation	58	51	52	43	36	37	116	135	0,9	Very Valid
Mattabe' Cultural Values	104	98	101	76	70	73	219	252	0,9	Very Valid
Learning Outcome Questions	75	72	69	55	52	49	156	180	0,9	Very Valid

Source: Data processing results by the researcher

The expert validation results for the Pancasila teaching module integrated with Bugis-Makassar local culture indicate that the overall module and its components are rated as quite good and valid. The teaching module received a validity score (V) of 0.8, which means it is considered valid. The cumulative score from evaluators S1, S2, and S3 was 424 out of a total of 528, indicating that the module meets the expected standards. The module usage instructions received a validity score of 8.3, categorized as very valid, demonstrating that the instructions are very clear and easy for users to understand. The module content scored a validity of 0.8, meaning it is valid. The total score of 10.1 out of 12 shows that the content covered important aspects and is in line with educational standards. Student worksheets received a validity score of 0.8, indicating they are effective and suitable for use in teaching. Teacher responses, with a validity score of 0.8, suggest that teachers find the module helpful in teaching. Student responses also received a validity score of 0.8, indicating positive feedback from students.

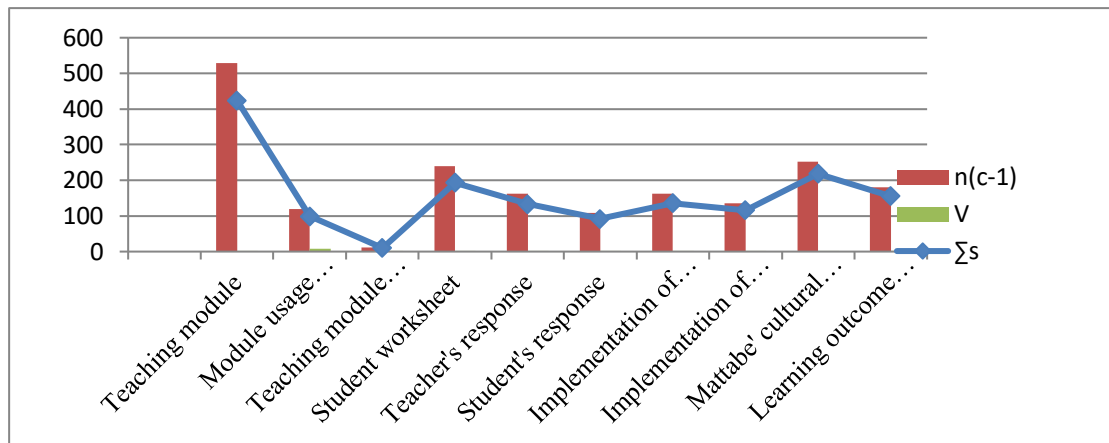


Figure 1. Results of Expert Validation of the Pancasila Education Teaching Module Integrated with the Local Culture of the Bugis-Makassar Ethnic Group

The implementation of teacher activities scored 0.8, indicating it is valid, while the implementation of student activities received a score of 0.9, categorized as very valid, showing that the activities are highly suitable and can be effectively executed by students. The integration of *Mattabe'* cultural values received a validity score of 0.9, categorized as very valid, indicating that the cultural values are well-integrated into the module. Learning outcome questions scored a validity of 0.9, suggesting they effectively measure student learning outcomes. The Pancasila teaching module integrated with Bugis-Makassar local culture is generally regarded by experts as valid and very valid, indicating that the module is well-designed and effective in meeting educational standards and learning goals. This is shown by the validation results.

Product Revisions

The researcher revised the product based on suggestions and feedback from experts regarding the developed teaching module. The developed teaching module, integrating the local culture of the Bugis-Makassar people, makes learning more relevant and meaningful for students. The Pancasila teaching module can strengthen the focus on character education by explicitly linking local cultural values with character development, such as mutual respect, appreciation, and reminders for the greater good.

Discussion

The expert validation results for the Pancasila teaching module integrated with the local culture of the Bugis-Makassar people indicate that the module is considered quite good and valid, as it meets the expected standards and explores the application of local culture in character strengthening (Sutrisno, 2023). The validity of the Pancasila teaching module integrated with Bugis-Makassar local culture can be assessed by reflecting the alignment between Pancasila values and Bugis-Makassar local cultural values, with a focus on character reinforcement, integrity, and mutual respect, appreciation, and reminders for the greater good. This module provides tangible and relevant examples for students, making it easier for them to understand and internalize Pancasila values (Karim, 2024). The validity of the module is also seen in the systematic structure and organization of the content, aligning with the national education curriculum, including clear learning objectives, well-organized material, effective teaching methods, and comprehensive evaluation (Dwikoranto, 2023). Emphasizing local cultural values as a tool not only enriches the learning material but also makes the learning process more engaging and contextual for students from the region (How, 2024). The module's validity can be measured through feedback from various stakeholders, such as teaching module experts, content experts, and education specialists. If the validation results show that the module improves understanding and application of Pancasila values and fosters pride in local culture, it can be concluded that the module is effective and valid (Soria, 2023). Integrating Pancasila values with local culture not only strengthens national identity but also preserves cultural heritage (Lusia, 2023). The ADDIE model

will enhance the validity of the Pancasila teaching module (Zhang, 2024).

The module usage instructions are very valid because they are clear and easy for teachers to understand. The validity of the module usage instructions can be assessed based on clarity and ease of understanding for users, meeting the necessary standards for instructional clarity, providing accurate and relevant information, and presenting it in an easy-to-follow format. Clarity means that the language used is unambiguous, and the instructions are well-structured, minimizing confusion (Listiani, 2022). Ease of understanding for teachers also indicates that the instructions are tailored to their knowledge and skills, allowing for efficient application of the module in teaching (Hanisch, 2023). Clear and easily understood module instructions contribute significantly to the module's validity and enable teachers to effectively implement the strategies and methods provided, thus enhancing classroom effectiveness. Validity not only ensures that learning objectives are achieved but also increases teachers' confidence in the material being taught (Zakiah, 2023).

The module content has covered essential aspects and complies with national education standards (Maisyaroh, 2023). The validity of the module content is crucial as it ensures that the material presented to students is relevant, accurate, and meets established standards (Maxnun, 2024). The module has been designed to include all essential topics and subtopics for comprehensive student understanding. This includes not only basic theory but also practical applications, case studies, and relevant examples that help students relate the acquired knowledge to real-life situations, enabling them to apply concepts practically (Haidt, 2023). The module content aligns with the applicable national curriculum, aiming to ensure uniform quality of education across the country so that all students have equal opportunities to learn and develop. This alignment includes learning objectives that students should achieve at each stage of the learning process, ensuring that the module content, which includes important aspects and adheres to national education standards, makes the learning process effective, efficient, and results in the expected outcomes (Brooks., 2023).

Student worksheets are valid for use in the learning process (Gürsan et al., 2022). Student worksheets are applications of the teaching module model aimed at evaluating and enhancing critical thinking skills. They are tools used to support the learning process (Evans, 2022). The validity of student worksheets can be assessed through their alignment with the curriculum, appropriateness for learning objectives, and ability to stimulate students' critical thinking (Fitriadi, 2023). Valid student worksheets achieve the set learning objectives because they are well-designed, considering student needs and relevant learning material, and offer a range of difficulty levels to engage all students and challenge them (Nadiana, 2023). Valid worksheets come with clear and understandable instructions, minimizing confusion and ensuring students can focus on the material being studied. This also helps teachers provide constructive feedback, understand students' strengths and weaknesses, and offer additional explanations if needed (Marin, 2024). Thus, the validity of student worksheets relies on good design, relevance to learning objectives, and their ability to support effective communication between students and teachers (Rocha, 2024).

Teacher responses show that teachers feel the module aids in the teaching process (Huang, 2024). The validity of teacher responses considers their experience and competence in using the teaching module. If teachers have experience and understanding of the module, their responses are likely valid as they are based on direct and practical use in teaching situations. Concrete data and evidence, taking into account the educational context and environment, increase the legitimacy of teacher answers. Similarly, student responses indicate overall validity; variations in student responses need further data and analysis to ensure that the teaching module is genuinely effective and valid for different types of students. Teacher and student activities demonstrate that the designed activities can be effectively carried out by both teachers and students (Hidayat, 2023). The validity of the teaching module can be evaluated through observations of teacher and student activities in the learning process. Module validity also includes other aspects such as clarity of learning objectives, relevance of the material to the curriculum, and appropriateness of methods and media used. The designed activities should support achieving learning objectives effectively and efficiently. A valid teaching module facilitates good interaction between teachers and students and encourages active student involvement in the learning process. Validity is ensured not only through implementation but also through the overall effectiveness of learning.

Mattabe' cultural values have been well-integrated into the learning process to build character in students (Hasan, 2024). Learning outcome questions show that the questions in the module effectively measure student learning outcomes, and teachers' ability to develop integrated assessments of Pancasila profiles with local cultural values (Widana, 2023). The validity of the teaching module integrating *Mattabe'* cultural values has successfully adopted and applied local cultural values in the learning process (González-Acuña, 2024). *Mattabe'* cultural values, including cooperation, togetherness, and local wisdom, play a significant role in enriching the learning experience and shaping student character (Wulandari, 2023). Integrating *Mattabe'* local cultural values into the teaching module makes learning more relevant and contextual for students, enhancing their understanding of local culture and fostering pride and love for local heritage (Fajarianto, 2024). Additionally, this approach supports the preservation of local culture, which is crucial in the face of globalization and modernization that often threaten traditional cultures (Soria, 2023). The validity of the teaching module combining *Mattabe'* cultural values can be measured by how well the module achieves learning objectives while preserving and maintaining local cultural values, thus contributing to holistic and culturally rich character development in students (Fuentes, 2023).

Conclusion

The needs analysis and expert validation of the Pancasila teaching module demonstrate that integrating Bugis-Makassar cultural values into the module significantly enhances its relevance and understanding of the material. This module not only helps students grasp Pancasila concepts more effectively through real-life examples closely related to their daily lives but also strengthens local cultural identity and values. Validation results show that the teaching module, usage instructions, content, student worksheets, and both teacher and student activities are rated as valid and very valid, meeting the expected educational standards. Feedback from teachers and students is also positive, indicating that the module is effective in supporting the learning process and character development in line with Pancasila values. The integration of *Mattabe'* cultural character values into the module is also rated as very valid, reinforcing that the module can be effectively implemented to achieve educational goals and strengthen the expected character values. With deep gratitude and joy, we extend our sincere thanks to all those who have assisted and supported us in completing the research on the design and validation of the Pancasila teaching module, with the integration of *Mattabe'* local culture of the Bugis-Makassar in character education. Without the support and help from everyone involved, this research would not have progressed smoothly or achieved the desired outcomes. We hope this teaching module will be beneficial to educators and students in understanding and practicing Pancasila values while upholding local culture.

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