

DEVELOPMENT OF A MORAL LOVING-BASED CO-CURRICULAR MODULE TO FOSTER CHARACTER AMONG STUDENTS AT PUBLIC ELEMENTARY SCHOOLS IN SOUTH BULANGO DISTRICT, BONE BOLANGO REGENCY

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ABSTRACT

This study aims to develop a moral loving-based co-curricular module to strengthen character education among elementary school students. The novelty of this research lies in the integration of the moral loving concept into co-curricular activities through an experience-based learning design that emphasizes action, reflection, and value internalization. This study employed a Research and Development (R&D) method using the ADDIE model with a mixed-methods approach. Data were collected through observations, interviews, expert validation, practicality tests, and effectiveness tests using a pretest-posttest design. The study was conducted at SDN 5 and SDN 6 Bulango Selatan involving fifth-grade students. The results showed that the developed module was categorized as highly suitable and practical for implementation in elementary schools. Quantitatively, student character improved significantly, with scores increasing from 35% to 85.98% at SDN 5 and from 40% to 83.34% at SDN 6 after module implementation. Qualitatively, students demonstrated better self-confidence, empathy, honesty, humility, and self-control in daily activities. The findings indicate that character education becomes more effective when values are transformed into structured and reflective learning experiences through moral loving-based co-curricular activities

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INTRODUCTION

Character education at the elementary school level occupies a highly strategic position, given that during this phase the foundations of a child's personality begin to form and undergo an internalization process that tends to be long-lasting. Schools do not only function as places for the transfer of knowledge, but also as spaces for shaping students' values and behavior (Nggilu et al., 2026) . In the policy context, the direction of educational transformation

through the Merdeka Curriculum explicitly positions the development of the Pancasila Student Profile as the primary focus, requiring the integration of cognitive, affective, and psychomotor dimensions in students' learning experiences (Ministry of Education and Culture, 2020). Therefore, character education should be realized through learning practices and school culture. In practice, the implementation of character education has not yet fully unfolded as expected.

Character learning still tends to be cognitively oriented, while habituation and the reinforcement of attitudes have not been carried out consistently (Abdillah et al., 2024). Character values are often conveyed through advice or rules, but have not been integrated into the learning experiences directly experienced by students (Hasriani et al., 2025). This results in the values taught not always being reflected in students' daily behavior.

In theory, character development cannot be achieved solely through an understanding of values. Thomas Lickona (1991) explains that character is formed from three interrelated components: *moral knowing*, *moral feeling*, and *moral action* (Wahyuni, 2021; Wartinah & Hidayat, 2025). However, educational practices still place greater emphasis on moral knowing than on moral feeling and moral action (Yunus et al., 2025). Consequently, the values learned often do not develop into behavior because they are not accompanied by a deep process of internalization. At this point, strengthening the affective dimension becomes crucial, as through the internalization of values, students not only understand them cognitively but are also motivated to act in accordance with those values (Ulfah & Suherman, 2024).

It is at this point that the dimension of *moral feeling*—which in this approach develops into *moral loving*—becomes a defining aspect in character formation. Students are not only encouraged to understand the value of goodness but also to learn to love and feel that value, thereby generating a desire to act upon it (Fuadhah, 2024). Aspects such as empathy, self-control, honesty, and humility become integral parts of this process; as these aspects develop, students' social behavior also tends to become more positive.

Based on the need to actualize these dimensions in a tangible way, co-curricular activities become the most promising space to realize them. Co-curricular activities have great potential to foster character because they provide space for students to learn through direct experience and social interaction (Mandasari et al., 2024; Azizah & Dafit, 2025). Through co-curricular activities, values are not only conveyed but also practiced (Djafar et al., 2026). Unfortunately, in many elementary schools, co-curricular activities have not been purposefully designed as part of character development. Existing activities often proceed without a clear objective regarding the reinforcement of values.

This situation is also evident in the results of initial observations at SDN 5 and SDN 6 Bulango Selatan, Bone Bolango Regency. The observations were conducted to assess students' character based on indicators representing the "loving" moral dimension: self-confidence, empathy, love of truth, self-control, and humility. The observation results indicate that all indicators remain below 50%. Empathy is the lowest-scoring aspect, followed by self-control. These two aspects are actually crucial in students' social lives, as they relate to the ability to understand others and control one's own behavior. Values such as love of truth and humility are beginning to emerge, but they are not yet strong or consistent.

These findings suggest that students are actually familiar with moral values but have not fully applied them in their daily lives. This aligns with the concept of the "knowing-doing gap," where an individual understands a value but has not yet developed the habit of practicing it (Nurhayati et al., 2025; Onoshakpokaiye & Avwiri, 2026). This condition cannot be separated from teaching methods that have not provided sufficient space for experience and habit formation. From both theoretical and practical perspectives, several gaps are evident. Previous studies have mainly discussed character education in intracurricular learning, while the development of moral loving-based cocurricular modules in elementary schools remains limited. This serves as a key reason for developing a more targeted model. This study aims to develop a *moral loving-based* co-curricular module designed so that students not only understand values but also experience, feel, and internalize them in their daily school activities. This module includes interconnected activities, habit-forming exercises, and reflections so that the character-building process becomes more tangible.

The research questions in this study include: (1) what are the needs for developing a *moral loving-based* co-curricular module in elementary schools; (2) what constitutes a suitable and user-friendly module design; and (3) how effective is the module in fostering student character. The research hypothesis is that the use of a *moral loving-based* co-curricular module can improve the character of elementary school students, particularly in the aspects of self-confidence, empathy, love of truth, self-control, and humility. The objective of this study is to develop a valid, practical, and effective *moral loving-based* co-curricular module for fostering the character of elementary school students in Bulango Selatan Subdistrict, Bone Bolango Regency.

METHOD

This study employs a research and development (*R&D*) approach aimed at producing a product in the form of a *moral-loving-based* co-curricular module to strengthen the character of elementary school students. The selection of this method is based on the research needs, which focus not only on understanding the phenomenon but also on developing an educational product whose feasibility, practicality, and effectiveness can be tested in a real-world context. According to (Sugiyono, 2018), research and development is a method used to produce a specific product while simultaneously testing its effectiveness.

The development model used in this study is the ADDIE model developed by Dick and Carey, which comprises five stages: analysis, design, development, implementation, and evaluation (*evaluasi*) (in Pitriani et al., 2021). This model was selected because it provides a systematic workflow and allows for continuous revision processes, ensuring that the resulting product can be adapted to field needs.

This study was conducted at SD Negeri 5 Bulango Selatan and SD Negeri 6 Bulango Selatan, located in Bulango Selatan Subdistrict, Bone Bolango Regency, Gorontalo Province. The selection of locations was done *purposively*, taking several factors into consideration. First, both schools have ongoing co-curricular activities, but these have not yet been supported by structured character education materials. Second, preliminary observations conducted in November 2025 indicated that the character development of fifth-grade students remained relatively low, particularly in the areas of self-confidence, empathy, love of truth, self-control, and humility. Third, these two schools represent the general conditions of elementary schools in the Bulango Selatan region, which are currently adapting to the implementation of co-curricular learning within the framework of strengthening the Pancasila Student Profile.

The research was conducted over six months, from November 2025 to April 2026, through several interrelated stages. The initial stage involved a needs analysis that included observations of co-curricular activities, interviews with teachers and the school principal, and the collection of baseline data regarding students' character traits. This stage aimed to identify the gap between expectations for character development and actual practices in the schools.

The next stage is design, which focuses on designing the module structure, formulating character learning objectives, developing co-curricular activity scenarios, and developing assessment instruments. Subsequently, during the development phase, the modules were structured around the "*loving*" moral values, which include self-confidence, empathy, love of truth, self-control, and humility. The initial products were then validated by education experts, instructional design experts, and language experts to ensure the appropriateness of the content, presentation, and readability of the modules.

The implementation phase was conducted through a pilot test with fifth-grade students at both research schools. The research subjects consisted of 12 students at SD Negeri 5 and 13 students at SD Negeri 6. The limited number of participants was considered appropriate because this study was conducted at the limited trial stage of Research and Development (*R&D*), which focuses on testing the initial feasibility, practicality, and effectiveness of the product before wider implementation. This study employed a *mixed-methods* approach by integrating qualitative and quantitative data. Qualitative data were collected through observation, interviews, and documentation to describe the implementation process and the dynamics that occurred during the use of the module. Meanwhile, quantitative data were obtained from expert validation results, a practicality questionnaire, and student character development scores measured through pre-tests and post-tests.

The research instruments used include observation sheets to assess student activities and behavior, interview guidelines to gather information from teachers and school principals, expert validation sheets to assess product feasibility, and questionnaires to measure the practicality of the module's use. Additionally, a character assessment instrument was used to measure changes in student character before and after the module's implementation.

Data validity in this study was ensured through triangulation techniques, including both source triangulation and method triangulation. Data obtained from school principals, teachers, and students were compared to ensure consistency of information, while data from observations, interviews, and documentation were cross-verified to strengthen the research findings.

Data analysis was conducted according to the characteristics of qualitative and quantitative data to ensure comprehensive interpretation of the findings. Qualitative data were analyzed using an interactive analysis model that includes data reduction, data presentation, and drawing conclusions. Meanwhile, quantitative data were analyzed using percentage analysis and gain score analysis to determine the validity, practicality, and effectiveness of the module. Improvements in student character were analyzed by comparing the mean pre-test and post-test scores and calculating the N-Gain score to measure the effectiveness of the module implementation.

The evaluation phase was conducted both formatively and summatively. Formative evaluation was carried out at each stage of development to address product shortcomings, while summative evaluation was conducted after implementation to assess the module's overall effectiveness. These evaluation results served as the basis for refining the product until a *morally loving* co-curricular module suitable for strengthening character education in elementary schools was achieved.

RESULTS

Overview of the Research Location and Context

This study was conducted at two elementary schools: SD Negeri 5 Bulango Selatan and SD Negeri 6 Bulango Selatan, located in Bulango Selatan Subdistrict, Bone Bolango Regency, Gorontalo Province. These two schools were selected because they reflect the real conditions of elementary schools in the region, in terms of student character, the social background of the community, and prevailing teaching practices. Socially, the community environment in this area is dominated by agriculture, trade, and informal work. These patterns of life have a direct impact on child-rearing practices, particularly in the formation of values, habits, and social behavior. In this context, schools function not only as spaces for knowledge transfer but also as strategic spaces for building student character in a more targeted and sustainable manner.

From an institutional perspective, both schools are in fairly good condition. SD Negeri 5 Bulango Selatan has received an A accreditation with the support of a standardized quality management system, while SD Negeri 6 Bulango Selatan holds a B accreditation with adequate teacher resources. However, these institutional achievements have not yet fully translated into tangible character development for students within the learning process. Current learning practices still exhibit the same tendency: a dominance of cognitive aspects over the development of attitudes and behavior. Co-curricular activities have indeed been implemented, but they have not been systematically directed toward fostering specific character indicators. Value-based planning, moral reflection, and the evaluation of student character development have not yet become an integrated part of the learning process.

This situation indicates that, structurally, schools have a sufficient foundation, but pedagogically, there remains significant room for optimizing the function of character education. The disconnect between learning activities, co-curricular activities, and the instillation of values prevents the process of character internalization from proceeding fully. In such a situation, student character cannot be understood merely as the result of classroom learning but must be viewed as the outcome of broader interactions between learning experiences, the social environment, and recurring patterns of habit formation. Therefore, to obtain a more objective picture of this situation, an initial observation was conducted on students' character development at both schools.

Initial State of Student Character at SDN 5 and SDN 6 Bulango Selatan

The analysis phase of this development research is aimed at establishing a strong empirical foundation regarding the initial state of students' character, the implementation of co-curricular activities, and the school's actual needs for the development of a "moral loving"-based co-curricular module. At this stage, the preliminary study serves not only to collect initial data but also to identify the gaps between the normative conditions expected in educational policy and the reality of learning in the field.

The analysis was conducted through initial observations, interviews with teachers and school principals, and a review of the direction of national education policy. Specifically, the analysis of initial conditions focused on a *needs analysis* approach to systematically identify the gap between the ideal character profile targeted in the curriculum and students' actual character achievements. The data obtained at this stage served as the primary basis for determining the urgency of product development, establishing priorities for character indicators, and designing co-curricular activities that are relevant and contextual to the needs of elementary school students.

Initial observations were conducted on fifth-grade students at SDN 5 and SDN 6 Bulango Selatan, focusing on five character indicators representing the "loving" moral dimension: self-confidence, empathy, love of truth, self-control, and humility. The selection of these indicators is based on a character education framework that positions the affective dimension as the foundation for the formation of moral actions. In this context, character is not merely understood as knowledge of values, but as a disposition reflected in students' daily behaviors, both in social interactions and in learning situations.

The observation results indicate that student character development at both schools remains in the low category, with all indicators falling below the 50% threshold. This finding suggests that character values have not yet been sufficiently internalized in students' daily practices. In detail, the initial observation results on student character are presented in Table 1 below.

Table 1. Initial Observation Results of Student Character at SDN 5 and SDN 6 Bulango Selatan

School	Character Indicator	Percentage of Students in the Good Category (%)	Category
SDN 5 South Bulango	Self-confidence	33%	Low
	Empathy	25%	Lack
	Love of truth	42%	Lack
	Self-control	33%	Lack
	Humility	42%	Low
Average		35%	Below average
SDN 6 South Bulango	Confident	38%	Low
	Empathy	31%	Lack
	Love of truth	46%	Lack
	Self-control	38%	Lack
	Humility	46%	Low
Average		40%	Below average

Data Source: Researcher-Processed Observation Data

Based on this data, the average achievement of character traits among students at SDN 5 Bulango Selatan was 35%, while at SDN 6 Bulango Selatan it was 40%, both of which remain in the "below average" category. At SDN 5, the empathy indicator showed the lowest achievement (25%), followed by self-confidence and self-control (33%)

each). Meanwhile, at SDN 6, although the achievement was relatively higher, the same pattern remained evident, where empathy (31%) and self-control (38%) were indicators that had not developed optimally.

Upon further examination, the low achievement in empathy and self-control indicates that the affective dimension of learning has not yet been firmly established. Students have not yet fully become accustomed to understanding others' perspectives, managing emotions, and controlling behavior in social situations. This condition indicates that the ongoing learning process has not yet delved deeply into the internalization of values but remains more focused on the transmission of knowledge. These findings confirm a significant gap between the curriculum's character-building objectives and the reality of their implementation in schools. Character, as a result of habit formation, has not been systematically developed because it has not been supported by structured learning designs, particularly in co-curricular activities. Therefore, the development of *moral-loving-based* co-curricular modules has become an urgent need to introduce an approach that not only instills values but also builds learning experiences that allow those values to be internalized and practiced sustainably.

Needs Analysis Based on Observations of Co-curricular Activity Implementation

A needs analysis was conducted to map the level of implementation of co-curricular activity components at SDN 5 and SDN 6 Bulango Selatan. Categorization was performed using high, moderate, and low scales to identify components that are functioning well and those that still require strengthening. The results of the needs analysis are presented in Table 2 below:

Table 2. Needs Analysis Based on the Implementation of Co-curricular Activities at SDN 5 and SDN 6 Bulango Selatan

No	Observed Aspect	Field Findings	Scale	Category
1	Implementation of co-curricular activities	Co-curricular activities have been conducted regularly at specific times	3	High
2	Character-based planning	Activities have not been designed based on clear and measurable character indicators	1	Low
3	Availability of guidelines/modules	No written modules or guidelines are available as a reference for implementation	1	Low
4	Alignment of activities with character values	The activities contain elements of character development, but have not been systematically integrated	2	Moderate
5	Implementation of moral value reflection	Reflection after activities is still rarely conducted	1	Low
6	Use of character assessment instruments	Authentic and measurable character assessment instruments are not yet available	1	Low
7	Teacher involvement in guidance	Teachers are actively involved in supporting student activities	3	High
8	Documentation of student character development	Documentation of character development has not been conducted systematically	1	Low

Source: Research Data (2026)

Based on Table 2, a fairly contrasting pattern is evident among the components of co-curricular activities. The aspects of co-curricular activity implementation and teacher involvement fall into the high category, indicating that activities have been conducted routinely and supported by teachers' active engagement in guiding students. On the other hand, most strategic components are in the low category. Activity planning is not yet based on clear character indicators, so the direction for character strengthening has not been formulated in a structured manner. The absence of modules or written guidelines also indicates that co-curricular activities lack systematic operational references.

Similar conditions are evident in the aspects of reflection and evaluation. The practice of moral reflection is still rarely conducted, character assessment instruments are not yet sufficiently available, and documentation of students' character development has not been carried out systematically. Consequently, the process of monitoring character development has not been ongoing. As for the alignment of activities with character values, it falls into the moderate category. This indicates that co-curricular activities do incorporate elements of character development, but they have not been designed in a targeted manner and are not yet linked to specific character indicators.

The analysis results show that co-curricular activities have been implemented, but they are not yet supported by a system that guides the character-building process comprehensively. Activities still tend to be activity-oriented rather than focused on a structured process of value internalization. These findings serve as a crucial foundation for developing a "*moral loving*"-based co-curricular module, designed to integrate planning, pre- , implementation, reflection, and evaluation into a cohesive, interconnected whole, thereby enabling the student character development process to proceed in a more systematic and sustainable manner

Design of the Moral Loving-Based Co-curricular Module

The design phase is the second stage in the ADDIE model, aimed at creating an initial product design based on the results of the needs analysis. In this phase, the *moral loving*-based co-curricular module is developed as a character education tool that not only includes activities but also provides a systematic implementation framework for teachers to plan, conduct, and evaluate co-curricular activities in elementary schools. The module design is based on findings from the needs analysis, which indicated that while co-curricular activities in schools are conducted routinely, they lack a clear direction for character development, are not supported by structured guidelines, and are not equipped with adequate evaluation mechanisms. Therefore, the module design is aimed at addressing these needs through the integration of character objectives, learning activities, and a sustainable evaluation system.

Conceptually, the module is organized into four main components: introduction, opening section, core section, and conclusion. These four components are designed to be interconnected, making it easier for teachers to understand the module's usage flow while ensuring that every co-curricular activity has a clear direction and purpose. The introduction section covers the background of the module's development, the urgency of character development, and the objectives of using the module within the context of co-curricular activities. This section serves as an initial orientation for teachers to understand the module's role as a character education tool integrated with educational policies and school needs. The opening section of the module contains the conceptual foundation upon which the product is developed. This section emphasizes that the primary focus of character building is directed toward the five aspects of *moral loving*: self-confidence, empathy, love of truth, self-control, and humility. These five aspects were selected as representations of the affective dimension in character education, which plays a crucial role in shaping students' behavioral tendencies in daily life. Additionally, this section outlines the module's objectives and their alignment with the direction of character education policies, ensuring teachers have a clear understanding of the desired outcomes for each co-curricular activity.



Figure 1. Structure of the Moral Loving-Based Co-curricular Module
Source: Research Data (2026)

The core section of the module is the main component containing the design of co-curricular activities. In this section, the *Deep Learning* syntax is used as a learning framework consisting of five stages: *experiencing*, *exploring*, *analyzing*, *acting*, and *reflecting*. The selection of this syntax is based on the principle that character development is not sufficient through the verbal conveyance of values alone, but must be built through direct experience, interpretation, and real-world practice.

The *experiencing* and *exploring* stages are designed to provide students with concrete experiences through contextual activities, so that students not only learn about values but also experience situations related to those values. The *analyzing* stage serves to help students understand the meaning and consequences of observed or performed behaviors. Next, the *acting* stage provides a space for students to practice values through concrete actions, while the *reflecting* stage is used to strengthen the internalization of values through self-reflection. Through this process, character education progresses gradually from experience toward habit formation.

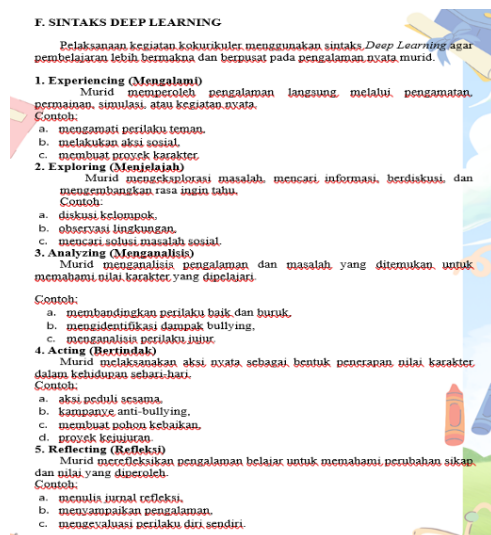


Figure 2. Syntax of Moral Loving-Based Deep Learning
Source: Research Data (2026)

The concluding section of the module includes evaluation and reflection components designed as authentic assessments. Teachers use various instruments, such as observation sheets, anecdotal notes, and reflection journals to monitor students' character development. Additionally, students are also involved in the reflection process to recognize changes in attitude and behavior experienced during the activities. The presence of these components ensures that the character education process does not end with the implementation of activities but continues into the stages of monitoring and the continuous reinforcement of values.

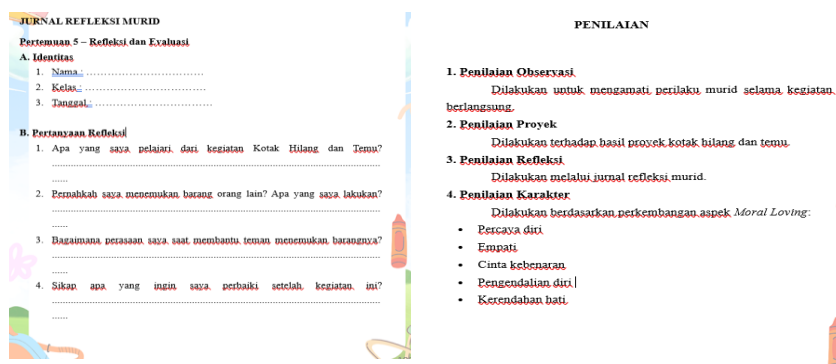


Figure 3. Evaluation and Reflection Instruments
Source: Research Data (2026)

This design pattern demonstrates that *the moral loving-based* co-curricular module is designed as a system that integrates objectives, activities, and evaluation into a cohesive whole. This design enables co-curricular activities to function not merely as supplementary activities but as a learning space that directly shapes students' experiences, attitudes, and behaviors in a sustained manner.

Development of a Moral Loving-Based Co-curricular Module Module Design Validation

The design validation stage is a crucial component of the development research to ensure that the developed *moral loving-based* co-curricular module meets feasibility criteria before field implementation. Validation is conducted not only to assess the product's quality in terms of content but also to evaluate the module's alignment with the curriculum, clarity of presentation, readability of language, and practicality of use by teachers. The validation process involves several validators with expertise in their respective fields, namely curriculum experts, content experts, language experts, and teachers as end-users. Through the involvement of these various validators, the assessment of the module is conducted comprehensively, thereby providing a complete picture of the product's strengths and weaknesses.

The assessment is conducted using a four-point scale: score 1 (highly inappropriate), score 2 (inappropriate), score 3 (appropriate), and score 4 (highly appropriate). In addition to assigning scores, each validator is also asked to provide comments and suggestions for improvement to serve as a basis for refining the module before the implementation phase.

Curriculum Validation

Curriculum validation was conducted by two character education experts to assess the module's alignment with the curriculum structure, character education theory, and educational policy directions. The assessment covered

various aspects, ranging from the alignment of learning objectives, the integration of *loving moral* values, the systematic presentation of content, to the coherence of learning syntax within co-curricular activities.

In addition, the validators also assess the module's alignment with the character education framework, which emphasizes the integration of knowledge, attitudes, and actions, as well as the connection between learning objectives and the activities and assessments outlined in the module.

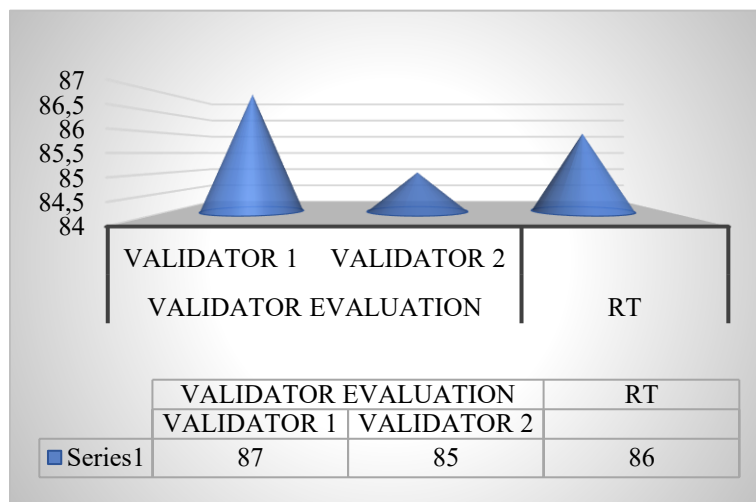


Figure 4. Summary of Curriculum Validation Results
 Source: Research Data (2026)

The validation results show that Validator 1 assigned a score of 92.20% and Validator 2 assigned a score of 92.19%, with an overall average of 92.19%, which falls into the *“highly suitable”* category. These scores indicate that the module has met the feasibility criteria from a curricular perspective, including the relevance of the material, the clarity of learning objectives, and the integration of learning components. The high scores given by both validators also demonstrate consistency in the assessment of the module's quality. This indicates that the module is not only theoretically sound but also possesses strong implementation potential for co-curricular activities in elementary schools.

Content Validation

Content validation was conducted by two experts to assess the quality of the module's content, the clarity of the material, and the appropriateness of the presentation in relation to the characteristics of elementary school students. The aspects evaluated include the structure of the material, the depth of the content, the connection to character indicators, and the relevance of the learning activities designed within the module. Additionally, the validators assessed to what extent the material in the module supports the reinforcement of the five core *moral loving*: self-confidence, empathy, love of truth, self-control, and humility.

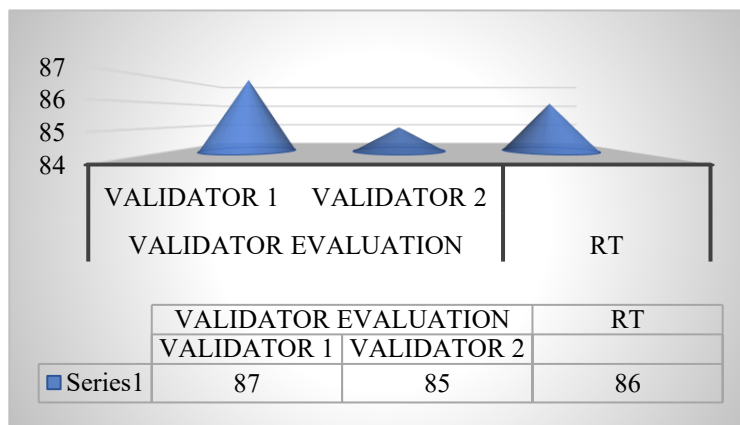


Figure 5. Summary of Content Validation Results

Source: Research Data (2026)

The validation results show that both validators gave the same score, namely 90.63%, with an average of 90.63% in the “highly suitable” category. This similarity in scores indicates a strong consensus that the module has met the content suitability criteria. These findings indicate that the material in the module has been systematically organized, is relevant to character education needs, and is capable of supporting the achievement of learning objectives. The activities designed in the module were also assessed as being appropriate to the students’ life contexts and capable of encouraging active engagement in the learning process.

Language and Usability Validation

In addition to curriculum and content validation, the module was also validated in terms of language and practicality of use to ensure that the product is not only conceptually sound but also easy to understand and can be effectively applied in the field.

Language validation was conducted by experts to assess readability, clarity of instructions, accuracy of terminology, and the appropriateness of the language for elementary school students. The assessment covered sentence structure, clarity of expression, and the language’s ability to support understanding of the character values presented in the module. The validation results indicated a suitability rating of 92.5% in the “highly suitable” category. These findings indicate that the language used is communicative, easy to understand, and capable of effectively conveying the character education messages. However, there were some minor suggestions regarding term consistency and sentence simplification in certain sections, which were subsequently refined during the revision stage.

User validation was conducted by teachers as direct users of the module to assess its practicality and feasibility in real-world learning contexts. The aspects evaluated included ease of use, clarity of implementation instructions, suitability for school conditions, and the effectiveness of activities in supporting the strengthening of students’ character. The evaluation results indicated a practicality rating of 86% in the “highly suitable” category. This rating indicates that the module has a clear structure, is easy to use, and is flexible for application in various co-curricular activity settings. Additionally, users noted that the module helps teachers guide character education activities in a more structured manner, ensuring that activities are not merely routine tasks but have measurable objectives and outcomes. The findings from these two validations reinforce that the developed module is not only appropriate in terms of content and curriculum but also has good readability and a high level of practicality for use in elementary schools.

Implementation of the Product in Enhancing Students’ Character

The product was piloted through a limited trial to determine the effectiveness of the moral loving-based co-curricular module in improving student character before its widespread implementation. Implementation took place

after the module was revised based on expert feedback, resulting in Prototype I, which is ready for use in co-curricular activities at elementary schools.

The design used in the pilot was a One-Group Pretest-Posttest Design, aimed at measuring changes in student character before and after using the module. In the initial phase, students took a *pretest* to assess their baseline character traits. Next, students participated in learning activities using the module for one week, after which they were given a *post-test* to assess the resulting improvements. The implementation results indicated a significant improvement in student character at both schools, as presented in Table 3 below:

Table 3. Summary of Character Improvement Among Students

School	Pre-test	Post-test	Improvement After Using the Module	Category
SDN 5 South Bulango	35%	85.98%	+51%	Excellent
SDN 6 South Bulango	40	83.34%	+43%	Very Good

Source: Research Data (2026)

Based on this data, it is evident that at SDN 5 Bulango Selatan, there was an increase from 35% to 85.98% (a 51% increase), while at SDN 6 Bulango Selatan, the rate increased from 40% to 83.34% (a 43% increase). Both of these achievements fall into the “*very good*” category, indicating that the use of the module has a tangible impact on students’ character development.

Instructional delivery is conducted through co-curricular activities based on the *Deep Learning* framework, encompassing the stages of *experiencing, exploring, analyzing, acting, and reflecting*. Through these stages, students not only understand character values but also experience, practice, and reflect on these values in real-world activities. This process fosters active student engagement in learning, making it easier for character values to be internalized. When examined in terms of behavioral changes, improvements are evident not only in quantitative aspects but also in qualitative ones. Students demonstrate increased self-confidence in expressing opinions, growing empathy toward peers, the emergence of honest behavior, and better emotional self-regulation. This indicates that the module impacts not only test scores but also changes in attitudes and behavior in daily life.

The difference in outcomes between the two schools indicates that character development is influenced by students’ initial conditions, their level of participation in activities, and the support of the school environment. Nevertheless, the consistent pattern of improvement in both schools suggests that the module maintains relatively stable effectiveness across various conditions. These findings suggest that character education designed through direct experience and reflection can have a stronger impact than education that is purely conceptual. In other words, the use of a *moral loving-based* co-curricular module has proven effective in enhancing the character of elementary school students.

Evaluation and Recommendations for Module Development to Ensure the Sustainability of Character Education

An evaluation was conducted to assess the effectiveness of the *moral loving-based* co-curricular module in enhancing student character following its implementation in co-curricular activities. Measurements were taken through a limited pilot study using a *One Group Pretest–Posttest* design on fifth-grade students at SDN 5 and SDN 6 Bulango Selatan.

The assessment of effectiveness focused on five key character indicators: self-confidence, empathy, love of truth, self-control, and humility. Data were collected through character observation sheets, assessment rubrics, student reflection journals, and *pre-test* and *post-test* results. The learning process was conducted over one week through exploration activities, discussions, practical actions, reflection, and character projects.

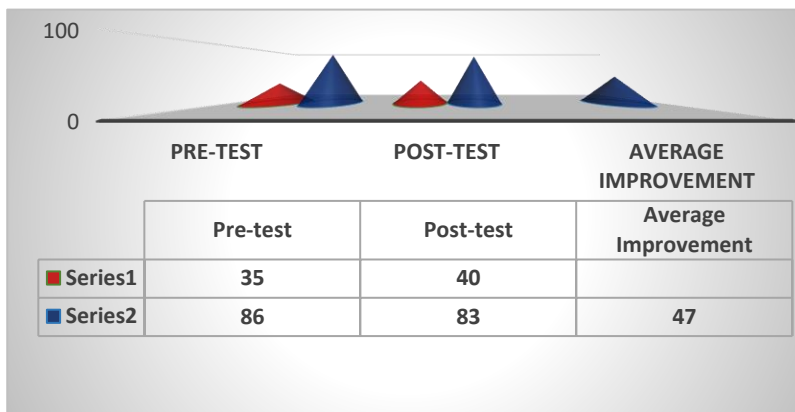


Figure 6. Improvement in Student Character
 Source: Research Data (2026)

Evaluation results indicate a significant improvement in student character at both schools. At SDN 5 Bulango Selatan, the average character achievement score increased from 35% to 85.98% (an increase of 51%). Meanwhile, at SDN 6 Bulango Selatan, there was an increase from 40% to 83.34% (a 43% increase). Both of these results fall into the “very good” category, indicating that the module has a strong impact on students’ character development.

When viewed from the perspective of behavioral changes, the improvement was not only quantitative but also evident qualitatively in learning activities. Students demonstrated increased self-confidence in expressing their opinions, growing empathy toward peers, the emergence of honesty, and better emotional self-regulation. Additionally, students began to habitually reflect on their behavior as part of the character education process.

These changes were evident during experience-based activities, such as group work, simple social actions, reflective discussions, and character projects. Students’ active engagement in every stage of learning indicates that an experience-based approach fosters a deeper internalization of values compared to conceptual learning.

The relatively consistent pattern of improvement in both schools indicates that the module maintains stable effectiveness even when implemented under different conditions. This reinforces the notion that a learning design integrating experience, action, and reflection can support character development more effectively. These findings confirm that *the moral loving-based* co-curricular module not only improves character outcomes numerically but also fosters tangible and sustainable behavioral changes in students’ daily lives.

Based on the evaluation results, the development of *moral-loving-based* co-curricular modules should focus on several aspects to support the sustainability of their implementation in elementary schools. First, the modules need to be further developed so they can be used over a longer period with a wider variety of activities. Second, stronger integration between co-curricular activities and intra-curricular learning is needed to ensure that character development occurs consistently.

Third, character assessment must be continuously strengthened through the development of more systematic and sustainable assessment tools. Fourth, teacher training is essential to ensure the modules are used optimally and align with character education objectives. Thus, the developed modules are not only effective in the short term but also have the potential for sustainable implementation as part of the character education system in elementary schools.

DISCUSSION

The main issue in character education in elementary schools does not lie in the absence of values, but rather in the weakness of the mechanisms that transform values into habits (Salirawati, 2021). Learning practices tend to stop at the transmission of norms, while the processes that foster a tendency to act through experience, repetition, and

reflection are not systematically designed (Alanur et al., 2026) . Consequently, moral knowledge does not translate into behavioral dispositions. From Thomas Lickona's perspective, character formation requires an interconnectedness between *moral knowing*, *moral feeling*, and *moral action* (Darwanti et al., 2025) . The weakness in current implementation lies in the last two dimensions: affect and action. Without an operational bridge linking all three, learning easily gets trapped in cognition alone. This is where the function of instructional design becomes the determining factor, not merely the content of the material.

A moral-loving-based co-curricular module functions as a tool that reconfigures this process. Values are no longer presented as content but structured as a sequence of experiences: experiencing, interpreting, acting, and then reflecting. This structure is crucial because the internalization of values requires a repetitive cycle. Without reflection, experience does not become meaning; without action, meaning does not become a habit.

From a learning theory perspective, this approach aligns with David A. Kolb's framework, which places experience at the center of learning (Rudiarta et al., 2025) . Concrete experiences followed by reflection and experimentation yield lasting learning. Within this framework, co-curricular activities shift in function: from mere supplementary activities to vehicles for producing purposeful moral experiences.

Significant implications arise regarding how success is assessed. The measure of success lies not merely in the mastery of value concepts, but in changes in students' response patterns to social situations. This means that assessment must shift toward evidence of observed behavior, anecdotal records, and reflective journals that capture the dynamics of attitudes, not just scores. This shift bridges the gap between what is taught and what is done.

The role of the teacher also changes significantly. Teachers no longer function as transmitters of values but as designers of experiences and facilitators of reflection. The success of the intervention depends on the teacher's consistency in managing the cycle of action-reflection-action, as well as their ability to link activities to clear character indicators (Lahabu et al., 2024) . Without these competencies, the module risks reverting to a collection of directionless activities. Consistent outcomes across different environments indicate that the key factor lies not in school characteristics but in the strength of the design. A clear structure of objectives, activity syntax, and evaluation mechanisms provides implementation stability. In other words, when learning is anchored by an operational design, contextual variations do not disrupt the direction of character development.

These findings highlight a classic weakness of character education policies: values have been formulated but not translated into concrete learning experiences. The gap between policy and practice arises from the absence of tools that operationalize values into activities, reflection, and assessment (Aprilia et al., 2025) . Structured modules bridge this gap by providing a workflow that can be implemented immediately.

From a sustainability perspective, such interventions require cross-domain integration. Co-curricular activities cannot stand alone; character development must be connected to the core curriculum and school culture. Repetition across different situations accelerates habit formation, while consistent messaging prevents value dissonance. Without integration, the impact tends to be episodic. The practical implications are clear: character building requires systematic experience design, behavior-based assessment, and enhancing teachers' capacity as learning designers. Without these three components, character education will remain at the normative level. With these three components, values have a clear path to becoming actions and ultimately habits.

CONCLUSION

This study demonstrates that the primary issue in character education in elementary schools does not lie in the lack of values being taught, but rather in the absence of instructional designs capable of transforming values into sustainable habits. Learning that focuses solely on delivering concepts without being supported by experience, action, and reflection is insufficient to shape character as a behavioral tendency.

The development of a moral-loving-based co-curricular module shows that character formation becomes more effective when learning is designed as a systematic and experience-based process. Values are not positioned merely as content, but as lived experiences internalized through students' active participation in activities, real-life practices,

and repeated reflection. Through this approach, co-curricular activities function not only as complementary programs, but also as educational spaces that directly shape attitudes and behaviors.

The contribution of this research lies in providing an implementable model that bridges the gap between character education policy and school practice. The developed module offers not only a set of activities, but also an operational framework integrating character objectives, learning processes, and evaluation mechanisms into a coherent system. The findings imply that elementary schools need structured experiential learning designs, behavior-oriented assessments, and teachers who actively facilitate value internalization. The module can also serve as a practical reference for other elementary schools seeking to strengthen character education through co-curricular programs adapted to local contexts.

However, this study was limited to implementation in one elementary school with a relatively limited duration of observation, so the long-term impact of habit formation could not yet be comprehensively measured. Future research is recommended to test the module in different school settings, integrate digital learning support, and examine its effectiveness in broader cultural and socio-educational contexts.

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