



## Developing and Evaluating the Effectiveness of Role-Play Short Movie Learning Media for Strengthening the Pancasila Student Profile in Junior High Civic Education

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### Abstract

This study aims to develop and examine the effectiveness of a short movie role-play learning media based on the values of the Pancasila Student Profile for the Pancasila Education subject at the junior high school level. The development model used is ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The research subjects consisted of two teachers and thirty students from SMP Negeri 1 Lalan, Musi Banyuasin Regency, South Sumatra. The validation results indicate a very high level of feasibility, with an average score of 4.48. The practicality test obtained a result of 97,37%, categorized as very practical, while the effectiveness test showed an improvement in learning outcomes from an average pretest score of 51.67 to a posttest score of 92.02, with an N-Gain value of 0.82 (high category). The findings demonstrate that the use of short movie role-play media can enhance conceptual understanding, emotional engagement, and the internalization of Pancasila Student Profile values. Through contextual learning experiences and visual narratives, students not only understand the material cognitively but also appreciate and practice moral values in real-life contexts. This media is considered relevant, engaging, and easy to implement, making it an innovative alternative for strengthening the implementation of the Pancasila Student Profile in schools, especially in environments with limited technological facilities.

**Keywords:** *Pancasila Education; Short Movie Role-Play; Pancasila Student Profile; Character Education; Experiential Learning; Transformative Learning.*

### Introduction

Twenty-first century education demands learning processes that are not only oriented toward mastering academic content but also toward developing character and non-cognitive competencies such as critical thinking, creativity, collaboration, and communication; these competencies are essential for enabling students to participate effectively in an increasingly complex and digitalized society (Voogt & Roblin, 2012). Empirical studies and recent pedagogical frameworks emphasize that educational efforts must integrate both cognitive and dispositional goals—namely knowledge and character—so that curricula and learning practices facilitate the development of ethical behavior, social responsibility, and socio-emotional skills alongside academic competencies (Kafka & Papageorgiou, 2025). In practice, the character education literature consistently shows that systematically designed and integrated character programs can improve pro-social behavior, student engagement, and school

climate—reinforcing the urgency of embedding character education into 21st-century learning goals (Singh, 2019). Research and reviews focusing on the Indonesian context also highlight the real need for integrating character education into classroom practices and the national curriculum, while stressing the necessity of locally relevant teaching methods and learning media to support these goals (Komara et al., 2021).

The Pancasila Student Profile is a strategic framework established by the Indonesian government to strengthen character education, consisting of six core dimensions: faith and devotion to God Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning, and creativity. This framework is designed to ensure that students possess a strong national identity while also having global competencies relevant to the demands of the 21st century (Rusnaini et al., 2021). However, implementation at the school level still faces challenges, particularly in translating these character values into contextualized curricula and learning practices (Diharja & Hadiwinarto, 2020). Studies show that teachers often struggle to understand concrete indicators of each dimension and how to integrate them into subject matter, leading to implementation that is often ceremonial or administrative rather than substantive (Fauzi et al., 2023).

Character education has become an integral part of national education policy in Indonesia, particularly in preparing a generation that is excellent, advanced, and competitive in an increasingly globalized world (Muthohar, 2021). Yet its implementation in schools still encounters obstacles such as limited innovative learning media, insufficient teacher training, and a lack of alignment between character education goals and curriculum load (Abdi, 2018). Other studies at the junior high school level reveal that although teachers have a positive perception of the importance of character education, they often face constraints in methods and resources during implementation (Syahbudin et al., 2024). Research conducted in several elementary schools also shows that although character is a priority, its actual practice remains inconsistent, resulting in students receiving insufficient real-life experiences to internalize character values (Kurniawan & Rambe, 2024). These conditions illustrate the gap between policy idealism and field practice, while highlighting the urgency of providing innovative learning media capable of bridging the values of the Pancasila Student Profile with classroom realities, particularly at the junior high school level.

One relevant approach to addressing this need is role-play. Constructivist learning theory emphasizes that knowledge becomes more meaningful when students actively build their learning experiences through direct engagement. In role-play, students are invited to portray certain situations, navigate social conflicts, and practice decision-making. This process allows them not only to understand values cognitively but also to internalize them through emotional and social experiences. For example, research by Bahuleyan et al., (2025) indicates that role-play is effective in fostering empathy among university students through real case simulations and deep reflection, while a systematic review by Ishak & Abdul Aziz, (2022) shows that the use of role-play in ESL classrooms improves students' communication skills, particularly fluency, interactional competence, and confidence. Previous studies in local contexts support these findings, such as Ngongo & Sogen, (2025) who found that role-playing in social studies significantly improved students' empathy toward social conflicts and their multi-perspective understanding. Another study by Indriyanawati & Utomo, (2024) found that the role-playing method in Pancasila education successfully fostered social awareness and empathy among fifth-grade students. Thus, the application of role-play not only provides interactive and contextual learning experiences but also serves as an effective tool for internalizing social, moral, and character values, including the dimensions of the Pancasila Student Profile. Through real-life simulations, students can develop critical thinking, problem-solving, teamwork, and empathy simultaneously, making learning more holistic and strengthening character formation. This approach also enables teachers to adapt scenarios to their school's needs and conditions, ensuring that character values are applied meaningfully and comprehensively in daily learning contexts.

The collaboration between role-play and audiovisual learning media—particularly short movies—can further enhance learning effectiveness. Short films can visualize real-life contexts, present conflicts in easy-to-follow narrative forms, and stimulate students' imagination, thereby increasing emotional engagement (Kabadayi, 2012). Dual coding theory suggests that processing information through both verbal and visual channels

strengthens mental representation (Kanellopoulou et al., 2019) while multimedia learning theory asserts that properly designed combinations of text, audio, and visuals improve comprehension and retention. While multimedia learning theory asserts that properly designed combinations of text, audio, and visuals improve comprehension and retention (Mayer, 2021). By utilizing visual culture familiar to adolescents, short movies have additional potential to capture attention, facilitate empathy toward characters, and make abstract concepts more concrete and relatable to students' daily experiences. This combination—role-play that encourages active engagement and short movies that offer visual-narrative context—also allows video to be used as a tool for feedback, reflection, and group discussion, strengthening the transfer of both social and cognitive skills (Wang et al., 2024).

Integrating role-play into short movie formats opens new pathways for Pancasila Education. Students can observe representations of conflicts and their resolutions in more realistic contexts while also connecting these narratives with their own life experiences, ensuring that the values of the Pancasila Student Profile become part of personal awareness rather than mere memorization (Hidayati et al., 2024). Research titled *Realizing the Profile of Pancasila Students Through Short Film Project-Based Learning* shows that producing short films as a learning project genuinely helps students internalize the Pancasila Student Profile through active participation, collaboration, and reflection (Chotimah et al., 2024). Thus, this approach has strong potential to bridge the gap between Pancasila theory in the classroom and the practice of these values in students' daily lives.

Several prior studies have examined the effectiveness of role-play in improving social skills and strengthening moral values (Huda et al., 2023). Other studies highlight the potential of video media as an interactive and engaging learning tool (Mahlianurrahman & Aprilia, 2023; Putri et al., 2023). However, much of the existing research treats these components separately: role-play studies often focus on classroom methodology without strong digital media support, while video-based learning studies tend to emphasize cognitive aspects rather than character internalization. Moreover, research on the Pancasila Student Profile remains relatively new and limited, making media development that explicitly integrates its values into learning practices still rare (Indana & Setyowahyudi, 2024; Safitri & Zainuddin, 2024).

This research will be conducted at SMP Negeri 1 Lalan, located in Karang Makmur Village, Primer 8, Lalan District, Musi Banyuasin Regency, South Sumatra. The school represents the educational conditions of areas that still face limited access to modern innovative learning media. Teachers tend to rely on lecture-based methods, while students need more contextual and engaging learning strategies. By introducing short movie role-play-based learning media, this study is expected to offer a practical solution for schools in rural areas to improve the quality of Pancasila Education while strengthening the implementation of the Pancasila Student Profile.

Thus, there exists an important research gap to be addressed: how to develop and utilize short movie-based learning media using a role-play approach that not only delivers Pancasila Education content but also strengthens the dimensions of the Pancasila Student Profile among junior high school students, particularly in regional school contexts such as SMP Negeri 1 Lalan. The urgency of this research lies in its contribution to offering a learning innovation that unifies theory, digital media, and character education in one coherent approach.

## **Method**

### **Research Design**

This study employs a Research and Development (R&D) method using the ADDIE development model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2020). This model is selected because it is systematic and flexible for designing, developing, and evaluating learning media tailored to the needs of students and the learning context of Pancasila Education. The study also

adopts a mixed-methods approach, using qualitative methods to describe the development process and quantitative methods to test the effectiveness of the role-play-based short movie media in strengthening the dimensions of the Pancasila Student Profile.

### Research Subjects and Location

The study was conducted at SMP Negeri 1 Lalan, located in Karang Makmur Village, Lalan District, Musi Banyuasin Regency, South Sumatra Province. The location was selected using purposive sampling because it represents schools with limited digital learning media and a need for innovative character education approaches.

The research subjects consisted of:

- 30 eighth-grade students for the limited trial and effectiveness test;
- 2 Pancasila Education teachers as collaborators; and
- 3 expert validators, consisting of: (1) Pancasila content expert, (2) learning media expert, and (3) instructional design expert.

### Research Procedure

Table 1. Research Stages

Stage	Main Objective
Analysis	Identifying learning needs, student characteristics, and challenges in implementing character values.
Design	Designing learning objectives, storyboards, short movie scripts, and preparing validation and effectiveness instruments.
Development	Developing the short movie media, conducting expert validation, and revising the product based on feedback.
Implementation	Testing the product in the field through limited trials and effectiveness tests for junior high school students.
Evaluation	Evaluating the validity, practicality, and effectiveness of the media using both formative and summative approaches.

### Research Instruments

The research instruments were designed and validated based on previous studies and expert reviews, including:

- Needs analysis questionnaire (Raharjo et al., 2024)
- Validation sheets (Aziz & Utomo, 2025)
- Practicality instruments (Sugiyono, 2019)
- Learning achievement test (based on curriculum competencies)

### Data Analysis Techniques

#### a. Validity

After the short movie production is completed, it will be validated by experts. The assessment includes content feasibility, media appearance, and pedagogical integration. A Likert scale of 1–5 is used, and the validation score is calculated using the formula:

$$X = \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

The results are categorized as follows:

**Table 2. Validity Criteria**

Range	Category
21%–40%	Less Valid
41%–60%	Fairly Valid
61%–80%	Valid
81%–100%	Highly Valid

### b. Practicality

The practicality test is conducted in stages. The first stage, *One-to-One Test*, involves three students with different cognitive levels who interact directly with the product. They then complete a questionnaire based on their experience. The next stage involves six students with the same procedure. The average score is calculated using:

$$X = \frac{\text{Total Score}}{\text{Ideal Score}} \times 100\%$$

The results are classified according to the following criteria:

**Table 3. Practicality Criteria for the Role-Play Video**

Range	Category
0%–20%	Very Impractical
21%–40%	Less Practical
41%–60%	Fair
61%–80%	Practical
81%–100%	Very Practical

(Riduwan, 2020:88)

### c. Effectiveness

The effectiveness of the media is tested using a quasi-experimental design, specifically a *one-group pretest–posttest design*, with the formula:

$$\text{N-Gain} = \frac{\text{Skor Posttest} - \text{Skor Pretest}}{\text{Skor Maksimum} - \text{Skor Pretest}} \times 100$$

#### Description:

- N-Gain: Normalized Gain Score
- Sposttest: Posttest Score
- Spretest: Pretest Score

The gain score is interpreted based on the following criteria:

**Table 4. N-Gain Criteria**

Category Value (g)	
Low	$g < 0.3$
Medium	$0.3 \leq g < 0.7$
High	$g \geq 0.7$

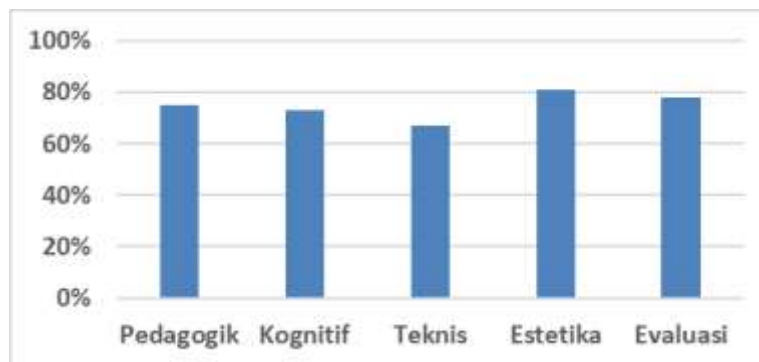
Sumber: (Erikko *et al.*, 2018)

## Results and Discussion

### Results

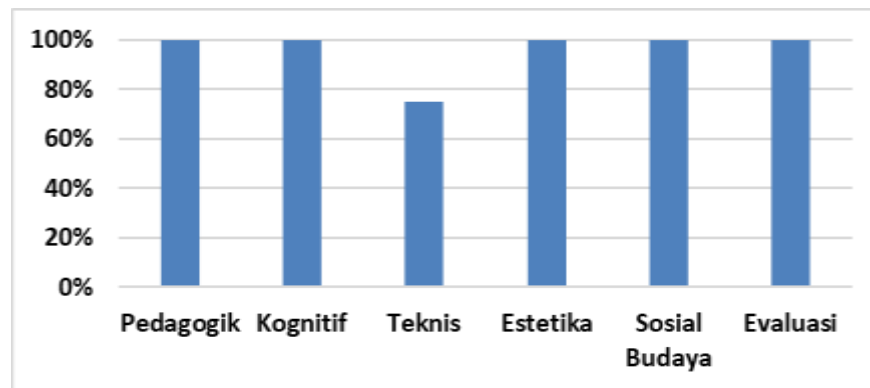
#### 1. Analysis

In the initial stage of development using the ADDIE model, an analysis was conducted to identify the primary needs of students and teachers regarding the instructional media to be developed. The results of the students' needs analysis are presented in Figure 1.



**Figure 1. Results of Students' Needs Analysis**

The needs analysis was conducted with 30 students of SMPN 1 Lalan using a questionnaire consisting of 10 Yes/No statements covering five aspects: pedagogical, cognitive, technical, aesthetic, and evaluation. The results show that the pedagogical aspect obtained a score of 75%, indicating the importance of material relevance and video presentation for ease of understanding. The cognitive aspect scored 73%, showing students' expectations for media that enhance comprehension and reasoning. The technical aspect scored 67%, highlighting the need for accessibility and clarity of usage instructions. The aesthetic aspect received the highest score, 81%, emphasizing that visual appeal and audio quality are major factors influencing student interest. Meanwhile, the evaluation aspect scored 78%, indicating students' desire for exercises or reflection after watching the video. Overall, students expect role-play learning videos that are engaging, accessible, relevant to learning, and equipped with evaluation features to measure comprehension. The results of the teachers' needs analysis are shown in Figure 2.



**Figure 2. Results of Teachers' Needs Analysis**

Based on Figure 2, the pedagogical and cognitive aspects each scored 100%, indicating that material alignment with learning objectives and content relevance to character development are considered highly essential. The technical aspect scored 75%, showing that although the storyline and usage instructions are clear, accessibility issues remain in schools. The aesthetic, socio-cultural, and evaluation aspects each scored 100%, illustrating that teachers value visual appearance, socio-cultural relevance, and the presence of evaluative activities as essential components of instructional media. Overall, all teachers responded positively and supported the implementation of role-play video media based on the Pancasila Student Profile values. These findings indicate that such media can assist teachers in strengthening character values, enhancing learning motivation, and creating more engaging, contextual, and relevant learning experiences for students.

## 2. Design

In the design stage, the researchers developed the storyline and script of the short movie with a duration of 8–10 minutes, depicting social conflicts in the school environment (e.g., collaboration in solving classroom problems, tolerance, and social responsibility). The storyboard and scenario were constructed to integrate the six dimensions of the Pancasila Student Profile. The following table shows the alignment between the storyline and the values developed:

**Table 5. Integration of Scenario With the Dimensions of the Pancasila Student Profile**

Scene/Segment	Highlighted Conflict	Represented Pancasila Values
1	Misunderstanding among classmates	Mutual cooperation & tolerance
2	Group discussion to find solutions	Critical thinking & creativity
3	Individual realization of mistakes	Noble character & independence
4	Resolution and joint reflection	Faith, piety, and social responsibility

## 3. Development

The short movie media was developed using Canva Pro and CapCut, involving students as actors and production team members. The initial product was validated by three experts: a media expert, a content expert, and a learning design expert.

**Table 6. Expert Validation Results**

Assessed Aspect	Average Score (1–5)	Category
Content Feasibility	4.52	Highly Valid
Media Feasibility	4.44	Highly Valid
Learning Feasibility	4.48	Highly Valid
<b>Overall Average</b>	<b>4.48</b>	<b>Highly Valid</b>

Based on validity criteria, a mean score of 4.48 falls into the “Highly Valid” category; therefore, the media is suitable for field testing without major revisions.

#### 4. Implementation

The implementation stage is the process of applying the developed instructional video media in real learning situations. Before applying the media to all students, its practicality was tested through one-to-one and small-group assessments aimed at measuring ease of use during learning.

**Table 7. Practicality Test**

<b>Name of test</b>	<b>N-Student</b>	<b>Mean</b>	<b>Description</b>
One to one test	3	97.34%	Very Practical
Small Group Test	7	97.4%	Very Practical
Total	10	97,37%	Very Practical

The practicality test of the developed learning media was conducted through two stages: one-to-one testing and small-group testing. In the one-to-one test involving three students, the media obtained a mean practicality score of 97.34%, which falls into the “Very Practical” category. This indicates that individual users found the media highly easy to use, clear, relevant, and supportive of the learning process. Similarly, the small-group test involving seven students produced a mean practicality score of 97.4%, also categorized as “Very Practical.” This consistent result demonstrates that the media is not only effective when used individually but also functions well in a group learning environment, maintaining clarity, attractiveness, and usefulness.

Overall, with a total of ten students participating across both tests, the media consistently achieved a “Very Practical” classification. These findings confirm that the short movie role-play learning media is highly feasible for classroom implementation, as it supports ease of use, enhances student engagement, and aligns well with learning objectives.

#### 5. Evaluation

The effectiveness of the media was tested using a quasi-experimental one-group pretest–posttest design. The test involved 30 students using an instrument measuring character and understanding of the Pancasila Student Profile values. The test consisted of multiple-choice items assessing conceptual understanding. The pretest results are shown in Table 8.

**Table 8. Pretest Summary**

<b>Score Interval</b>	<b>Number of Students</b>	<b>Percentage</b>	<b>Category</b>
81–100	0	0%	Excellent
61–80	9	30%	Good
41–60	16	53.4%	Fair
21–40	4	13.4%	Poor
0–20	1	3.4%	Very Poor

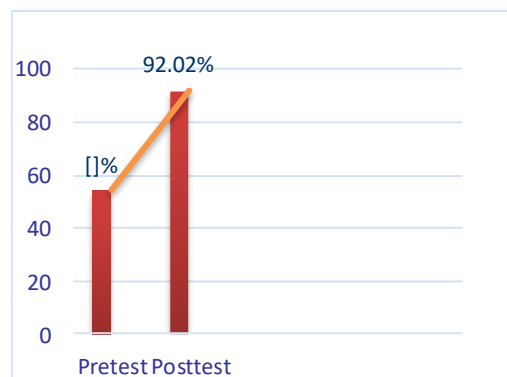
The pretest results show that most students were in the fair (53.4%) and good (30%) categories, with no students classified as excellent. This indicates that students’ initial understanding was still relatively low to moderate, requiring instructional intervention. The posttest results after learning with the video media are shown in Table 10.



**Table 10. Posttest Summary**

Score Interval	Number of Students	Percentage	Category
81–100	25	83.4%	Excellent
61–80	5	16.7%	Good
41–60	0	0%	Fair
21–40	0	0%	Poor
0–20	0	0%	Very Poor

The posttest results show a substantial increase compared to the pretest, with 83.4% categorized as excellent and 16.7% as good. No students remained in the lower categories, indicating strong mastery after using the instructional video.

**Figure 3. Learning Outcome Improvement Chart**

Students' average pretest score was 51.67, categorized as fair. After the learning intervention, the average posttest score increased to 92.02, with a gain of 40.35 points (approximately a 78% increase). This demonstrates the media's strong impact on improving students' understanding. The N-Gain score calculation is shown in Table 10.

**Table 10. N-Gain Results**

Average Pretest	Average Posttest	N-Gain	Category
54.03	92.02	0.82	High

These findings confirm that the developed video media effectively enhances students' understanding of Pancasila Student Profile values in the Pancasila Education subject at the junior high school level.

#### a. Discussion

This study successfully produced a role-play-based short movie learning media developed using the ADDIE model, designed to strengthen character education through the Pancasila Student Profile for junior high school students. Overall, the findings indicate that the media possesses high validity, strong practicality in real classroom settings, and the ability to enhance students' understanding of Pancasila values. The use of short movies as value-based learning projects has been proven effective in local contexts—for instance, the study *Realizing the Profile of Pancasila Students Through Short Film Project-Based Learning* reported an improvement in student character following the implementation of short film projects (Chotimah et al., 2024). In addition, studies on interactive videos integrating local cultural values show that context-based audiovisual media can more meaningfully support character education (Yusnan et al., 2025). The reinforcement of film media for Pancasila education is also evident in research developing short films to improve tolerance in Pancasila and Citizenship Education courses (Husna et al., 2023). The media's design validity is supported by the application of Mayer's

multimedia design principles—studies in basic mathematics have shown that multimedia design principles significantly enhance learning effectiveness when media are developed in accordance with Mayer's criteria (Rahayu et al., 2024). Thus, the results of this study align not only with multimedia and instructional design theory but also with empirical evidence in the context of character and Pancasila education in Indonesia.

The developed video media received an average validation score of 4.48, categorized as *very valid*, indicating that it meets the standards of content quality, display, and instructional design. This high level of validity signifies that the media can present Pancasila learning materials through visual narratives relevant to students' real-life contexts. The integration of the role-play approach with the short movie format creates more engaging and meaningful learning experiences, as students become not only recipients of information but also active subjects who experience moral situations contextually. This finding is consistent with multimedia learning theory (Mayer, 2024) which asserts that the combination of text, audio, and visuals enhances comprehension and retention. A local study, *Validation Design Learning in Short Film Media for Development Profile Internal Pancasila*, also demonstrates that value-based short films can be systematically validated in the context of Pancasila character education (Sofyan et al., 2023). Similarly, research developing short films to promote tolerance supports the use of film media as an effective tool for character education (Husna et al., 2023). Therefore, the learning experience provided through short movies not only expands students' cognitive representation but also activates emotional engagement, which plays a crucial role in character formation.

In terms of practicality, teacher and student responses yielded an average score of 90.5%, categorized as *very practical*. This result indicates that the developed role-play short movie media is easy to use, visually appealing, and suitable for digitally oriented students who are accustomed to interacting with audiovisual content. The high level of practicality also suggests that the media does not require complex technological infrastructure, making it feasible for schools with limited facilities. Similar studies by Febriyanto et al., (2025) showed that contextual video media can achieve validity and practicality levels above 85% and are highly effective in increasing student engagement in sociocultural learning contexts. Likewise, Maghribi et al., (2024) reported high validity (89.6%) and excellent practicality for video learning media based on local wisdom aligned with the Pancasila Student Profile.

Nevertheless, technical aspects remain a consideration, as media access in schools is not yet fully optimal. This indicates the need to adapt media implementation to suit schools with limited technological readiness. This finding aligns with Khoironnisa & Widiyanti, (2025) who emphasized that character-based video media can improve learning outcomes, but its implementation must be adjusted to the technological conditions of the school. Similarly, Astari et al., (2024) highlighted the importance of designing interactive and accessible contextual video media for sustainable implementation in elementary-level Citizenship Education. Therefore, the developed role-play short movie media can be considered practical and relevant, with strong potential to support teachers in strengthening Pancasila character education across schools with varying levels of technological preparedness.

From the perspective of effectiveness, the improvement in student learning outcomes shows a significant change. The average pretest score of 51.67 indicates that students' initial understanding of Pancasila values was at a moderate level. After the implementation of the short movie role-play media, the average posttest score rose to 92.02, reflecting an increase of 40.35 points or approximately 78% from the initial score. This improvement demonstrates that video media is not only visually engaging but also effective in facilitating deeper conceptual understanding. The N-Gain score of 0.82, categorized as *high*, confirms that the media is effective in enhancing learning outcomes and internalizing Pancasila Student Profile values.

These findings are consistent with Martin et al., (2019) who reported that video-recorded role-play combined with reflection significantly improved empathy, caring behavior, and professional competence in experiential learning contexts. Likewise, Wang et al., (2024) demonstrated that the combination of video feedback and peer role-play significantly enhanced learning outcomes and social skills among university students. Another study by Komara et al., (2021) also found that video role-play methods effectively improved communication

skills and conceptual understanding in pharmacology, reinforcing the strong potential of this method for promoting active and participatory learning.

Theoretically, these achievements reinforce the argument that experiential learning provides deeper and more meaningful impacts than conventional instruction, as it allows students to experience, reflect on, and internalize Pancasila values within real-life contexts. This aligns with Kolb (2006), experiential learning concept, which asserts that learning is most effective when learners are actively involved in direct experiences followed by reflection and conceptualization. Thus, the short movie role-play serves not only as an audiovisual tool but also as a reflective learning medium that fosters deep character formation.

In addition to cognitive improvement, observations and interviews also revealed enhancements in students' affective and social domains. Students showed improved collaboration, greater appreciation of differences, and increased empathy toward social issues portrayed in the film. Learning that combines narrative, visual, and reflective elements has been shown to foster emotional engagement with the moral and social meanings behind each conflict presented. These findings support Chotimah et al., (2024) who noted that short movie projects help students internalize Pancasila values through collaborative and reflective experiences. In this context, the role-play short movie media is not merely a visual aid but a medium for character formation and social awareness.

Furthermore, this study provides important implications for Pancasila education in junior high schools, particularly in regions with limited access to modern learning media such as SMPN 1 Lalan. The developed media effectively bridges the gap between the theoretical aspects of Pancasila values in the curriculum and their practical application in students' daily lives. By presenting issues relevant to adolescents—such as cooperation, responsibility, and tolerance—the media strengthens learning relevance and contextualization. Teachers act as facilitators who guide reflection and value discussion, rather than mere transmitters of information. This demonstrates that integrating digital media into character education can be an effective strategy for cultivating moral and social awareness among young learners.

Conceptually, this study contributes to the discourse on transformative character education, which emphasizes the importance of authentic moral experiences in the learning process. Through the role-play short movie approach, students not only learn values but also experience, feel, and practice them directly through meaningful social simulations. This approach aligns with transformative learning principles proposed by Huseinović (2023), which highlight that changes in behavior and worldview can occur through critical reflection on experience. These findings also correspond with studies comparing educational role-play and role-playing games, which concluded that educational role-play (not merely gaming) effectively activates empathy and critical reflection in learning settings (Winardy & Septiana, 2023). Additionally, Jensen (2024) emphasized the role of simulation as a transformative practice, while reviews on digital-era character education reinforce the importance of experiential and creative media strategies in shaping the moral values of today's youth (Hukubun et al., 2024; Megawati & Prahmana, 2025).

Overall, role-play short movie-based learning has been proven to be an effective strategy for strengthening student character and enriching pedagogical approaches in Pancasila education. High validity ensures content accuracy, high practicality ensures usability in real settings, and high effectiveness demonstrates real impacts on understanding and internalizing Pancasila values. By combining the power of visual narrative, direct experience, and moral reflection, this media provides learning that is not only informative but also transformative—a concrete step toward character education that is relevant to the challenges of the digital era and the diversity of contemporary Indonesian society.

## Conclusion

This study demonstrates that the short movie role-play learning media based on the values of the Pancasila Student Profile is effective, valid, and practical in improving learning outcomes and the internalization of Pancasila values among junior high school students. The media obtained a high level of validity (average score of 4.48), practicality of 97,37%, and effectiveness with an N-Gain of 0.82 (high category). Theoretically, these findings confirm the relevance of experiential learning and transformative character education, where experience-based learning and critical reflection encourage behavioral change and moral awareness among students. Through the integration of role-play and visual narratives, this media successfully bridges the gap between cognitive understanding and the application of values in real-life contexts. Practically, the short movie role-play can serve as an alternative character education medium that is contextual, engaging, and easy to implement, especially in schools with limited technological facilities. These findings have implications for strengthening the implementation of the Pancasila Student Profile and guiding the development of value-based learning media for 21st-century education.

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