Manuscript_Radhiyatul Jamilah.

by Turnitin Me

INTEGRATING THE VALUES OF PANCASILA STUDENT PROFILE IN LISTENING-SPEAKING SUPPLEMENTARY MATERIALS

[1]Radhiyatul Jamilah, [2]Joko Priyana

[1*]English Education Department, Faculty of Languages, Arts, and Cultures, Yogyakarta State University, Indonesia

[2]English Education Department, Faculty of Languages, Arts, and Cultures, Yogyakarta State University, Indonesia

*Corresponding Author Email: radhiyatuljamilah.2022@student.uny.ac.id

Article Info	Abstract
Article History Received: Revised: Published: **Keywords** *Developing;* *Listening;* *Pancasila Student Profile;* *Speaking;* *Supplementary Learning Materials;*	*This study aims to address the need to promote the integration of Pancasila student profile values—specifically independence, critical thinking, and creativity—into listening-speaking supplementary materials for grade VII students at a state junior high school in Kolaka Utara. By understanding the target needs and learning needs, this research seeks to develop listening-speaking supplementary materials that are appropriate for promoting both English language proficiency and Pancasila student profile values. This research employs a research and development (R&D) approach in education, utilizing the well-known ADDIE development model. Data collection methods included qualitative interviews and document analysis, as well as quantitative questionnaires. The needs analysis results indicated that students required materials for learning descriptive text in oral form but faced challenges with word pronunciation, grammar, vocabulary expansion, and understanding spoken information. Consequently, students desired materials that improved their vocabulary and pronunciation with an emphasis on multimedia elements. The listening-speaking supplementary materials were designed to integrate the values both implicitly and explicitly. These materials consisted of six units following a genre-based approach and used authentic materials with technology integration. The appropriateness of these materials was demonstrated through positive feedback from students and teachers, who found them engaging, well-aligned with learning objectives, relevant, and sufficient in exercises and tasks. Expert judgment rated the materials with a mean score of 3.9, categorized as "very appropriate" within the range of $3.26 < x \leq 4.00$. This positive evaluation signifies that the materials meet educational standards and reinforce the values of the Pancasila student profile.*

INTRODUCTION

In education, the cultivation of values has emerged as a cornerstone for shaping the holistic development of individuals. It is a value education widely recognized as an essential element that shapes the moral, ethical, cultural, social, and spiritual values necessary for the comprehensive growth of children (Amollo and Lilian, 2017). According to Singh (2019), In the past few years, there has been an increasing interest in intentional attempts to promote and develop moral characteristics and behaviors. In Indonesia, it is promoted through *Kurikulum Merdeka*, known as Pancasila Student Profile, which contains value education.

It is essential to promote the Pancasila student profile to cultivate students who are reflective of their country's characteristics and capable of thriving in the globalized era. The profile functions as a reflection and a guide for students to cultivate the character values delineated in Pancasila. These values not only contribute to individual development but also

form an essential aspect of the educational system's responsibility, requiring collaboration among parents, instructors, and administrators to instill these values in students' everyday actions (Singh, 2019). The fundamental component of the Pancasila Student Profile is that a student is required to demonstrate a personality that reflects the character of their country. This personality may function as a reflection and a guide for students to develop the character of Pancasila. It consists of six elements: faith, fear of God, and noble manners; global diversity; mutual assistance; independence; critical thinking; and creativity (Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi, 2022).

The Pancasila student profile guides students in developing a solid moral foundation, and it is crucial since insufficient moral values can arise from a variety of sources. This was demonstrated by several instances, including the burning of more than 100 schools in two months (Amollo and Lilian, 2017). Vitz (2015) emphasized that failure to prioritize moral and character education in children can have grave repercussions for the younger generation, such as occurrences of homicide, unwed pregnancies, and other forms of antisocial behavior. Hence, educators must serve as positive exemplars, nurturing the ethical and moral growth of children and engaging students in Ethical and virtuous initiatives (Arthur, 2011, as cited in Lapsley and Woodbury, 2016).

Furthermore, the activity in the classroom should initiate the instilling of values. In Indonesia, the teachers mainly stir classroom activity, and many EFL teachers depend entirely on textbooks to instruct their students in the classroom (Ena, 2013). However, the learning products in a school specifically for the learning materials showed the limitation about the integration of values specifically for the value of independence, creativity, and critical thinking within the textbook that needs to be evaluated and updated to tackle the issue that might be come up. As evidenced by a study on character education analysis in an English textbook for secondary school students in Indonesia, which was based on the 2013 curriculum, presented that the most frequent character value was related to self and followed by related to others, with smaller proportions related to nation and the character value related to God was omitted. In another textbook, the most frequent character value was also related to self, followed by others, environment, nation, and God (Serasi et al., 2022). In 2022, the National Book Centre developed a book for junior high school referring to *Kurikulum Merdeka* entitled "English for Nusantara" It is the book for grade VII of junior high school students, and the learning material is also adapted to the Pancasila student profile and sustainable development goals (SDG) (Damayanti et al., 2022). However, the textbook primarily focuses on faith, fear of God, and noble character, with the main focus element was manner towards others. In addition, most character elements in the book are integrated implicitly (Sari and Ma'rifatulloh, 2024).

In line with that, all the mentioned textbooks are books that integrate all skills, including listening-speaking, reading-viewing, and writing-presenting in their materials. In addition, there are available supplementary materials, but they only address a single skill; for instance, the "Practice Your English Competence" supplementary book from 2017 concentrates on enhancing grammatical structure, while "English Listening Activities" from 2019 is designed to improve listening comprehension. Nevertheless, these resources are still based on the 2013 curriculum and the purpose of these books is to facilitate and enhance self-directed learning through the inclusion of worksheets, recording scripts, and practical instruction. However, they only integrate independence and do not explicitly address the other values that are also included in the Pancasila student profile.

These limitations restrict students' opportunities to develop the value of independence, critical thinking, and creativity through listening and speaking skills, and it does not align with the theory of constructivism (Piaget, 1964) which emphasizes active student participation in constructing their own knowledge by integrate it with previous information

that provides opportunities for students to construct their own ideas, explore topics, and analyze information (Mugambi, 2018).

Therefore, listening-speaking supplementary materials that integrate independence, critical thinking, and creativity need to be developed to promote Pancasila students' profiles in classroom activities and help students learn how to cultivate values like justice, diligence, compassion, respect, and courage, which will enhance instructional activities. Therefore, this study described the students' target needs and learning needs, then developed listening-speaking supplementary materials that integrate with the values of the Pancasila student profile underlying independence, critical thinking, and creativity for students in grade VII of a state junior high school.

RESEARCH METHOD
Research Design

This study is research and development (R&D) in education. According to Gall, Borg, and Gall (2003), this form of research aims to develop innovative products and techniques, which are then rigorously tested in real-world settings, evaluated, and improved until they meet the established standards of effectiveness and quality. This study is categorized as mixed since it employs quantitative and qualitative approaches. The researcher employed the well-known ADDIE approach while constructing learning materials, which encompasses five phases: analysis, design, development, implementation, and evaluation. The utilization of the ADDIE method for developing products is currently regarded as one of the most effective approaches available, it is a highly suitable guiding framework for the development of educational products and other learning resources (Branch, 2009).

Population and Sample

The research focused on grade VII students at SMP Negeri 1 Kolaka Utara, consisting of four classes (VII a, VII b, VII c, and VII d), with a total population of 128 students. The sample for this research consisted of two classes containing 64 students selected using cluster sampling. Furthermore, the English teacher additionally participated as the sample as well. The researcher administered needs analysis questionnaires to the students, and the teacher was interviewed to gather information on the needs analysis. In addition, validation to the supplementary materials was conducted by one expert judgment.

Instruments and Research Procedure

The qualitative data was collected through interviews and document analysis, and the quantitative data was derived from the questionnaire. The questionnaires used closed-ended questions and were distributed to grade VII students at a state junior high school to determine students' target and learning needs. Additionally, the expert judgment questionnaires were designed with close-ended questions as well and it is intended to evaluate materials using the Likert scale as the measurement system to provide responses, which are: (4) very good, (3) good, (2) fair, and (1) poor. The interview was conducted in person with the English teacher, utilizing an in-depth interview approach using open-ended questions to gather qualitative data. Interview guidelines are employed to ensure a well-structured interview process and data collection. Additionally, recording equipment and other supportive tools were utilized during the interview. The interview data complemented and validated the data obtained from students' needs analysis questionnaires, ensuring the accuracy and validity of the responses provided by the students. The last instruments, this research utilized documents, both printed and electronic, to be analyzed. The documents provided supplementary research data to gather information and insight.

Furthermore, This research followed the phase of the ADDIE development model procedure which outlines critical instructional design phases, including analysis, design, development, implementation, and evaluation. Throughout the analysis phase, the researcher

identified the students' needs by conducting surveys and interviews. Subsequently, the researcher conducted document analysis to obtain supplementary data. During the design process, multiple components, such as learning objectives, task instruments, activities, content, and value to be integrated were taken into account. During this step, the researcher made a course grid to outline the additional instructional materials comprehensively and became the input for the development phase. During the development phase, the researcher constructed and compiled elements of content that had been designed before. Following the course grid, the researcher created narrative boards and visuals in this phase to design the supplementary learning materials. Due to the feedback, the initiative is reevaluated and revised. In the implementation phase, the researcher trained the facilitator or teacher by addressing the course materials, learning objectives, delivery manner, and evaluation procedures. Then, the teacher tried out the materials, and students received training on the new learning materials and ICT tools utilized in the learning process. The last step is the evaluation phase, to assess the quality of the learning materials, both before and after implementation. In this phase, the researcher determined the evaluation criteria, selected proper evaluation tools, and conducted the evaluation by using a survey in the form of a questionnaire for students and an interview with the teacher adopted by Dick et al. (2015). In addition, the researcher employed an expert judgment questionnaire to validate and evaluate the indicators in the learning materials. The research procedures followed the ADDIE concept, as illustrated in Figure 1 below.
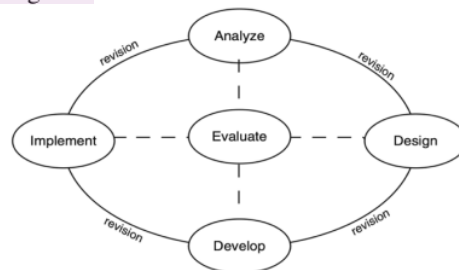

Figure 1. The ADDIE Concept (Branch, 2009)

Data Analysis

The data collected from questionnaires as quantitative data was analyzed by using two distinct approaches.

The needs analysis and implementation questionnaires were analyzed by determining the proportion of each option in the questions. The item with the highest percentage indicated students' prevailing needs, tendencies, and feelings. The formula below describes how to find out the percentage:

$$P\,(\%) = f/N\,(100)$$

P   = Percentage
f   = Frequency
N   = Total Respondents
100 = Fixed Number

In addition, the expert evaluated learning materials using the Likert Scale in the questionnaire. The purpose of the questionnaire was to investigate the strength of the expert's agreement in the categories of poor (1), fair (2), good (3), and very good (4). The formulas by Suharto (2006) were used to estimate it.

The following formula was used to find the range from the highest to the lowest score in the questionnaire, which gave an idea of the variation in respondents' answers.

$$R = Xh - Xl/4$$

R = Range
Xh = The highest score
Xl = The lowest score
4 = Range of Likert-Scale.

The result from the formula above was transformed into a descriptive analysis, with each category having a range of 0.75. This range was used to determine intervals for interpreting the mean score into descriptive categories. The table below provides a detailed description of these categories.

Table 1
Descriptive Categories

No.	Interval	Descriptive Categories
1	$1.00 < x \leq 1.75$	Poor
2	$1.76 < x \leq 2.50$	Fair
3	$2.51 < x \leq 3.25$	Good
4	$3.26 < x \leq 4.00$	Very Good

Additionally, another formula was needed as the measurement indicator to find out the mean score calculated using the data conversion formula to define the categories.

$$Mn = \sum fx/n$$

Mn   = Mean
$\sum$ fx   = The sum of Scores
n   = The Number of Questions

Furthermore, the qualitative data acquired through document analysis was analyzed by skimming (quick overview), reading (detailed examination), and interpretation, as recommended by Bowen (2009). Then, the interview instruments were analyzed using the data analysis procedures suggested by Miles et al. (2019). In this approach, data analysis is divided into several stages: data collection, data reduction, data display, and conclusion.

Data collection involves gathering data through interviews and categorizing it based on the questions. In data reduction, the phase refines, organizes, and filters the data, aligning it with the goals. Relevant data is retained while irrelevant data is discarded, and a summary of the gathered data is created. After data reduction, data display was where the information was showcased in organized formats to aid in drawing research conclusions. Qualitative research often employs descriptive formats for this purpose. The final step was concluding, deriving conclusions from the data. The researcher carefully examined the data to uncover the research's insights and conclusions by connecting narrative threads. Furthermore, the result of the interview was transcribed into written form and interpreted to gain more insight and validate students' target needs and learning needs.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

After conducting the research and following the procedures to gather data based on the ADDIE framework for developing listening-speaking supplementary materials integrated with the Pancasila student profile, the researcher has identified some key findings. The following sections delve into these results, explaining each aspect in detail to comprehensively understand the outcomes.

Necessities of Grade VII Students in Learning Listening-Speaking

The necessities refer to the specific requirements the learner must possess to succeed effectively in the target situation. Data about the students' necessities were gained from the questionnaires, teacher interviews, and related documents.

The students' necessities, based on the questionnaire, are divided into parts, namely, the type of text, the topic of the text, interpersonal and verbal transactional interactions, and the topic of interpersonal and verbal transactional interactions. According to the information, students consistently responded to descriptive text as the necessities they encountered in their first year of secondary school. Specifically, 100% of the students chose the same descriptive text option. Additionally, for the question about the topic of text related to the lesson material, the data in the table showed that 29.7% of students left the answer blank. In comparison, 70.3% of students provided almost identical answers to the topic my friend and I, focusing on describing people (either physically or in terms of hair color, skin color, height, etc.). Regarding the topic of text related to daily life, 85.7% of students left the answer blank. Conversely, 4.6% of students mentioned the topic describing their hobby or usual activity, and 10.9% mentioned describing the house as the topic they learned. The students' answers about the types of interpersonal and verbal transactional interactions they learned in their first year of secondary school in English based on the data showed 100% of students gave similar responses, choosing "greeting, saying goodbye, expressing gratitude, apologizing, and self-introduction. In addition, 96.9% of students chose the option "Inquiring and providing information regarding the name of the day, month, time represented as numbers, date, and year. In response to the question regarding interpersonal and transactional interactions discussed in the lesson material, 51.6% of students provided no answer. In comparison, 48.4% of students mentioned that the topic is "about me" or were pleased to practice self-introductions in front of the class and introduce their friends. Regarding interpersonal and transactional interactions in everyday life, a significant majority of 71.9% of students did not provide an answer. In contrast, 15.6% of students indicated that the issue pertains to "class schedule" or having a dialogue about the class schedule. In comparison, 12.5% of students mentioned that it involves greetings and saying goodbye or rehearsing how to welcome and say goodbye to individuals they meet.

In addition, the students' necessities based on the data gained from teacher interviews, according to the English teacher's perspectives, when asked about the specific genre or text type she had chosen to teach, indicated that the students were exposed to and learning about the descriptive text. The teacher had intentionally selected descriptive text as the focus of instruction in the first semester of the 2023/2024 academic year.

Furthermore, the data from document analysis showed that the researcher examined the learning outcomes outlined in the *Kurikulum Merdeka*, which the Ministry of Education established. It highlighted phase D, which focuses on secondary school from classes VII to IX. The analyzed document refers to the specific objectives for secondary school and the objectives in listening and speaking. The following is a comprehensive description of the document.

Table 1
Learning Outcomes Phase D Based on *Kurikulum Merdeka*

Documents Selected	**English Subject Learning Outcomes Phase A–Phase F** (Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022)
Data Analysed	Learning Outcomes Phase D (*Capaian Pembelajaran (CP) fase D*) (Page 12-21)
Content of Learning Outcomes Phase D	By the end of Phase D, **learners use oral, written, and visual texts in English to interact and communicate in more diverse contexts and in both formal and informal situations.** Learners can use various types of texts such as narratives, **descriptions**, procedures, specialized texts (short messages, advertisements), and authentic texts as the main references in learning English in this phase. **Learners use English to discuss and express desires/feelings.** Their understanding of

	written texts is further developed, and inferential skills begin to emerge when understanding implied information. They produce structured written and visual texts in English with a more diverse vocabulary. They understand the purpose and audience when producing written and visual texts in English.
Content of Listening-Speaking Learning Outcomes of Phase D	By the end of Phase D, **students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers, and others in an increasing variety of familiar formal and informal contexts**. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses

The Lack of Grade VII Students in Learning Listening-Speaking

The lack is the gap between the necessities and the students' present competencies or the gap between the students' target and existing proficiency. The data was collected from the questionnaires and teacher's interviews. The questionnaire results were divided into three factors: students' proficiency in spoken textual elements, oral interactions involving English expressions, and factors contributing to students' difficulty engaging with texts and interactions involving English expressions.

The data showed that 57.8% of the students had a low level competency in narrative and procedural spoken language, 62.5% showed alarming proficiency in brief messaging, and a significant majority of 84.4% also had poor proficiency in advertisement. Furthermore, it is worth noting that only descriptive spoken text students demonstrated an excellent skill level, with approximately 59.4% achieving a good proficiency and 32.8% achieving an excellent proficiency. The data about the students' proficiency in oral interaction involving expressions was good, with 54.7% in Greeting, 57.8% in saying goodbye, 54.7% in Thankful and Apologizing, and 50% in Self-Introduction. In addition, 37.5% of the students chose the "fair" option when requesting and providing information on the day, month, time (in numerical form), date, and year. In addition, a significant number of students still need help providing and requesting information about the names and numbers of animals, objects, and public buildings, with 50% of students falling into this category. Furthermore, 46.9% of students need help giving and asking for information about the characteristics of people, animals, and objects. 50% of the students need to gain proficiency in obtaining and providing information about the behaviour, actions, and functions of people, animals, and objects. Additionally, 40.6% need help obtaining and providing information about the descriptions of people, animals, and objects. Moreover, 73.4% of students need help obtaining and providing information about the meaning of song lyrics. The data revealed the students' difficulties in actively engaging with the text and the content. Specifically, 92.2% of the students reported that their inadequate skill in word pronunciation was the main reason for this challenge.

Furthermore, the teacher highlighted challenges in students' listening and speaking skills in the interviews. The teacher pointed out issues in vocabulary expansion, pronunciation, and the ability to understand information during listening sessions. Students were found to need help building their vocabulary, impacting expression and comprehension. Because pronunciation difficulties may hinder effective communication.

The Subjective Needs of Grade VII Students in Learning Listening-Speaking

The subjective needs of students give a view of what they wish to learn. The data was gained from the questionnaires and teacher interviews. The table displays an analysis of students' preferences for learning different aspects of language. Specifically, 67.1 % of students desired to acquire vocabulary as their first option, 35.9% chose pronunciation as their

second priority, and 29.7% wanted to focus on expression. Grammar ranks third and fourth, with an equal number of 31.2% of students expressing a want to study it. Subsequently, 46.9% of the students expressed their intention to acquire skills in sentence arrangement and prioritize it as their fifth choice. Conversely, fluency was ranked last, with 78.1% of the students selecting it as the least desired knowledge to study.

Furthermore, the interview result showed that the teacher hopes the developed listening-speaking supplementary materials will concentrate on improving vocabulary and pronunciation.

The Integration of Pancasila Student Profile

Pancasila student profiles integrated into the listening-speaking supplementary materials were independence, critical thinking, and creativity. The researcher examined these values from the document stated in the Decision of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology, numbered 009/H/KR/2022 about the Dimensions, Elements, and Sub-elements of the Pancasila Student Profile in the Kurikulum Merdeka. Each dimension comprises elements, some of which are further elaborated into sub-elements. The table below offers a detailed overview of the material contained in the document.

Table 2
Dimensions of Pancasila Student Profile (Independence, Critical Thinking, and Creativity)

Documents Selected	Dimensions, Elements, and Sub-elements of the Pancasila Student Profile in the *Kurikulum Merdeka* Based on the Decision of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022
Data Analysed	Independent Dimension, Critical Thinking Dimension, and Creative Dimension of Phase D (Pages 23-35)
Content of Independent Value	
Sub-elements	**At the End of Phase D (Class VII - IX, age of 13-15 years old)**
Elements of Self-Understanding and the Faced Situations	
Recognizing self-qualities and interests as well as the challenges faced	Making a realistic assessment of abilities and interests, as well as prioritizing self-development based on learning experiences and various other undertaken activities.
Developing self-reflection	Monitoring the achieved learning progress and predicting personal and academic challenges that may arise based on self-experiences to consider the appropriate learning strategies.
Elements of Self-Regulation	
Emotional regulation	Understanding and predicting the consequences from emotions and its expression and formulating steps to manage the emotions in the implementation of learning and interactions with others.
Setting learning goals, achievements, and personal development, along with strategic plans to achieve them	Designing appropriate strategies to support the achievement of learning goals, accomplishments, and personal development by considering personal strengths and weaknesses, as well as the faced situations.
Demonstrating initiative and working independently	Critically assessing personal effectiveness in **working independently** by identifying factors that facilitate or hinder the attainment of goals.
Developing self-control and **discipline**	Committing and maintaining consistency in achieving the planned goals to attain the desired learning and personal development objectives
Confident, resilient, and adaptive	Creating a new plan by adapting and modifying strategies when previous efforts have not succeeded and **executing the task again with renewed confidence.**
Content of Critical Thinking Value	

Sub-elements	At the End of Phase D (Class VII - IX, age of 13-15 years old)
Elements of acquiring and processing information and ideas	
Asking questions	**Asking questions for clarification and interpretation of information**, as well as seeking to understand the causes and consequences of that information
Identifying, clarifying, and processing information and ideas	**Identifying, clarifying, and analyzing relevant information and prioritizing specific ideas.**
Elements of analyzing and evaluating reasoning and its procedures	
Analyzing and evaluating reasoning and its procedures	Reasoning with various arguments in reaching a conclusion or decision.
Elements of reflective thinking and thought processes	
Reflecting on and evaluating personal thoughts	Explaining the assumptions used, **being aware of tendencies and biases in personal thinking, and making an effort to consider different perspectives.**
Content of Creative Value	
Sub-elements	**At the End of Phase D (Class VII - IX, age of 13-15 years old)**
Element of generating original ideas	
Generating original ideas	**Connecting existing ideas with new information or concepts to generate a combination of fresh and imaginative ideas to express thoughts and/or feelings.**
Element of producing original works and actions	
Producing original works and actions	**Exploring and expressing thoughts and/or feelings through works and/or actions**, evaluating them, and considering their impact on others.
Element of having flexibility in thinking to seek alternative solutions to problems	
Having flexibility in thinking to explore alternative problem-solving solutions	Generating alternative solutions by adapting various ideas and feedback to address situations and problems

The Preferred Learning Input and Activities of Grade VII Students in Learning Listening-Speaking

Input in needs analysis helps obtain insights into the student's needs, expectations, and challenges. At the same time, activities outline the practical actions that learners will take with the received knowledge (input) to attain the learning objectives. Activities also explain how learners apply the input to improve their understanding or skills.

The data about input was gained from the questionnaire and teacher interviews. The data from the questionnaires was divided into three parts: students' instructional input, word length in a text, and amount of text in a particular type. The data indicated that 81.3% of students preferred those English texts be provided in audio or audiovisual format, accompanied by their meanings in the Indonesian language, as instructional input and around 81.3% of students have a preference for texts that are between 120 and 150 words in length for their learning purposes. Then, Approximately 67.2% of students indicate a preference for using two texts to master a specific sort of material. Regarding learning input based on the interview, the teacher suggested presenting the material in an audio-visual format accompanied by subtitles. According to the teacher, this approach can improve the learning experience by offering both auditory and visual cues.

Furthermore, the data about activities were gained from the questionnaires, interviews, and related documents. The data from questionnaires were categorized into activities for learning English and the mode of learning the materials. The data indicates that 84.4% of students choose to acquire vocabulary relevant to the material as part of their learning activities. In comparison, 75% of students decided to elucidate their answers using basic sentence structures and English verbs and 81.3% of students preferred printed materials as the primary option for accessing English learning materials. Moreover, for learning activities derived from the interviews, the teacher shared her teaching experiences during the implementation of the *Kurikulum Merdeka* at the school. The teacher observed that students

were highly engaged and active in learning when activities involved games, ice-breaking exercises, video-watching sessions, or activities utilizing audio in the classroom.

In addition, the data on students' needs for learning activities were gained from the e-document of the *Merdeka Mengajar* (PMM) platform facilitated by the Ministry of Education, culture, research, and technology to assist teachers in teaching students. This document included the steps of learning goals (*Alur Tujuan Pembelajaran* (ATP)) and how the learning objective of each phase or level of education should be implemented. The researcher examined the ATP from the English subject, specifically Phase D of class VII, in listening-speaking skills. The table below provides a comprehensive overview of the material contained in the document.

Table 3
Steps of Learning Goals (*Alur Tujuan Pembelajaran* (ATP))

Documents Selected	Platform of Merdeka Mengajar https://guru.kemdikbud.go.id
Data Analysed	Steps of learning goals (*Alur Tujuan Pembelajaran* (ATP)) https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/sd-sma/bahasa-inggris/fase-d/
Steps of Learning Goals from The Element of Listening – Speaking	Understand the main idea and relevant details about a variety of topics that are familiar and in context life at school and at home.
	Repetition and replacement of vocabulary about various familiar topics and in the context of life at school and at home.
	Express answers, ideas, experiences, interests, opinions, views and preferences with teachers, friends, peers, and other people in a variety of familiar contexts formal and informal ones basic sentence structure and verb tenses.

The Preferred Student and Teacher Roles of Grade VII Students in Learning Listening-Speaking

The learner role refers to the learner's perceptions, views, and interpretations of the learning. In contrast, the teacher role refers to directing learners through educational activities and promoting positive social and interpersonal connections among participants. Both data were obtained from questionnaires and teacher interviews.

The data showed that 75% of the students prefer to engage with learning material by utilizing questions, conversations, or other active methods in their position as learners. In addition, there is a significant percentage of students who chose various options: 64% actively participate in learning activities, 54.7% collaborate with peers in group activities, 53.1% act as both recipients and givers of feedback/correction, and 43.8% take the initiative to initiate interactions. In the context of the teacher's perception of the learner's role, she believes students should take on an active role as participants in the classroom. Furthermore, the outcomes of the students' preferences on the role of the teacher, as determined by the needs analysis questionnaire, The data indicates that 79.7% of students selected the teacher role to assist students as a source of information and tutor during individual and group learning contexts. In addition, other options also had a significant percentage. For instance, 73.4% of students chose the role of a teacher to provide motivation and guidance to students, 70.3% of students chose to manage classroom activities and situations, and 65.6% of students chose to organize activities, provide guidance, offer feedback, supervise, and collect students' task outcomes.

In the teacher interviews, the teacher elaborated on her role as a facilitator and supervisor, the teacher described herself as a guide who facilitates the learning process rather than as a traditional teacher.

The Preferred Learning Setting of Grade VII Students in Learning Listening-Speaking

Settings in education relate to the place where learning strategies or situations designed to facilitate the learning process are implemented. The questionnaires and interviews provided data about the student's preferred learning settings. The data indicates that 90.6% of students prefer a classroom as their learning environment for learning English and 56.3% of students preferred independent learning as their preferred learning strategy, while 50% preferred small group and pair discussions. In the context of the learning situation in the interviews, as explained by the teacher, the preferred environment for effective learning is a classroom setting. The teacher believes that a classroom provides a conducive and structured space for focused learning activities. Furthermore, the teacher highlighted that the most effective learning strategy involves conducting sessions in pairs or small groups, with three to four people in each group.

The Appropriateness of Listening-Speaking Supplementary Materials Developed for Grade VII Students in Learning English for Promoting Pancasila Student Profile

Based on the needs analysis results conducted through student questionnaires, teacher interviews, and document analysis, the researcher started to design a course grid, develop the materials, implement the materials in the classroom, validate the materials with the expert, and evaluate the integration of Pancasila student profile to promote values of independence, critical thinking, and creativity. This process is iterative and cyclical, meaning it does not follow a straight path from start to finish. Instead, the researcher repeatedly develops a concept, gathers feedback, and refines it. This cycle continues until the final product meets the desired goals and requirements, ensuring an optimized and effective outcome.

Starting with designing a course grid containing a conceptual framework for listening-speaking courses. It consisted of six units, which have the main goal of understanding monologues and dialogues in conversation in both formal and informal contexts, participating in conversation for interacting and exchanging ideas, experiences, interests, opinions, and views with teachers, peers, and others in diverse formal and informal contexts, reflect on the value of Pancasila student profile, specifically in independence, critical thinking, and creativity, and handle academic and social problems effectively. In the course grid, each unit contained details about the unit number, topic, unit title, language features (grammar), listening and speaking learning objectives, methods, and values integrated from the Pancasila student profile.

Furthermore, the learning materials are developed based on the previously described course grid under the title "Speak Yourself" These developed supplementary materials were also completed with the cover, preface, table of contents, IPA (International Phonetic Alphabet) guide, list of abbreviations, and introduction of characters at the beginning of the book. The materials were divided into six units. Each unit included objectives, an apperception, eight tasks, homework, summaries such as language function explanation, a list of expressions and vocabularies, an assessment for listening and speaking, and reflections. Furthermore, the values of the Pancasila student profile (independence, critical thinking, and creativity) are integrated both implicitly and explicitly. Additionally, at the end of the book, there is a bibliography, picture sources, listening scripts, answer keys, a glossary, a subject index, and biographies of the authors. Each unit's materials start with the title and relevant content. Following this, the learning objectives outline what learners should achieve, including listening and speaking skills and integrating the Pancasila student profile. Then, the unit begins with an apperception to connect the material to real-life contexts. Task 1 introduces the language function with a simple task. Task 2 involves a listening comprehension activity where students scan a QR code to listen to a conversation and answer questions. Task 3 provides a conversation for study, in some units including vocabulary or

true/false tasks. Task 4 focuses on expressions and pronunciation based on the unit's language function. Task 5 continues with grammar practice or conversation from Task 3. Task 6 begins guided speaking activities with a provided situation and example. Task 7 offers a semi-guided speaking activity where students complete and practice a conversation or monologue. Task 8 involves free conversation activities, allowing students to choose and elaborate on a given situation or topic. After the main activities, homework reinforces listening or speaking comprehension. Then, a summary explains the text type, language function, grammar, expressions, and vocabulary. The unit ends with listening and speaking assessments and a reflection activity, where students mark their feelings about the unit on a provided table.

After the researcher carefully analyzed, designed, and developed the materials. The researcher implemented the materials to find out the value of the Pancasila student profile was appropriately promoted in the classroom. In this case, the researcher only tried out unit 1 which promoted the value of independence. During the implementation phase, the researcher conducted a teacher training session to prepare the teacher for classroom application. The researcher provided detailed training on one unit selected by the teacher, covering all aspects, from objectives and tasks to reflection activities. This training ensured that the teachers were well-equipped to deliver the material effectively. Two instruments, student surveys and teacher interviews, were employed to evaluate the implementation. These evaluation tools helped measure the implementation and provided valuable feedback for further refinement of the supplementary materials. The surveys were administered to 20 students as part of a small group formative evaluation. The questions aimed to gather students' opinions after trying out the materials. The students were asked to rate their agreement with various statements in the table using the options of (4) very agree, (3) agree, (2) disagree, or (1) very disagree.

The data from questionnaires revealed that most students found the instruction using the materials interesting, with 65% strongly agreeing and 20% agreeing. This positive response suggests that the materials were engaging and well-received. Understanding of the learning objectives was also high, with 50% of students strongly agreeing and 40% agreeing that they clearly understood the knowledge they were expected to acquire. This indicates that the materials communicated the goals to the students. Furthermore, 55% of students strongly agreed, and 45% agreed that the materials were directly related to the objectives, underscoring the relevance and alignment of the content with the intended outcomes. The practice exercises included in the materials were deemed sufficient by 55% of students who strongly agreed and 35% who agreed. Additionally, 70% of students strongly agreed that these exercises were relevant to the materials, emphasizing their practical utility. Regarding the assessment components, 80% of students strongly agreed that the tests accurately measured their knowledge of the objectives. Feedback on practice exercises showed mixed responses, with 50% agreeing and 40% strongly agreeing that they received sufficient feedback, indicating room for improvement in this area. Additionally, the content of the "Speak Yourself" supplementary learning materials was considered clear and readily understood by 70% of students who strongly agreed and relevant to their needs and interests by 60% who strongly agreed. This feedback highlights the materials' effectiveness in meeting students' learning requirements and maintaining their interest.

During the implementation phase, the researcher interviewed the teacher after the materials had been tried out in the classroom, and the teacher's feedback was positive. She found the materials engaging and easy for students to understand. The content aligned well with learning objectives, which made teaching smoother and enhanced the students' experience. The practice exercises were well-designed, not overwhelming, and relevant to the material. Students performed well on the tasks, showing a clear understanding of the content, and the oral practice was especially effective, aided by the use of interactive elements like scanning a barcode. Additionally, the materials catered to different learning styles, making

them suitable for diverse student needs. The teacher also appreciated the simplicity and clarity of both the content and instructions, making the materials easy to implement in the classroom.

To find out the further result of the appropriateness of the listening-speaking supplementary materials integrated with the Pancasila student profile, the components in the learning materials were carefully evaluated by an expert in the field to ensure they met the required standards and criteria. The result of expert judgment for all indicators shows that the mean score for the developed supplementary materials is 3.8, which is categorized as "very good" as it falls within the range of $3.26 < x \leq 4.00$. In this expert validation process, there are seven indicators to validate. The result of the completeness of the book's anatomy components and manuscript systematics is divided into three parts: the early part of the book, the book content section, and the end of the book. The data showed that the mean score for the Early Part of The Book is 3.6. The score is categorized as "very good" as it falls within the range of $3.26 < x \leq 4.00$. This categorization within this range is considered to reflect a high level of quality, the mean score for the book content section is 3.8. The score is categorized as "very good" as it falls within the range of $3.26 < x \leq 4.00$. This categorization within this range is considered to reflect a high level of quality, and the mean score for the end of the book is 4. The score is categorized as "very good" as it falls within the range of $3.26 < x \leq 4.00$ or reaches the highest score. This categorization is considered to reflect a high level of quality.

Furthermore, the norm section of the learning materials has been separated into seven distinct indications for validation. These indicators are utilized to assess the material extensively and guarantee its alignment with educational requirements. While the legality aspect of the learning materials is categorized into two distinct indicators for validation. These indicators are utilized to assess the legality of content in a comprehensive way. The findings from the expert validation of the norm section and legality component of the learning materials indicated that the mean score for the norm section of the book is 4. The score is classified as "very good" since it comes within the range of $3.26 < x \leq 4.00$ or achieves the greatest possible score.

The content of learning materials is divided into nine indicators for validation to validate the appropriateness of learning materials' content, in addition, the learning activity and presentation component is divided into nine indications for validation, used to assess the suitability of the learning activity and presentation were based on the learning materials. The outcomes indicated that the mean score for the content section of the book and the learning activity and presentation is 3.8. The score is classified as "very good" since it lies within the interval of $3.26 < x \leq 4.00$.

In addition, the language component is divided into three validation indicators to verify the suitability of the language used in learning materials. It has a mean score of 4. The score is classified as "very good" since it comes within the range of $3.26 < x \leq 4.00$ or achieves the greatest possible score. This category is widely regarded as indicative of a higher level of quality. The last component is the design of the learning material which is divided into seven indicators for validation to assess the suitability of the design of learning materials. The outcomes showed that the mean score for the design of learning materials is 3.5. The score is categorized as "very good" as it falls within the $3.26 < x \leq 4.00$ range. This categorization is considered to reflect a high level of quality.

In evaluating the integration of the Pancasila student profile in listening-speaking supplementary materials, data from expert validation and implementation were analyzed. During the implementation of Unit 1, which specifically promotes independence, a survey was conducted to assess student confidence in answering questions on the tasks. The data revealed that 0% of students strongly disagreed with feeling confident when answering questions, and 5% disagreed. Meanwhile, 40% of students agreed with the statement, and

55% strongly agreed. This distribution indicates that a substantial majority of students felt confident when answering questions on the tasks, with 95% expressing some level of confidence. This suggests that Unit 1 was effective in promoting independence and significantly enhancing student confidence in their abilities. Additionally, the teacher interview showed that promoting the value of independence by encouraging students to work independently can increase student participation and understanding, students' confidence in the classroom was also improved but it still needs some support.

Furthermore, the expert validation data focused on two main aspects: norm and content. The norm aspect evaluates whether the materials avoid conflicting with the values of Pancasila, while the content aspect assesses the integration of the Pancasila Student Profile, which includes indicators such as independence, critical thinking, and creativity. For the norm aspect, the evaluation centred on whether the materials avoided conflicting with the values of Pancasila. This aspect received a score of 4, indicating that the materials align very well with Pancasila values. Similarly, the content aspect focused on the integration of the Pancasila Student Profile, specifically evaluating independence, critical thinking, and creativity. This aspect also received a score of 4, categorizing it as very good. Overall, the table shows that the mean score for the evaluation of Pancasila alignment and Pancasila student profile integration is 4. The score is categorized as "very good" as it falls within the $3.26 < x \leq 4.00$ range. This categorization is considered to reflect a high level of effectiveness in both avoiding conflicts with Pancasila values and integrating the Pancasila Student Profile into the supplementary materials.

After thoroughly assessing the learning materials, the comments and suggestions provided were carefully reviewed and incorporated. This process led to the completion of the final revisions to better promote the Pancasila student profile through listening-speaking supplementary materials, culminating in what is now referred to as the final draft. Despite the high rating score for the learning materials, several areas were identified for further improvement. As a result, the researcher implemented a series of revisions to enhance the quality and effectively promote the values of the materials.

Discussion

The research findings highlight a strong alignment between students' needs, teacher explanations, and relevant documents regarding descriptive text requirements, in line with Feeze and Joyce's (2002) statement that learning through texts helps students develop language comprehension and usage across various contexts. Additionally, the materials focus on general interest topics in familiar contexts, enhancing students' awareness that texts cater to different readers within specific social settings (Deng et al., 2014). Regarding common language issues such as pronunciation, vocabulary, and comprehension, Harmer (2015) notes that pre-teaching vocabulary can significantly reduce barriers to understanding. Richards (2008) emphasises that listening is crucial for mastering spoken language. The developed supplementary materials address these issues by providing vocabulary lists with pronunciation guides and audio content, aligning with Richards & Burns' (2012) three-stage approach to effective listening: activating prior knowledge, engaging with active tasks, and assessing comprehension through vocabulary and grammar checks.

In addition, the materials integrate the Pancasila student profile, promoting independence, critical thinking, and creativity to shape lifelong learners, consistent with the educational aims outlined by Benawa and Sihombing (2023). These values are introduced both implicitly and explicitly, reflecting findings by Marinković and Erić (2014), Feng (2017), and Zuchron (2021). Moreover, technology integration through QR codes facilitates quick access to audio content, which supports authentic listening tasks and connects classroom learning to future communication goals (Brown and Lee, 2015; Nunan, 2004). The materials follow a genre-based approach (Emilia, 2011; Hammond, 1990), beginning with

apperception activities, sample language functions, and semi-guided tasks before moving to independent work, as described by Deng et al. (2014). The approach emphasizes scaffolded steps, social interaction, and systematic, needs-based learning. Regarding learner roles, the students favored engaging with the material through questions and conversations, viewing the teacher as a guide rather than a traditional instructor, consistent with Nunan's (2004) framework of students as observers and social actors. The materials also encouraged independent work, pair tasks, and small group activities, which Harmer (2015) notes are beneficial for fostering participation and easing pressure for shy students.

According to the result, it was indicated that the developed learning materials align well with the learning outcomes in *Kurikulum Merdeka*, integrating with the Pancasila student profile specifically promoting values such as independence, critical thinking, and creativity, focus on listening-speaking skills, utilizing technology, and functioning as enrichment materials to increase proficiency in English. According to Komalasari & Saripudin (2018), Integrating the Pancasila student profile that involves values and skills in learning materials has a significant impact on students, such as allowing students to understand how to apply these principles to their lives, teach character values and soft skills based on national values, introduce important life principles, emotional learning outcomes like attitudes and behaviours. Furthermore, incorporating technology in learning materials demonstrated students' enthusiasm for learning (Lion et al., 2023).

The units in the learning materials follow a genre-based approach with four steps: building knowledge, modeling, joint construction, and independent construction (Emilia, 2011; Hammond, 1990 as cited in Candlin and Mercer, 2001). This scaffolded approach, influenced by Vygotsky and Bruner, emphasizes explicit, systematic, and needs-based learning through social interaction. The materials, based on needs analysis, cover topics like weather, personal identity, and public places, using authentic materials, aligning with Nunan's (2004) principles of needs-based content selection. ICT integration includes scanning QR codes for listening tasks and recording videos for homework. As Petri (2017) stated, students' listening activity mainly involves understanding, appreciating, and responding effectively to spoken information. While speaking, activities in the learning materials mostly involve practice conversation, guided speaking, semi-guided speaking, and free conversation. During the implementation phase, students and the teacher found the "Speak Yourself" materials engaging and well-aligned with learning objectives, the exercises were relevant and improved student understanding and confidence. In line with the study from Sari and Ariswan (2021), the utilization of the module incorporated Pancasila values positively impacted the students' competencies and proficiencies.

The integration of the Pancasila student profile in the listening-speaking materials showed positive results. However, It still requires consistent training and modelling to be effective (Susilo et al., 2022) Despite high expert validation, the materials were further improved with revised unit titles, added colours and visuals, interactive speaking activities, and corrected grammar. These revisions made the materials more engaging and interactive for learners.

CONCLUSION

In conclusion, this research developed listening-speaking supplementary materials for seventh-grade students, integrating the values of the Pancasila student profile—emphasizing independence, critical thinking, and creativity—following the ADDIE model (analysis, design, development, implementation, and evaluation). The materials were carefully designed to address both target and learning needs and promote the Pancasila student profile through appropriate learning materials. The following key points will summarize it.

First, the target needs in learning English identified from the students' necessities that showed a clear alignment between students' needs, the teacher's insights, and relevant documents for descriptive text in oral form and the listening-speaking materials covering general interest topics in familiar formal and informal contexts. Furthermore, the students faced challenges with word pronunciation, grammar, vocabulary expansion, and understanding spoken information. In addition, the subjective needs showed the need to improve vocabulary and pronunciation. Therefore, the speaking tasks in the materials focus on assessing oral production, enriching vocabulary, and checking pronunciation accuracy.

Second, the learning needs in learning English identified from the learning materials which aim to integrate the Pancasila student profile. Independence was fostered through self-regulation, encouraging students to take initiative, work independently, and build confidence. Critical thinking was addressed through reflective thinking, asking questions, processing information, and evaluating ideas. Creativity was enhanced by encouraging students to generate original ideas and connect new information with existing concepts. These values were embedded both implicitly and explicitly, ensuring students naturally encountered and recognized their importance. The materials also used QR barcodes for easy access to audio content and authentic materials, aligning classroom learning with real-life communication goals. Activities were designed to promote independent learning and collaborative work in pairs or small groups, following the Genre-Based Approach.

Third, the appropriateness of the listening-speaking supplementary materials received positive feedback from implementation that highlighted the materials' relevance, engagement, and alignment with learning objectives. Furthermore, expert validation rated the materials as very good. Furthermore, the materials indicate high appropriateness in aligning with Pancasila values and integrating the Pancasila student profile (independence, critical thinking, and creativity).

ACKNOWLEDGEMENT

REFERENCES

Abdulkarim, A., Komalasari, K., Saripudin, D., Ratmaningsih, N., & Anggraini, D. N. (2020). Development of a Unity in Diversity-based Pancasila Education Text Book for Indonesian Universities. *International Journal of Instruction,* 13(1), 371-386. https://doi.org/10.29333/iji.2020.13125a

Agboola, A., & Chen, K. (2012). Bring Character Education into Classroom. *European Journal of Educational Research*, 1(2), 163–170. https://doi.org/10.12973/eu-jer.1.2.163

Amollo, O. P., & Lilian, G. K. (2017). Teacher Position in Spurring Value Based Education in Early Learning in Nairobi County, Kenya: Addressing Support of Values in School Environment. *Journal of Education and Learning*, 6(3), 194. https://doi.org/10.5539/jel.v6n3p194

Benawa, A., & Sihombing, A. A. (2023). The Significance Influence of Pancasila Education and Religion Education on the Formation of Pancasila Student Profile by Hybrid Learning. In E3S Web of Conferences (Vol. 426, p. 01068). EDP Sciences. https://doi.org/10.1051/e3sconf/202342601068

Bowen, Glenn A., 2009. Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9 (2), pp. 27-40. https://doi.org/10.3316/QRJ0902027

Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer.

Brown, H. Douglas & Lee, Heekyeong. (2015). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Pearson Education.

Candlin, C., & Mercer, N. (Eds.). (2001). *English language teaching in its social context: A reader*. Psychology Press.

Damayanti, I. K., Febrianti, Y., Nurlaelawati, I., Suharto, P. P., Fellani. A. J., & Rahmadani, R. (2022). *English for Nusantara*. Pusat Perbukuan Badan Standar, Kurikulum, dan Asesmen Pendidikan.

Deng, L., Chen, Q., & Zhang, Y. (2014). *Developing Chinese EFL Learners' Generic Competence: A Genre-based & Process Genre Approac*h. Springer.

Dick, W., Carey, L., & Carey, J. O. (2015). *The systematic design of instruction*. Pearson.

Ena, O.T. (2013). *Visual analysis of e-textbooks or senior high school in Indonesia*. Unpublished EdD dissertation. Loyola University.

Emilia, E. (2011). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Rizqi Press.

Feez, S. dan H. Joyce. 2002. *Text-Based Syllabus Design*. Macquarie University.

Feng, W. D. (2017). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse: Studies in the Cultural Politics of Education*, 40(4), 458–473. https://doi.org/10.1080/01596306.2017.1356806

Gall, M. D., Gall, J. P., & Borg, W. R. (2003). *Educational research: An introduction (7th ed.)*. Allyn & Bacon.

Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.

Hutchinson, T., Waters, A., & Swan, M. (1987). *English for specific purposes*. Cambridge university press.

Indonesia, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Capaian Pembelajaran Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah Pada Kurikulum Merdeka*. https://kurikulum.kemdikbud.go.id/wp-content/unduhan/CP_2022.pdf

Indonesia, Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). *Contoh ATP*. https://guru.kemdikbud.go.id/kurikulum/referensi-penerapan/capaian-pembelajaran/sd-sma/bahasa-inggris/fase-d/

Indonesia, Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi. (2022). *Dimensi, Elemen, Dan Subelemen Profil Pelajar Pancasila Pada Kurikulum Merdeka*. https://kurikulum.kemdikbud.go.id/wp-content/unduhan/Dimensi_PPP.pdf

Komalasari, K., & Saripudin, D. (2018). The influence of living values education-based civic education textbook on student's character formation. *International Journal of Instruction*, 11(1), 395–410. https://doi.org/10.12973/iji.2018.11127a

Lapsley, D., & Woodbury, R. (2016). Moral-Character Development for Teacher Education. *Action in Teacher Education*, 38(3), 194–206. https://doi.org/10.1080/01626620.2016.1194785

Lion, E., Triyani, T., & Ananda, K. (2023). The Development of Panjiasia Book based on Augmented Reality to Strengthen Pancasila Values for Children in Early Childhood Education. *Jurnal Lingua Idea*, 14(1), 122-132, https://doi.org/10.20884/1.jli.2023.14.1.7510

Marinković, S., & Erić, M. (2014). The Problem of Value in a Textbook. *Procedia - Social and Behavioural Sciences*, 128, 72–76. https://doi.org/10.1016/j.sbspro.2014.03.120

Miles, M, B., Huberman, A, M., & Saldana, J. (2019). *Qualitative Data Analysis: A Method Source Book*. SAGE Publication.

Mugambi, M. M. (2018). Linking constructivism theory to classroom practice. *International Journal of Humanities Social Sciences and Education*, 5(9), 96-104. http://dx.doi.org/10.20431/2349-0381.0509014

Nunan, D. 2004. *Task-Based Language Teaching*. Cambridge University Press.

Richards, J. C. 2008. *Teaching Listening and Speaking from Theory to Practice.* Cambridge University Press.

Richards, J. C. & Burns, A. (2012). *Tips for Teaching Listening: A Practical Approach.* Pearson

Sari, A., M. & Ariswan. (2021). The Integrated Physics Learning E-Module with Pancasila Character Values in Work and Energy Subjects as Solution to Improve Students' Critical Thinking Ability and Independence: Is It Effective?. *Jurnal Ilmiah Pendidikan Fisika Al-BiRuNi.* 10 (1), 85-100 https://doi.org/0.24042/jipfalbiruni.v10i1.7749

Sari, F. Z., & Ma'rifatulloh, S. (2024). A Content Analysis Of Character Education In "English For Nusantara" Textbook For Seventh Grade Students. *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika*, 1(2), 244-252. https://doi.org/10.62383/katalis.v1i2.415

Serasi, R., Peransiska, L., & Hakim, M. A.R. (2022). Character Education Analysis Represented in English Textbooks for Secondary School Based on the 2013 Curriculum in Indonesia. Metathesis: *Journal of English Language Literature And Teaching.* 6 (2). 157-167. https://doi.org/10.31002/metathesis.v6i2.273

Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. https://doi.org/10.21831/jss.v15i1.25226

Suciati R, Gofur A, Susilo H, Lestari U (2022). Development of Textbook Integrated of Metacognition, Critical Thinking, Islamic Values, and Character. *Pegem Journal of Education and Instruction*, 12 (4), 20-28, https://doi.org/10.47750/pegegog.12.04.03

Sudartini, S. (2018). Presenting Indonesian character in English language teaching materials: Is it possible?. *In Character Education for 21st Century Global Citizens* (pp. 29-34). Routledge.

Suharto, G. (2006). *Pengukuran dan Penilaian Hasil Belajar Bahasa Inggris.* Pusat Pelayanan dan Pengembangan Bahasa.

Susilo, M. J., Dewantoro, M. H., & Yuningsih, Y. (2022). Character education trend in Indonesia. *Journal of Education and Learning (EduLearn),* 16(2), 180–188. https://doi.org/10.11591/edulearn.v16i2.20411

Trust, T., & Pektas, E. (2018). Using the ADDIE Model and Universal Design for Learning Principles to Develop an Open Online Course for Teacher Professional Development. *Journal of Digital Learning in Teacher Education*, 34(4), 219–233. https://doi.org/10.1080/21532974.2018.1494521

Zuchron, D. (2021). *Tunas Pancasila.* Direktorat Sekolah Dasar Direktorat Jenderal PAUD, Dikdas dan Dikmen Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.

Manuscript_Radhiyatul Jamilah.

10 repository.uinjambi.ac.id
Internet Source
<1%

11 Submitted to Universitas Sebelas Maret
Student Paper
<1%

12 Submitted to Universitas Islam Malang
Student Paper
<1%

13 jurnal.unublitar.ac.id
Internet Source
<1%

14 Submitted to Universitas Negeri Malang
Student Paper
<1%

15 ebin.pub
Internet Source
<1%

16 Syukrul Hamdi, Nila Mareta Murdiyani, Muhammad Fauzan, Hasan Djidu, Endar Chrisdiyanto, Zafrullah Zafrullah. "Developing an assessment instrument for strengthening the Pancasila student profile in web-based middle school mathematics teaching", Jurnal Elemen, 2024
Publication
<1%

17 scholarspace.manoa.hawaii.edu
Internet Source
<1%

18 Arab World English Journal, Senowarsito, Suwandi, Siti Musarokah, Sukma Nur Ardini. "The Analysis of Feasibility in EFL Textbook: A
<1%

Contribution to Kurikulum Merdeka",
SocArXiv, 2023
Publication

19 Zefki Okta, Ashadi Ashadi, Sulis Triyono, Dwiyanto Djoko Pranowo. "Thematic Structure in Students' Writings: Implications on their Ideas Organization and Development", Register Journal, 2023
Publication

<1%

20 journal.uniku.ac.id
Internet Source

<1%

21 Ali Rachman, Hendro Yulius Suryo Putro, M. Arli Rusandi, Dominikus David Biondi Situmorang. "The development and validation of the "Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila" (KT P5): A new tool for strengthening the Pancasila Student Profile in Indonesian pioneer schools", Heliyon, 2024
Publication

<1%

22 ejournal.unwaha.ac.id
Internet Source

<1%

23 journal.ikipsiliwangi.ac.id
Internet Source

<1%

24 journal.ummat.ac.id
Internet Source

<1%

25 Endah Retnowati, Anik Ghufron, Marzuki, Kasiyan, Adi Cilik Pierawan, Ashadi. "Character Education for 21st Century Global Citizens", Routledge, 2018
Publication
<1 %

26 Shofiyah Salsabila Siswanto, Asrori Asrori, Rusman Rusman. "Internalization of Pancasila Students' Profile values through Al-Qur'an Hadith materials in tenth grade at SMKN 8 Surabaya", ATTARBIYAH: Journal of Islamic Culture and Education, 2023
Publication
<1 %

27 Rahma Ashari Hamzah. "Implementation of the project for strengthening the profile of pancasila students in the primary school level mobilization school program in soppeng regency", JURNAL PENDIDIKAN DASAR NUSANTARA, 2024
Publication
<1 %

28 Submitted to Program Pascasarjana Universitas Negeri Yogyakarta
Student Paper
<1 %

29 Submitted to St. Mary's College Twickenham
Student Paper
<1 %

30 journal.gmpionline.com
Internet Source
<1 %

31 Şencan, Cem. "An Evaluation of "Content-Based Instruction (CBI)"-Oriented Course Material in Teaching English as a Foreign Language at Tertiary Level: A Case Study on the Students of Software Engineering Department at a Foundation University in Turkey", Bursa Uludag University (Turkey), 2023
Publication

<1%

32 Leffi Noviyenti. "Analysis of English Alive Textbook in Terms of Genres and Lexical Density", AL-ISHLAH: Jurnal Pendidikan, 2021
Publication

<1%

33 www.ijrrjournal.com
Internet Source

<1%

34 www.jsss.co.id
Internet Source

<1%

35 Arab World English Journal, Asmi Rusmanayanti, M. Laili Hanafi. "Teaching Reading Comprehension by Using Computer-Based Reading: An Experimental Study in Indonesian English Language Teaching", SocArXiv, 2018
Publication

<1%

36 Arab World English Journal, Mohammed Qurait Alenezi, Paul G. Kebble, Andrew Fluck, Yang Yang, Andy Bown. "Constructing

<1%

Identities Online- An Exploratory Study of Saudi Youths' Strategies", SocArXiv, 2018
Publication

37 Suprapto Endah Retnowati, Jerusalem Mohammad Adam, Kristian Sugiyarto, Wagiron. "Innovative Teaching and Learning Methods in Educational Systems", Routledge, 2019
Publication

<1%

38 discovery.dundee.ac.uk
Internet Source

<1%

39 ijmmu.com
Internet Source

<1%

40 www.coursehero.com
Internet Source

<1%

41 Candra Hadi Asmara, Ulfatul Ma'rifah, Anisa Dwi Fitria. "The Effect of Using Storytelling Techniques Adopting Thai Folktales to Enhance Students Vocabulary in Thai EFL Elementary School", EduInovasi: Journal of Basic Educational Studies, 2024
Publication

<1%

42 Tri Astuti, Eko Handoyo, Pranichayudha Rohsulina, Chee Keong Chin. "STRENGTHENING CHARACTER EDUCATION IN ADIWIYATA SCHOOLS", Dinamika Jurnal Ilmiah Pendidikan Dasar, 2023
Publication

<1%

43 core.ac.uk
Internet Source
<1%

44 eprints.upgris.ac.id
Internet Source
<1%

45 ijere.iaescore.com
Internet Source
<1%

46 online-journals.org
Internet Source
<1%

47 staialfalahbjb.ac.id
Internet Source
<1%

48 Ade Gafar Abdullah, Ida Hamidah, Siti Aisyah, Ari Arifin Danuwijaya, Galuh Yuliani, Heli S.H. Munawaroh. "Ideas for 21st Century Education", CRC Press, 2017
Publication
<1%

49 Eli Hinkel. "Handbook of Research in Second Language Teaching and Learning", Routledge, 2011
Publication
<1%

50 Hanoi National University of Education
Publication
<1%

51 Tri Agus Tiyani, Zaka Hadikusuma Ramadan. "Implementation of the pancasila student profile strengthening project on sustainable
<1%

lifestyle themes", Jurnal EDUCATIO: Jurnal Pendidikan Indonesia, 2024
Publication

52 e-theses.iaincurup.ac.id
Internet Source
<1%

53 ejournal.iainpalopo.ac.id
Internet Source
<1%

54 ejournal.polbeng.ac.id
Internet Source
<1%

55 eprints.unm.ac.id
Internet Source
<1%

56 journal.unj.ac.id
Internet Source
<1%

57 nicsforschoolleaders.tpdatscalecoalition.org
Internet Source
<1%

58 pure.uvt.nl
Internet Source
<1%

59 repo.undiksha.ac.id
Internet Source
<1%

60 repository.unpkediri.ac.id
Internet Source
<1%

61 Ade Gafar Abdullah, Tutin Aryanti, Agus Setiawan, Maizam Binti Alias. "Regionalization and Harmonization in TVET", CRC Press, 2017
Publication
<1%

62 Ardian Fahri, Rhoma Dwi Aria Yuliantri, Febriana Khoiriyah, Fadli Agus Triansyah. "Creating Students with Superior Character: Implementation of P5 Project in Mobilizing Schools", QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama, 2023
Publication

<1 %

63 Jumanto, Udin Syaefudin Sa'Ud, Wahyu Sopandi. "Profile of Critical Thinking Skills of Elementary School Students in Surakarta City Based on Elements Curriculum Merdeka", SHS Web of Conferences, 2024
Publication

<1 %

64 Wohabie Birhan, Gebeyehu Shiferaw, Alem Amsalu, Molalign Tamiru, Haregewoin Tiruye. "Exploring the context of teaching character education to children in preprimary and primary schools", Social Sciences & Humanities Open, 2021
Publication

<1 %

65 journal.walisongo.ac.id
Internet Source

<1 %

66 Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro. "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020
Publication

<1 %

| Exclude quotes | Off | | Exclude matches | Off |
| Exclude bibliography | On | | | |

Manuscript_Radhiyatul Jamilah.