

Development of EduBehaviour Digital Media to Enhance Positive Behavior and Strengthen the Graduate Profile of Elementary School Students

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ABSTRACT

This study aimed to develop EduBehaviour digital media that are valid, practical, and effective in improving positive behavior and strengthening the graduate profile of fourth-grade elementary school students. The study used Research and Development (R&D) following the ADDIE model: analysis, design, development, implementation, and evaluation. The study was conducted in elementary schools in Grobogan District and involved a subject-matter expert, a media expert, a learning design expert, teachers, and students. Data were collected through interviews, observations, questionnaires, and documentation, then analyzed using qualitative and quantitative descriptive techniques. The product was developed as an Android application integrating the "Seven Habits of Great Indonesian Children," student worksheets, parental reflection, practice exercises, and teacher assessment. Validation results showed scores of 93.33% from the subject-matter expert, 95.38% from the media expert, and 92.31% from the learning design expert, all categorized as highly feasible. The individual trial obtained 91.67%, the small-group trial 93.10%, and the teacher response 94.17%, all categorized as highly practical. An effectiveness test involving 28 students showed an increase in the mean score from 67.80 on the pretest to 85.60 on the posttest, with an N-gain of 0.55 in the moderate category. These results indicate that EduBehaviour is feasible, practical, and useful for supporting positive behavior habituation, parental involvement, and the strengthening of elementary school students' graduate profiles. It may serve as an alternative tool for structured and sustainable character education programs.

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INTRODUCTION

Developments in educational technology over the past decade have encouraged elementary schools to use digital media not merely as tools for delivering instructional content, but also as a means of character formation and the reinforcement of students' positive behavior (Padthar & Ketkaew, 2024; X. Wang & King, 2021). Digital learning transformation has become increasingly relevant because elementary school students live in environments closely connected to mobile devices, interactive applications, videos, digital quizzes, and online communication spaces (Arisandhi et al., 2023). However, the use of technology in education should not focus solely on accessibility and attractive visual design. It should also support meaningful learning, teacher involvement, parental participation, and students' social-emotional development. In the context of Indonesian education, the reinforcement of positive behavior is consistent with the Pancasila Student Profile, which emphasizes the development of students who have faith in and devotion to God Almighty, demonstrate noble character, are independent, collaborate with others, think critically, are creative, and possess global diversity awareness (Dong et al., 2025; Kemendikbud, 2022). These values also strongly overlap with Islamic education, particularly the concepts of *akhlak karimah*, proper conduct, responsibility, care for others, and politeness in daily life. Therefore, EduBehaviour was developed as an Android-based digital learning medium that not only presents instructional content but also integrates reflective activities, student worksheets, exercises, and parental involvement to develop positive behavior among elementary school students.

The main problem underlying this study is the limited availability of digital media specifically designed to connect learning, positive behavior habituation, character reinforcement, and parent communication within a simple application system (R. B. Rahmawati et al., 2023; Utaminingsih et al., 2024). Preliminary classroom observations showed that efforts to strengthen students' positive behavior were still largely carried out through verbal advice, direct reprimands, and routine habituation activities that had not been systematically documented. Initial interviews with teachers indicated that they needed media that were easy to use, attractive to students, and capable of helping them monitor student engagement and parental responses to children's behavioral development. Meanwhile, preliminary questionnaires administered to students indicated that they were more interested in learning media with colorful visual displays, simple navigation buttons, interactive quizzes, and digital activities accessible through mobile devices. These findings reveal a gap between the need for positive behavior-based character education and the availability of practical, interactive, and integrated digital media. This gap is particularly important because the challenges of character education in elementary schools are not limited to students' cognitive understanding of morality. They also involve habituation, role modeling, self-control, responsibility, empathy, and cooperation, all of which must be developed repeatedly within both school and family environments (Maslani et al., 2025; Saifullah et al., 2025; Suprpto, 2025).

A review of previous studies shows that research on digital media development and character education has gradually shifted from the simple delivery of content toward more interactive, reflective, and collaborative learning. During the 2016–2018 period, studies on character education in elementary schools mainly emphasized value habituation, teacher role modeling, and the integration of character values into the learning process. During 2019–2020, research attention began to shift toward the use of learning technology, particularly following the increased use of online media in education. During 2021–2022, studies started to connect digital media with the implementation of the Merdeka

Curriculum and the Pancasila Student Profile. As a result, character education was no longer viewed as supplementary content but as a central learning outcome integrated into intracurricular activities, co-curricular activities, and school culture (Hafiz et al., 2025; Sliwka et al., 2024). During 2023–2025, studies showed that digital media had two contrasting effects. On the one hand, they could increase motivation, access, and learning interactivity. On the other hand, they could reduce social interaction when not used appropriately (Suja'i, 2023; UNESCO, 2021). Recent research has also emphasized that digital media can support the development of Islamic character among elementary school students when their use is connected to moral values, positive habituation, teacher involvement, and parental guidance (Madyarini & Wijayanti, 2025; Rani Puspita et al., 2024). Thus, this study addresses a research gap involving the development of digital learning media, the reinforcement of positive behavior, the Pancasila Student Profile, and Islamic values through the EduBehaviour Android application.

The theoretical foundation of this study draws on learning media development theory, character education theory, and technology-based learning theory. EduBehaviour was developed using the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. This model was selected because it enables a systematic development process, beginning with needs analysis, interface design, product development, user testing, and media feasibility evaluation (Sulistyanto et al., 2022; Utaminingsih et al., 2024). Conceptually, EduBehaviour was developed by integrating several digital platforms: Canva for interface design, Google Sites as the main navigation center, Padlet as a parental reflection space, Google Forms for digital student worksheets, Kahoot for interactive exercises, and Kodular for packaging the application into an Android APK. This integration shows that EduBehaviour is not merely an application containing instructional materials. It functions as a small learning ecosystem that connects students, teachers, and parents. From the perspective of character education, students' positive behavior is understood as a set of habits reflected in discipline, responsibility, care for others, cooperation, politeness, and the ability to reflect on one's actions. From an Islamic perspective, these behaviors are consistent with the values of *akhlak karimah*, which involve developing individuals who are well-mannered, responsible, respectful toward others, and accustomed to practicing goodness in daily life (Maslani et al., 2025).

Based on the background, preliminary findings, and review of previous studies, this study aims to develop EduBehaviour as a valid, practical, and effective digital medium for improving positive behavior and strengthening the graduate profile of elementary school students. The theoretical contribution of this study lies in extending research on character-based digital learning media, particularly media that integrate the Pancasila Student Profile and Islamic values within an Android application. Its practical contribution is the provision of an alternative medium that teachers can use to deliver instructional content, provide digital student worksheets, conduct interactive exercises, involve parents, and promote students' positive behavior in a more structured manner. The novelty of this study lies in the integration of instructional content, parental reflection, digital student worksheets, interactive exercises, and Islamic character reinforcement within a single APK-based EduBehaviour medium. Previous studies have generally focused separately on digital media for content delivery or learning assessment. Accordingly, the proposed research hypothesis is that EduBehaviour is feasible for use as a learning medium and effective in improving positive behavior and strengthening the graduate profile of elementary school students. When an effectiveness-testing design is employed, the operational hypothesis is that there is a difference in students' positive behavior before and after using EduBehaviour digital media.

METHODS

This study employs a Research and Development (R&D) approach (Sugiyono, 2016a). Development research is used to produce a particular product and examine its feasibility and practicality in the learning process. The product developed in this study is the EduBehaviour digital media. This media is designed to assist teachers in fostering students' positive behavior and strengthening the dimensions of the elementary school student graduate profile, particularly among fourth-grade students in Grobogan District (Sugiyono, 2016b). The development model used in this study is the ADDIE model. The ADDIE model consists of five stages: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. The ADDIE model was selected because it provides systematic stages and allows researchers to conduct an evaluation at each stage of product development. Therefore, the EduBehaviour digital media can be adapted to teachers' needs, students' characteristics, and the objectives of character education in elementary schools.

This study was conducted in elementary schools located in Grobogan District. The participants involved in this study included: (1) a subject-matter expert, (2) a media expert, (3) a learning design expert, (4) fourth-grade elementary school teachers, and (5) fourth-grade elementary school students. The subject-matter expert assessed the suitability of the EduBehaviour content for strengthening positive behavior and the dimensions of the student graduate profile. The media expert assessed the visual appearance, readability, navigation, and ease of use of the media. The learning design expert assessed the alignment of the media with learning objectives, habituation activities, and character-strengthening strategies. Fourth-grade teachers served as users of the media during learning activities, while fourth-grade students participated in the product trial to determine their responses to and the practicality of EduBehaviour.

During the analysis stage, the researcher collected preliminary information regarding the need for media development. The analysis was conducted to identify students' behavioral problems, teachers' needs for media that support positive behavior habituation, and the dimensions of the graduate profile that needed to be strengthened. The problems examined included student discipline, responsibility, independence, cooperation, care for others, communication, and positive habits in learning and school activities. The results of this needs analysis provided the basis for designing the EduBehaviour digital media. During the design stage, the researcher prepared the initial design of EduBehaviour. The product design included the objectives of media use, the sequence of use, page layouts, main features, positive behavior materials, habituation activities, student reflection instruments, and behavioral evaluation. EduBehaviour was designed to enable teachers to monitor, guide, and evaluate students' positive behavior more systematically. It was also designed to be easily understood by fourth-grade elementary school students.

During the development stage, the researcher produced the initial version of the EduBehaviour digital media. The product was developed as digital media containing several features, including student profiles, lists of positive behaviors, habituation journals, daily reflections, behavioral rewards, teacher notes, and summaries of student development. The media was designed to help students recognize positive behaviors that should become habits, while teachers could use it to provide reinforcement, feedback, and assessment of students' behavioral development.

During the implementation stage, the EduBehaviour digital media was tested with fourth-grade teachers and students in Grobogan District. The trial was conducted to determine the usability of the media in learning activities and positive behavior habituation. Teachers used the media to provide

guidance, record students' behavioral development, provide feedback, and strengthen the dimensions of the student graduate profile. Students used the media to reflect on their behavior, record positive habits, and understand the behaviors they needed to develop.

During the evaluation stage, the researcher assessed the quality of the product based on expert validation, teacher responses, student responses, and the results of the media trial. The evaluation was conducted to determine the feasibility, practicality, and effectiveness of EduBehaviour. The evaluation results were used as the basis for revising the product so that the developed media would be more appropriate, easier to use, and better suited to the needs of elementary school learning.

The data collection methods used in this study included interviews, observations, questionnaires, and documentation. Interviews were used to obtain information from teachers regarding media needs, students' behavioral problems, and character habituation strategies implemented at school. Observations were used to examine students' behavior during learning and school activities. Questionnaires were used to collect data from expert validation and teacher and student responses to EduBehaviour. Documentation was used to collect supporting data, such as photographs of activities, teacher notes, student lists, and relevant learning documents. The research instruments included interview guides, observation sheets, expert validation sheets, teacher response questionnaires, and student response questionnaires. The interview guides were used to obtain information about the need for media development. The observation sheets were used to observe students' positive behavior. The expert validation sheets were used to assess the feasibility of the content, media, and learning design. The teacher response questionnaire was used to determine the practicality of the media from the teachers' perspective. The student response questionnaire was used to determine the ease of use, attractiveness, and benefits of EduBehaviour for students.

Table 1. Subject-matter expert instrument blueprint

No.	Aspect	Indicator	Number of items
1	Content suitability	The content is aligned with the objective of strengthening students' positive behavior.	1
2	Graduate profile dimensions	The content supports the development of students' character, independence, responsibility, cooperation, and communication.	2
3	Clarity of content	The content is presented in simple language that is easy for fourth-grade students to understand.	2
4	Integration of activities	The habituation activities are relevant to students' daily lives at school.	2
5	Usefulness	The content helps teachers guide and monitor students' behavioral development.	2
6	Content feasibility	The media content does not conflict with educational values and the character development of elementary school students.	1
Total			10

Table 2. Media expert instrument blueprint

No.	Aspect	Indicator	Number of items
1	Media appearance	The media design is attractive, well organized, and appropriate for the characteristics of elementary school students.	2
2	Readability	The font size, colors, icons, and layout are easy to read.	2
3	Navigation	The buttons and menus in the media are easy to use.	2
4	Clarity of features	The student profile, behavioral journal, reflection, and development summary features are easy to understand.	3
5	Accessibility	The media can be accessed through digital devices available at school.	2
6	Practicality	The media is easy for teachers and students to use.	2
Total			13

Table 3. Learning design expert instrument blueprint

No.	Aspect	Indicator	Number of items
1	Learning objectives	The media supports the objective of strengthening students' positive behavior.	2
2	Sequence of use	The stages of media use are systematically organized.	2
3	Habituation activities	The activities in the media encourage students to develop positive behavioral habits.	3
4	Student reflection	The media provides opportunities for students to assess their own behavior.	2
5	Teacher feedback	The media facilitates teachers in providing notes and reinforcement to students.	2
6	Behavioral evaluation	The media assists teachers in evaluating students' behavioral development.	2
Total			13

Table 4. Teacher response instrument blueprint

No.	Aspect	Indicator	Number of items
1	Ease of use	Teachers can easily use EduBehaviour in learning activities.	2
2	Suitability for teachers' needs	The media meets teachers' needs in fostering students' positive behavior.	2
3	Practicality	The media helps teachers record, monitor, and evaluate students' behavior.	3
4	Usefulness	The media helps strengthen the dimensions of the student graduate profile.	3
5	Usability	The media can be used continuously in school activities.	2
Total			12

Table 5. Student response instrument blueprint

No.	Aspect	Indicator	Number of items
1	Appearance	EduBehaviour has an attractive visual appearance.	2
2	Ease of use	Students can easily understand the menus and features of the media.	2
3	Motivation	The media encourages students to develop positive behavioral habits.	3
4	Self-reflection	The media helps students identify the positive behaviors they have and have not demonstrated.	3
5	Benefits	The media helps students become more disciplined, responsible, independent, and cooperative.	4
Total			14

The data analysis techniques used in this study consisted of qualitative descriptive analysis and quantitative descriptive analysis (Sugiyono, 2018). Qualitative descriptive analysis was used to process data obtained from interviews, observations, comments, criticism, and suggestions from experts, teachers, and students. The qualitative data were analyzed by reducing the data, presenting the data, and drawing conclusions. The results of the qualitative analysis were used to revise the EduBehaviour media so that it better met users' needs. Quantitative descriptive analysis was used to process data in the form of expert validation scores and teacher and student questionnaire scores. The scores obtained were calculated as percentages to determine the feasibility and practicality categories of the media. The formula used was as follows:

$$\text{Percentage} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100\%$$

The percentage results were then converted into product feasibility categories. These categories were used to determine whether EduBehaviour was highly feasible, feasible, moderately feasible, less feasible, or not feasible for use in learning activities and the habituation of students' positive behavior.

Table 6. Feasibility criteria for EduBehaviour media

Percentage	Category	Description
81%–100%	Highly feasible	The media can be used without revision or with only very minor revisions.
61%–80%	Feasible	The media can be used with minor revisions.
41%–60%	Moderately feasible	The media requires revision before use.
21%–40%	Less feasible	The media is not yet feasible for use and requires major revision.
0%–20%	Not feasible	The media cannot be used.

Through the implementation of the ADDIE stages, multiple data collection methods, and qualitative and quantitative analyses, this study is expected to produce EduBehaviour digital media that is feasible, practical, and useful for improving positive behavior and strengthening the graduate profile of fourth-grade elementary school students in Grobogan District.

FINDINGS AND DISCUSSION

The media development in this study employed the ADDIE model, which consists of the analysis, design, development, implementation, and evaluation stages. The development of EduBehaviour digital media followed the five stages of the ADDIE model as described below.

Analysis stage

The analysis stage included: (1) an analysis of student characteristics and behavioral problems at school, (2) an analysis of teacher and student needs, (3) an analysis of the graduate profile dimensions, and (4) an analysis of the technological facilities available at school. The analysis of student characteristics was conducted to identify students' habits during learning activities and other school activities. Based on the preliminary observations, several aspects of student behavior still required reinforcement, particularly discipline, responsibility, independence, care for others, cooperation, politeness, and communication. Interviews with fourth-grade teachers showed that positive behavior development was still mainly carried out through verbal advice, direct reprimands, role modeling, and routine habituation. These activities had not yet been supported by media that could help teachers systematically record, monitor, and evaluate students' behavioral development.

The results of the student needs questionnaire showed that students were more interested in media with colorful visual displays, simple menus, images, interactive activities, and digital quizzes that could be accessed through Android devices. The graduate profile analysis was conducted to determine the dimensions that needed to be strengthened through the media, namely faith and devotion, responsibility, independence, communication, collaboration, care for others, creativity, and critical reasoning. The results of the media development needs analysis are presented in Table 4.

Table 7. Analysis of EduBehaviour media development needs

No.	Aspect analyzed	Analysis results
1	Student characteristics	Fourth-grade students prefer visual media, interactive applications, quizzes, and activities that provide immediate feedback.
2	Behavioral problems	Discipline, responsibility, independence, cooperation, care for others, politeness, and communication still need to be strengthened.
3	Teacher needs	Teachers need media to guide, record, monitor, and evaluate students' behavioral development.
4	Student needs	Students need media that are attractive, easy to use, and contain activities related to their daily lives.
5	Graduate profile	The media should support the development of character, independence, responsibility, communication, collaboration, care for others, creativity, and critical reasoning.
6	Technological facilities	The media was developed as an Android application that can be accessed through smartphones and connected to digital platforms.

Design stage

The activities conducted during the design stage included developing a flowchart and storyboard to guide product development. The flowchart illustrated the application's navigation sequence, while the storyboard contained the proposed layout, text, images, navigation buttons, learning materials, activities, and evaluation components for each page. At this stage, the tools and platforms used to develop the product were also selected. Canva was used to design the visual

interface, Google Sites served as the main content and navigation center, Padlet provided a space for reflection and parental involvement, Google Forms was used for digital student worksheets, Kahoot was used for interactive exercises, and Kodular was used to package all components into an Android application in APK format. In addition to the application, the product was accompanied by an installation and user guide for teachers, students, and parents.

Development stage

The development stage involved integrating positive behavior materials, text, images, videos, navigation buttons, digital student worksheets, reflection activities, exercises, evaluations, and parental involvement features into a complete digital medium. The materials were written in simple language and included examples related to students' daily experiences at school and at home. EduBehaviour contains an opening page, a content or main menu page, task and evaluation pages, and a closing page. The opening page presents the application identity and an entry button. The content page includes menus for materials, behavioral journals, self-reflection, digital student worksheets, a parent section, and evaluation. The task and evaluation pages present behavioral situations that students are required to analyze. The closing page provides feedback and messages encouraging students to develop positive behavioral habits. The results of the media development are presented in Figure 1



Figure 1. Results of EduBehaviour digital media development

Implementation stage

The implementation stage included: (1) validation of EduBehaviour based on content aspects by a subject-matter expert, (2) validation based on visual and functional aspects by a media expert, (3) validation based on instructional aspects by a learning design expert, (4) an individual trial, (5) a small-group trial, and (6) an assessment of teacher responses. The trials were conducted to determine the feasibility, readability, ease of navigation, attractiveness, and practicality of the developed media. During the trial, the teacher explained how to use the application. The students then studied the materials, completed the activities, filled in the behavioral journal, participated in the evaluation, and conducted self-reflection. The teacher observed the use of the media and recorded any difficulties that arose during the activities. Comments and suggestions from validators and users were used to revise the product.

Evaluation stage

Evaluation was conducted at every stage of development. Product revisions included simplifying the language, adjusting font sizes and colors, adding user instructions, improving navigation buttons, checking links, and refining the reflection and evaluation activities. The final evaluation was conducted to determine the quality of the media based on its validity, practicality, and preliminary effectiveness test results.

Table 8. Results of the EduBehaviour product quality assessment

No.	Assessment subject	Result	Category
1	Subject-matter expert assessment	93.33%	Highly feasible
2	Media expert assessment	95.38%	Highly feasible
3	Learning design expert assessment	92.31%	Highly feasible
4	Individual trial	91.67%	Highly practical
5	Small-group trial	93.10%	Highly practical
6	Teacher response	94.17%	Highly practical

Based on the analysis of the subject-matter expert assessment, EduBehaviour obtained a score of 93.33%, which was classified as highly feasible. This assessment indicated that the positive behavior materials, activity examples, reflection tasks, and evaluation components were appropriate for the characteristics of fourth-grade students and the objective of strengthening the graduate profile. Based on the analysis of the media expert assessment, the product obtained a score of 95.38%, which was classified as highly feasible. The results indicated that the interface, readability, icons, colors, navigation, button functions, and accessibility of the application met the criteria for digital media intended for elementary school students. The learning design expert assessment produced a score of 92.31%, which was classified as highly feasible. This result indicated that the objectives, sequence of use, habituation activities, student reflection, teacher feedback, and evaluation components had been systematically organized.

The individual trial obtained a score of 91.67%, while the small-group trial obtained a score of 93.10%. Both were classified as highly practical. The students were able to understand the instructions, access each menu, complete the activities, and use the reflection and evaluation features without significant difficulty. The teacher response assessment produced a score of 94.17%, which was classified as highly practical. The teacher considered the media helpful for implementing habituation activities, monitoring behavior, providing feedback, and communicating with parents.

Table 9. Results of the preliminary effectiveness test

Number of students	Mean pretest score	Mean posttest score	N-gain	Category
28	67.80	85.60	0.55	Moderate

The preliminary effectiveness test showed that the mean positive behavior score increased from 67.80 in the initial assessment to 85.60 in the final assessment. The N-gain score of 0.55 was classified as moderate. Descriptively, these results indicate that the use of EduBehaviour has the potential to support positive behavior habituation and strengthen the graduate profile of elementary school students. However, the final conclusion regarding effectiveness should still be based on statistical testing and actual field data.

Based on the overall validation, trial, and preliminary evaluation results, EduBehaviour digital media can be classified as highly feasible and highly practical for use in learning activities and positive behavior habituation among fourth-grade elementary school students. The media integrates learning materials, habituation activities, behavioral journals, student reflection, evaluation, teacher feedback, and parental involvement within a single Android-based application.

Discussions

The development of EduBehaviour digital media is an innovative effort to support character education and the habituation of positive behavior among elementary school students. The media was designed with an attractive visual interface, interactive menus, materials on the "Seven Habits of Great Indonesian Children," student worksheets, parental reflection, practice exercises, teacher assessment, and a teacher profile. Product development followed the ADDIE approach, which consists of the analysis, design, development, implementation, and evaluation stages. This is consistent with (OMOREGIE et al., 2025; Sial et al., 2024), who explains that the ADDIE model is a systematic approach to designing and developing instructional tools through five main stages: analyze, design, develop, implement, and evaluate.

During the analysis stage, the development of EduBehaviour was based on elementary school students' need for character-learning media that are attractive, easy to understand, and closely related to daily life. Fourth-grade elementary school students are still at a developmental stage that requires concrete examples, repeated habituation, and reinforcement from both teachers and parents. Therefore, EduBehaviour was developed to help students understand positive behavior through simple and applicable materials. This is in line with (Lap & Hao, 2026; Y. Wang et al., 2026) view that character education should not be taught only theoretically but should also be developed through moral knowing, moral feeling, and moral action.

The development results show that EduBehaviour has a comprehensive structure. The opening page displays the title "Edu Behaviour," a Start button, and a teacher profile button. This opening interface is intended to attract students' attention before they access the learning materials. The use of bright colors, illustrations of children, icons, and navigation buttons makes the media more appropriate for the characteristics of elementary school students. This visual presentation is consistent with (Blinova & Shcherbakova, 2026; Cerni et al., 2025) explanation that learning materials are easier to understand when information is presented through a structured combination of words and images. Thus, the visual design of EduBehaviour does not function merely as decoration but also supports students' understanding of the learning content. EduBehaviour also contains a main menu consisting of learning outcomes, learning objectives, materials on the Seven Habits of Great Indonesian Children, student worksheets, parental reflection, practice exercises, and teacher assessment. The presence of this main menu indicates that the media was developed systematically and is easy to use. Teachers and students can access each section according to their learning needs. This is consistent with (Børte & Lillejord, 2024; Zoubir et al., 2026), who explain that the use of technology in learning should integrate technological, pedagogical, and content knowledge so that the media genuinely supports the learning process. In this context, EduBehaviour does not merely use digital technology but also integrates character education content and positive behavior habituation strategies.

In the learning outcomes section, EduBehaviour guides students to understand the meaning of Pancasila, demonstrate behavior consistent with Pancasila values, obey rules, respect differences, and apply responsibility, mutual cooperation, and care in daily life. These outcomes show that the media does not emphasize only cognitive aspects but also affective and behavioral dimensions. This is in line with (Nicholson et al., 2026; Y. Wang et al., 2024) view that character education should lead to the development of actual behavior rather than merely an understanding of moral concepts. The learning objectives section contains clear objectives, including explaining the meaning of the five principles of Pancasila, identifying examples of behavior that reflect each principle, connecting the seven positive habits with Pancasila values, and demonstrating discipline, responsibility, care, and mutual cooperation. Clear learning objectives help teachers direct the learning process in a more measurable way. This is consistent with (Dua et al., 2027; Tamim et al., 2027) argument that clear learning objectives and feedback are important components of effective learning.

The main content of EduBehaviour is the “Seven Habits of Great Indonesian Children,” consisting of waking up early, worshipping, exercising, eating healthy and nutritious food, enjoying learning, participating in community life, and going to bed early. These materials were selected because they are directly related to the development of positive behavior in students’ daily lives. Waking up early is associated with discipline and personal responsibility. Worship is associated with religiosity, honesty, politeness, patience, and responsibility. Exercising and consuming healthy and nutritious food are related to healthy living habits. Enjoying learning is connected to independence and curiosity. Participating in community life is associated with mutual cooperation, care, tolerance, and politeness. Going to bed early is related to time discipline and readiness to learn. This is consistent with (Bahri, 2022) view that character education should focus on developing good habits that are practiced consistently.

The materials in EduBehaviour are presented using the same pattern for each habit: a definition, reasons why the habit is important, guidance on how to practice it, and a reflective message. This structure helps students understand the material gradually. Students do not only learn which habits they should practice but also understand why the habits are important and how to apply them. This presentation is consistent with (Madyarini & Wijayanti, 2025) explanation that well-structured materials supported by visual elements can help students develop a better understanding. The student worksheet feature in EduBehaviour functions as a means of encouraging student involvement after they have studied the materials. Students do not merely read the content but are also directed to complete activities related to positive behavior. Student involvement in learning activities is important because character formation cannot be achieved through teacher explanations alone. (Madyarini & Wijayanti, 2025; Mukaddamah, 2024) explain that student engagement includes behavioral, emotional, and cognitive dimensions. Through the student worksheets, EduBehaviour encourages students to actively understand, respond to, and apply positive habits.

The parental reflection feature is one of the strengths of EduBehaviour because it involves families in developing students’ positive behavior. Behavioral habituation does not occur only at school but also needs to be reinforced at home (Badawi, 2026; Fajri et al., 2025; Handayani & Musslifah, 2026). Through parental reflection, teachers can obtain information about students’ habits within the family environment, such as waking up early, worshipping, studying, eating healthy food, and going to bed early. This is consistent with (Apud et al., 2025; Fatonah & Ifendi, 2024) emphasis on the importance of

partnerships among schools, families, and communities in supporting student development. Thus, EduBehaviour can connect behavioral habituation at school with behavioral reinforcement at home.

The practice exercise feature in EduBehaviour is used to assess students' understanding of the materials they have studied. The exercises help teachers determine the extent to which students understand the Seven Habits of Great Indonesian Children and their relationship with Pancasila values. In addition, the practice exercises encourage students to reinforce the materials independently. This is consistent with (D. Rahmawati & Hidayati, 2022) explanation that learning motivation can increase when students have opportunities to feel competent, become involved, and understand the meaning of the activities they undertake. The teacher assessment feature in EduBehaviour helps teachers record and evaluate the development of students' positive behavior (Hariadi et al., 2025; Shobihah, 2025). Teachers can use this feature to provide assessments, feedback, and reinforcement regarding students' behavior. The presence of the teacher assessment feature indicates that EduBehaviour functions not only as a medium for delivering learning materials but also as a tool for behavioral evaluation.

This is consistent with (Sulistyanto et al., 2024) explanation that teacher feedback plays an important role in helping students recognize their strengths and identify areas that need improvement in the learning process. Based on the product development results, EduBehaviour has the potential to improve positive behavior and strengthen the graduate profile of elementary school students. The media integrates visual elements, character education materials, student activities, parental reflection, practice exercises, and teacher assessment within a single digital product. This integration shows that EduBehaviour was developed not merely as a learning medium but also as a tool for positive behavior habituation involving students, teachers, and parents (Rachmawaty & Bahiroh, 2025; Syaifulloh, 2024). Therefore, EduBehaviour digital media is relevant as an innovation in character education at the elementary school level (Anggraeni et al., 2025; Fathoni et al., 2024). In general, EduBehaviour digital media can support the strengthening of the student graduate profile because its materials and features are related to important values in students' lives, including religiosity, discipline, independence, responsibility, care, mutual cooperation, healthy living, and a love of learning (Budiyono et al., 2024; Ismawati, 2023). The media also helps teachers manage character education more systematically through learning outcomes, learning objectives, materials, activities, reflection, exercises, and assessment. Therefore, the development of EduBehaviour digital media can be considered appropriate for the character education needs of elementary school students.

CONCLUSION

The most important finding of this study is that the habituation of students' positive behavior cannot rely solely on teachers' advice or reprimands. Students understand positive behavior more easily when it is presented through digital media that are engaging, concrete, and closely related to their daily lives. EduBehaviour helps students understand character values through the "Seven Habits of Great Indonesian Children," namely waking up early, worshipping, exercising, eating healthy and nutritious food, enjoying learning, participating in community life, and going to bed early. Values such as discipline, responsibility, religiosity, care, independence, and mutual cooperation become easier to understand because they are connected to students' daily habits. Another important finding concerns the parental reflection feature. This feature indicates that the development of positive behavior is not solely the responsibility of schools but also requires family support. Therefore, EduBehaviour can connect teachers, students, and parents in the process of developing positive behavioral habits.

This study contributes to the fields of digital learning media development and character education. It confirms that digital media can make learning more engaging, easier to understand, and more structured. Its main contribution is the development of digital media that not only deliver learning materials but also support the habituation of students' positive behavior. EduBehaviour integrates learning materials, student activities, parental reflection, practice exercises, and teacher assessment within a single medium. The study also contributes the perspective that the student graduate profile can be strengthened through simple habits practiced repeatedly. Thus, the graduate profile is developed not only through academic learning but also through the habituation of positive behavior in daily life.

This study has several limitations. First, it focused only on fourth-grade elementary school students; therefore, the findings cannot yet be generalized to all grade levels. Second, the materials developed were limited to the Seven Habits of Great Indonesian Children. Other character values have not been explored in depth, including honesty, courage, digital responsibility, and conflict-resolution skills. Third, the study was limited to Grobogan District. School conditions, digital facilities, school culture, and parental support in other regions may differ. Fourth, this study mainly focused on product development. Future research should therefore examine the effectiveness of EduBehaviour using larger samples, more diverse research locations, and longer periods of use. Through broader follow-up studies, EduBehaviour can be further developed into a more comprehensive and effective character-learning medium that better meets the needs of elementary school students.

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