

INTEGRATING PANCASILA VALUES IN LISTENING-SPEAKING MATERIALS FOR JUNIOR HIGH STUDENTS

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Article Info	Abstract
Article History Received: September 2024 Revised: October 2024 Published: January 2025	<p><i>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 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 integrated the values in 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 $3.26 < x \leq 4.00$. Furthermore, this research contributed to developing educational resources, and it is expected that students can engage with good value in their future lives.</i></p>
Keywords Listening skills; Speaking skills; Pancasila student profile; Pancasila values; Supplementary learning materials;	
How to cite: Jamilah, R., & Priyana, J. (2025). Integrating Pancasila Values in Listening-Speaking Materials for Junior High Students, <i>JOLLT Journal of Languages and Language Teaching</i> , 13(1), 203-215. DOI: https://doi.org/10.33394/joltt.v13i1.13015	

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 & Lilian, 2017; Reformana et al., 2024). 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; Reformana et al., 2024). 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 & 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; Maharani & Afifi, 2024). 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 and becomes the lack of such materials in the current curricula 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; Reformana et al., 2024). 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; Oktapiani et al., 2024). 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. It will also update the existing learning materials based on *Kurikulum Merdeka*. Therefore, the study is guided with the following research questions: What are the target needs of grade VII students at a state junior high school in Kolaka Utara in learning English?; What are the learning needs of grade VII students at a state junior high school in Kolaka Utara in learning English?; and How appropriate are the listening-speaking supplementary materials for grade VII students at state junior high school in Kolaka Utara in learning English to promote the Pancasila student profile?

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). Furthermore, this model is the most prevalent instructional design model utilized as a guide for creating successful designs, and according to Trust and Pektas (2018), using a systematic design method such as ADDIE may result in more efficient, effective, and relevant education.

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 with English proficiency levels in A2. 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 of the supplementary materials was conducted by one expert judgment.

Research 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.

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 result 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

Furthermore, the qualitative data acquired through document analysis of Pancasila values 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 values, the researcher has identified some key findings. The following sections delve into these results, explaining each aspect in detail to comprehensively understand the outcomes.

The Target Needs of Grade VII Students at A State Junior High School in Kolaka Utara in Learning English

Data about the students' target needs start from necessities gained from the questionnaires, teacher interviews, and related documents.

Table 2
Type of text

Item No.	Question	Option	Percentage
1.	What type of text will you learn during class VII?	Narrative	9.4%
		Descriptive	100%
		Procedure	21.9%
		Short Message	14.1%
		Advertisement	6.3%

In addition, the students' necessities based on teacher interviews, indicated that the students were exposed to and learning about the descriptive text. The data from document analysis gained from learning outcomes outlined in the *Kurikulum Merdeka*. It refers to the specific objectives for secondary school and the objectives in listening and speaking.

Table 3
Learning Outcomes Phase D Based on *Kurikulum Merdeka*

Documents Selected	English Subject Learning Outcomes Phase A–Phase F (<i>Badan Standar, Kurikulum, Dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, Dan Teknologi Republik Indonesia, 2022</i>)
Data Analysed	Learning Outcomes Phase D (<i>Capaian Pembelajaran (CP) fase D</i>) (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.....
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....

Another students' target needs aspect is lack or the gap between the necessities and the students' present competencies. The data was collected from the questionnaires and teacher's interviews. In the interviews, the teacher pointed out issues in vocabulary expansion,

pronunciation, and the ability to understand information during listening sessions. The last aspect of students' target needs is wants and the data was gained from the questionnaires and teacher interviews. The findings showed that the teacher hopes the developed listening-speaking supplementary materials will concentrate on improving vocabulary and pronunciation.

The Learning Needs of Grade VII Students at A State Junior High School in Kolaka Utara in Learning English

The data starts from the goal of integrating Pancasila values in supplementary materials, the data gained from the document analysis.

Table 4
Dimensions of Pancasila Student Profile (Independence, Critical Thinking, and Creativity)

Documents Selected	Dimensions, Elements, and Sub-elements of the Pancasila Student Profile in the <i>Kurikulum Merdeka</i> 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-Regulation	
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 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.

The Appropriateness of Listening-Speaking Supplementary Materials 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. Starting with designing a course grid containing a conceptual framework for listening-speaking courses. It consisted of six units, 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 under the title “Speak Yourself”. The materials were divided into six units. Each unit included objectives, an apperception, eight tasks, homework, summaries, and reflections. Furthermore, the values of the Pancasila student profile (independence, critical thinking, and creativity) are integrated both implicitly and explicitly

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. The researcher conducted a teacher training session to prepare the teacher for classroom application. Two instruments, student surveys and teacher interviews, were employed to evaluate the implementation.

Table 5
Implementation Survey Result

No.	Statements	Percentage			
		1	2	3	4
1.	The instruction using “Speak Yourself” supplementary learning materials is interesting.	5%	10%	20%	65%
2.	I understand what I was supposed to learn.	0%	10%	40%	50%
3.	The materials directly related to the objectives.	0%	10%	45%	55%
4.	The practice exercises in “Speak Yourself” supplementary learning materials were sufficient.	0%	10%	35%	55%
5.	The practice exercises were relevant to the materials.	0%	0%	30%	70%
6.	The tests in “Speak Yourself” supplementary learning materials really measure my knowledge of the objectives.	0%	0%	20%	80%
7.	I receive sufficient feedback on my practice exercises.	0%	10%	50%	40%
8.	The content in Speak Yourself” supplementary learning materials were clear and readily understood.	0%	0%	30%	70%
9.	The content in Speak Yourself” supplementary learning materials relevant to my needs and interests.	0%	10%	30%	60%

Furthermore, the result of the teacher interview was positive. The teacher 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.

Table 6
The Element of Expert Judgment Questionnaire Adapted From Sistem Informasi Perbukuan Indonesia (SIBI) 2022

No.	Components of evaluation	Indicator	Scores
1	Completeness of Book Anatomy Components and Manuscript Systematics	Early part of book	3.8
		Book Contents Section	
		End of Book	
2.	Norm	Pancasila Avoidance Behaviour	4
		Discriminative Content	
		Dangerous content	
3.	Legality	Plagiarism	4
4.	Content	Suitability of the <i>Kurikulum Merdeka</i>	3.8
		Depth of Material	
		Latest Material	
		Relevance of Material	
		Character Education	
		21 st Century Skills	
5.	Learning Activity and Presentation	Learning Method	3.8
		Aspects of Material Presentation	
6.	Language	Accuracy	4
		Relevance of English	
7.	Design	Book Cover	3.5
		Color, font, size, image, relevance, functional capabilities of the image.	
Mean (x)			3.8

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 evaluating the integration of the Pancasila student profile in listening-speaking supplementary materials, data from expert validation and implementation were analyzed. In the implementation, the teacher interviewed about promoting the value of independence by encouraging students to work independently, and the result showed, that it 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. Overall, The score is 4, which 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.

Discussion

The research findings reveal a strong alignment between student needs, teacher input, and relevant educational documents regarding the requirements for descriptive text instruction. This alignment resonates with Feeze and Joyce’s (2002) assertion that learning through texts significantly enhances students' language comprehension and application across diverse contexts. The developed materials prioritize topics of general interest within familiar

settings, reinforcing students' understanding that texts serve distinct purposes for various audiences within specific social frameworks (Deng et al., 2014; Fadli et al., 2022). Addressing prevalent language challenges, such as pronunciation difficulties, limited vocabulary, and comprehension barriers, Harmer (2015) suggests that pre-teaching vocabulary plays a pivotal role in mitigating these obstacles. In a similar vein, Richards (2008) highlights the critical importance of listening skills for achieving fluency in spoken language. To address these concerns, the supplementary materials provide comprehensive vocabulary lists accompanied by pronunciation guides and integrated audio resources. This approach aligns with Richards and Burns' (2012) three-stage listening framework, which involves activating prior knowledge, engaging in active listening tasks, and evaluating comprehension through vocabulary and grammatical assessments.

A notable feature of the materials is their integration of the Pancasila student profile, fostering essential values such as independence, critical thinking, and creativity. This approach aligns with the broader educational objectives outlined by Benawa and Sihombing (2023), which emphasize nurturing lifelong learners. The inclusion of these values is achieved through implicit and explicit instructional methods, consistent with findings by Marinković and Erić (2014), Feng (2017), and Zuchron (2021). Additionally, the materials incorporate technological elements, such as QR codes, providing students with quick access to audio resources. This technology-driven aspect supports authentic listening experiences, bridging classroom learning with real-world communication needs (Brown and Lee, 2015; Nunan, 2004). The instructional design follows a genre-based framework (Emilia, 2011; Hammond, 1990; Haerazi & Irawan, 2019; Han & Hiver, 2018), beginning with apperception activities and progressing through sample language functions and semi-guided exercises before culminating in independent tasks. This scaffolded approach, as highlighted by Deng et al. (2014), emphasizes systematic learning, social interaction, and responsiveness to student needs.

Student engagement with the materials was characterized by an active learning approach, favoring interaction through question-and-answer sessions and discussions. This approach reflects Nunan's (2004) depiction of learners as observers and social participants, with teachers serving as facilitators rather than traditional instructors. By encouraging peer interaction and collaborative tasks, the materials foster participation and reduce performance anxiety, particularly benefiting shy students (Harmer, 2015; Daflizar, 2024; Milanrianto et al., 2023). Activities such as independent assignments, pair work, and small group tasks not only enhance engagement but also promote critical thinking and autonomy, reinforcing the principles of the Pancasila profile.

The findings indicate that the developed materials align with the learning outcomes prescribed by Kurikulum Merdeka, particularly in integrating the Pancasila student profile to emphasize independence, critical thinking, and creativity. The focus on listening and speaking skills, coupled with technology-enhanced learning, positions the materials as valuable enrichment resources aimed at improving students' English proficiency. According to Komalasari and Saripudin (2018), embedding Pancasila values within educational content significantly influences students' capacity to internalize and apply these principles in their daily lives. This integration nurtures character development, instills soft skills rooted in national identity, and fosters emotional intelligence. Additionally, Lion et al. (2023) demonstrate that incorporating technology into learning materials boosts student enthusiasm and engagement, contributing to enhanced learning outcomes.

The structure of the learning units adheres to a genre-based pedagogical model, encompassing four distinct phases: building knowledge, modeling, joint construction, and independent application (Emilia, 2011; Hammond, 1990, as cited in Candlin and Mercer, 2001). Drawing inspiration from the theories of Vygotsky and Bruner, this scaffolded

framework emphasizes explicit, step-by-step instruction grounded in social interaction and student-centered learning. The content, informed by needs analysis, addresses topics such as weather, personal identity, and public spaces, reflecting Nunan's (2004) principles of needs-based curriculum design. Authentic materials are employed to ensure relevance and contextualization, fostering deeper student engagement. Technology integration, facilitated through QR codes and video-recording assignments, enriches listening exercises and extends learning beyond the classroom. Petri (2017) underscores the significance of listening activities that cultivate appreciation, comprehension, and effective responses to spoken language. Complementing these listening tasks, speaking exercises incorporate guided conversations, structured dialogues, and free-speaking opportunities, supporting the gradual development of oral communication skills.

During the implementation phase, both students and teachers responded positively to the "Speak Yourself" materials, which were perceived as engaging and aligned with curricular objectives. The exercises not only enhanced student comprehension but also bolstered confidence in their speaking abilities. This outcome aligns with research by Sari and Ariswan (2021), who found that incorporating Pancasila values into instructional modules positively impacts student competencies and overall proficiency.

The integration of Pancasila principles within the listening and speaking modules yielded encouraging results, although the study underscores the necessity for consistent practice and role modeling to maximize effectiveness (Susilo et al., 2022; Reformana et al., 2024). Despite high validation scores from experts, subsequent revisions were undertaken to refine the materials further. These enhancements included the introduction of more vibrant visuals, interactive speaking activities, and the correction of grammatical errors, all contributing to a more dynamic and learner-friendly experience.

However, the study's limitations are noteworthy. Only Unit 1 of the six planned units was implemented, restricting the ability to evaluate the full scope of Pancasila integration and its impact on critical thinking and creativity. Time constraints precluded the assessment of subsequent units, limiting the generalizability of the findings. Moreover, the study lacked comprehensive data to confirm the efficacy of the designed activities in promoting Pancasila values, as the evaluation primarily focused on fostering independence. Future research should aim to implement and assess all six units, enabling a more thorough examination of the materials' capacity to cultivate critical thinking, creativity, and independence across diverse learning contexts.

CONCLUSIONS

The findings of this study highlight the successful alignment of instructional materials with both student needs and broader educational objectives, particularly in the realm of descriptive text instruction and listening-speaking activities. By integrating the Pancasila student profile, the materials not only address core language skills but also foster essential values such as independence, critical thinking, and creativity. This dual focus ensures that students are equipped with the linguistic competencies necessary for academic success while simultaneously nurturing the character and soft skills vital for personal and professional growth. The incorporation of technology, such as QR codes for audio access and video recording tasks, serves to enhance the learning experience, bridging traditional educational practices with modern digital tools. This technological integration aligns with the principles of Kurikulum Merdeka and reflects broader trends in contemporary education that emphasize active, student-centered learning approaches.

Moreover, the genre-based pedagogical framework underpinning the materials has proven effective in scaffolding student learning, as evidenced by positive feedback from both teachers and learners. The four-phase structure—building knowledge, modeling, joint construction, and independent application—facilitates a gradual and comprehensive

development of language skills, promoting confidence and engagement. The emphasis on authentic materials and real-life contexts further reinforces the relevance of the content, ensuring that students see the practical applications of their learning. Despite the limitations of the study, particularly the restricted implementation of only one unit, the promising results indicate the potential for broader application and further refinement. Future research should prioritize the full deployment of all six planned units to provide a more comprehensive evaluation of the materials' impact on critical thinking, creativity, and independence. By addressing these areas, educators can continue to enhance the effectiveness of language instruction while fostering holistic student development in line with national educational values and goals.

ACKNOWLEDGEMENT

The authors would like to convey sincere appreciation to Yogyakarta State University for all the support in this research process.

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