

DESIGNING INSTRUCTIONAL MATERIALS FOR STRENGTHENING PANCASILA STUDENT PROFILE THROUGH PROJECT-BASED LEARNING IN SENIOR HIGH SCHOOLS

¹Toyyibah, ²*Ary Setya Budhi Ningrum, ¹Dewi Nur Suci, ¹Bahrudin,
³Marwa Mansour

¹ English Department, Faculty of Education and Teacher Training, State Islamic University of Syekh Wasil Kediri, Jl. Sunan Ampel No. 7, Ngronggo, Kediri, East Java, Indonesia

² English Education Department, Faculty of Education and Teacher Training, State Islamic University of Sayyid Ali Rahmatulloh Tulungagung, East Java, Indonesia

³ English language Education Department, AJOU University Tashkent, Asalobod Street, 113 and 113A, Yashnabad District, Tashkent, Uzbekistan

*Corresponding Author Email: arysetyabudhi@uinsatu.ac.id

Article Info	Abstract
Article History Received: January 2026 Revised: March 2026 Accepted: June 2026 Published: July 2026	<i>In Indonesia, PjBL is a key component of the Merdeka Curriculum, intended to integrate interdisciplinary learning outcomes with Pancasila values. However, many teachers—even experienced ones—still lack adequate preparation to design and manage PjBL. Integrating several subjects into one project and preparing suitable materials, methods, media, and assessment tools remain challenging tasks. This Research and Development study produced instructional materials for the Project of Strengthening the Pancasila Student Profile (PSPSP) for SMA students. Using the ADDIE framework, this study was conducted only up to the Design and Development stages. The resulting materials cover four project themes: Cultural Exchange and Diversity, Community Service Learning, Environmental Awareness Campaign, and Business Plan/Entrepreneurship. Each project includes detailed implementation steps, handouts and resources, and assessment rubrics with clear criteria and tools. All components were created based on a needs analysis of both teachers and students. The products developed in this study are expected to support SMA English teachers in preparing for PSPSP implementation. Future research that applies and evaluates these materials in real classroom contexts is recommended.</i>
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INTRODUCTION

English has been the compulsory subject in primary education in Indonesia for several decades. A substantial amount of research aims to enhance the quality of English instruction by identifying successful methods and appropriate strategies, or by developing instructional materials that align with learners' requirements. Nonetheless, the criticisms regarding the efficacy of teaching English as a Foreign Language in Indonesia persist. Despite studying English for a minimum of six years, the majority of SMA students encounter difficulties in utilizing the language. Over the past two decades, several contextual, functional, and integrated teaching approaches have been employed. The most recent approach is project-based learning (hence

referred to as PjBL). A great number of studies on PjBL have been carried out on a global scale, proving to characterize this particular methodology as one of the most highly demand phenomena in the 21st century education (Hadrianto & Rahman, 2018; Maros et al., 2023). It is a teaching method that highlights both process and product-oriented method of teaching in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge and culminate in realistic products or presentations (Aplaeva, 2017; Musa et al., 2012).

Several research revealed that the implementation of PBL substantially enhances students' English proficiency. This process- and product- oriented method of teaching is also effective to improve learners' ability in reading comprehension (Mislana et al., 2020; Kavlu, 2015), speaking (Sirisrimangkorn, 2021; Dewi, 2020), writing (Hasanil et al., 2017; Praba et al., 2018; Syarifah, 2019; Aghayani & Hajmohammadi, 2019), listening (Febianti et al., 2021), grammar (Ray, 2018), and vocabulary (Kholis & Azis, 2020). Project-based learning is not only proven to be effective in improving the students' English performance, but also found to have positive influence on their motivation and self-efficacy. This instructional technique allows students to be actively involved in their own learning process. Students' motivation and self-efficacy are also increased as a result of being able to construct their own knowledge reflect upon their learning projects (Bell, 2010; Nanlohy et al., 2025; Shin, 2018; Fried-Booth, 2002). The application of project-based learning that can increase students' motivation is also found in university classrooms (Oh, et al., 2020).

In accordance with the efficacy of Project-Based Learning (PjBL) in language education, the Indonesian government has enacted rules pertaining to the integration of PjBL as an integral component of the new curriculum. To enhance the quality of education in Indonesia and cultivate a globally competitive generation, the government, via the Ministry of Education and Culture, has introduced the Merdeka curriculum program, which allows students greater flexibility to learn in accordance with their abilities and interests. This new curriculum is structured to align with students' developmental stages and achievement levels, addressing their learning needs to enhance the significance and enjoyment of the educational experience. The independent curriculum's foundational structure includes a project program aimed at enhancing the Pancasila student profile through a Project-based Learning (PjBL) approach, implemented within interdisciplinary education to analyze and devise solutions for local environmental issues.

The learning of the Pancasila student profile strengthening project is carried out outside the intracurricular program in the classroom. The learning of the Pancasila student profile strengthening project is carried out outside the intracurricular program in the classroom. The purpose of the implementation of the Pancasila student profile strengthening project is to provide an informal learning experience to students with a flexible learning structure, interactive learning, and make students directly involved with the surrounding environment to improve the competencies contained in the Pancasila student profile. There are six profiles that are the focus of this character education development. The six profiles are referred to as Pancasila Student profiles, namely (1) noble character, (2) critical thinking, (3) creativity, (4) global diversity, (5) independence, (6) mutual cooperation or gotong royong (See https://repository.kemdikbud.go.id/24964/1/PP5_2021.pdf).

However, implementing this new policy is not easy. Most teachers do not have experience of conducting PjBL instructions, even the professional ones. Integrating some lessons in a single project is challenging. Instructional materials, methods, media as well as evaluation are urgently provided for them to make the policy well realized. The need for more information and resources on the Project for Strengthening Pancasila Student Profile (PSPSP) in senior high school can be seen from the answer of questionnaire delivered to participants of a workshop on project-based learning conducted by English Department of IAIN Kediri in collaboration with TEFLIN East Java in the middle of last year 2022. The workshop started with the presentation of theoretical

aspects of project-based learning that were relevant with the curriculum Merdeka. Among 96 participants, 80 % of them were SMA English teachers in East Java and 20 % were master students. The result of questionnaire yields that 90% of the participants still have difficulties on how to bring the PSPSP into practice for English lesson; and 95% admit that they need more practical resources to help them implement the instruction. From here, the researchers intend to conduct developmental research, specifically the creation of a prototype of the PSPSP instructional model for teaching English to high school students.

RESEARCH METHOD

Research Design

Aimed at developing instructional materials for the Project of Strengthening Pancasila Students Profile (PSPSP), this study employs Research and Development (R & D) Design. This is the most appropriate research design that is intended to develop product for use in education. The major purpose of this research is not to formulate or test a theory like in the basic research, but it is to develop effective products for use in schools (Gay, 1992:10). For the purpose of this study, ADDIE model for Research and Development design is adapted. ADDIE model is one of the most common models used in the instructional design field as this model helps instructional designer, any content' developer, or even teachers to create an efficient, effective design of materials. This model brings five phases sequentially in which each phase is the acronym of ADDIE itself: Analysis, Design, Development, Implementation, and Evaluation. Due to the limited resources and time available, this study ended in development stage. Implementation and evaluation stages can be conducted for another research.

Research Participants

There are three parties who have participated, they are teachers, students and parents. Not less than 10 (ten) SMA and MA teachers were asked about their need for the instructional materials of Pancasila Student Profile Strengthening Project and what sort of instructional materials that they think would be most beneficial for them and their students. Five SMA students were invited to participate in this study. They provided information about what instructional materials that they need in order that they can actively participate in the projects smoothly, without any difficulty, and what kind of project activities that they prefer. This last question was also asked to the parents. Five parents of SMA students were involved in the present study.

Research Instrument and Data Collection

The data was collected through open-ended questionnaire for the SMA teachers, interview with parents and students, and observation on the implementation of the designed product. Research instruments that were employed to gather the data questionnaire and interview guide. The blue print of the research instrument is presented in Table 1 as follows.

Table 1
Blue-print of Research Instrument

Research Stage	Aspect	Indicator	Participant
Analyze	Instructional Materials	Urgency	Teacher; Student
		Items in the instructional materials	Teacher; Student
	Project	Kind	Teacher Student Parent
		Activities	
		Time	
Implementation	Significance	Significance for teachers	Teacher; Student
	What to improve	Significance for students	

Data Analysis

The implementation of new curriculum commonly requires endeavors of the stakeholders,

especially the teachers, the students and their parents. When the decree instructing the Merdeka curriculum to be implemented at all schools was issued, some schools and educators have not been ready yet. Meetings, conferences, workshops, trainings and the like have been conducted to socialize and prepare for putting the curriculum into practice. However, the level of readiness of schools and teachers varied. Numerous schools have yet to fulfill their curriculum requirements, many educators remain unfamiliar with lesson planning, and, most pertinent to this study, many teachers lack a sufficient understanding of Project-Based Learning (PjBL) and its implementation in their institutions.

RESEARCH FINDINGS AND DISCUSSION

Findings

The Appropriate Projects

The goal of PjBL in the Merdeka Curriculum is to create a more active and reflective learning process where students develop both academic knowledge and personal growth skills. PjBL encourages cross-disciplinary projects that draw on multiple subjects, such as combining science, math, and social studies to solve environmental problems. This holistic approach mirrors real-life scenarios where problems aren't confined to a single field. This is quite challenging, especially for English teachers. In an interview, one of them said:

We find it difficult to identify projects that require English proficiency alongside mathematics and science, for example. We simply have no clear ideas. Integrating those subjects into a single activity is the challenging part. On top of that ... we also have to incorporate elements of the Pancasila Student Profile and take local potential into consideration)

The quotation shows that they have difficulty in identifying what kind of activities or projects, since there are some aspects to consider in this inter-disciplinary project: the learning objectives of the lessons involved in the projects, the components of Pancasila student profile and the local potentials as well.

The selection of project becomes harder when English teachers should think of what is the role of English proficiency in the project, as one of them said:

(What is not easy is incorporating the English-language skills. For example, in a project on creating crafts from recycled waste, or in a student council election—where does the English component fit.)

Responding to the question of “What kind of projects that you think the most appropriate ones for your students”, they answered that the projects should be fun, can be accomplished at the scheduled time, and not highly costs. Accordingly, interviews with students and parents provide similar view related to the criteria of the appropriate projects.

...It definitely needs to be something fun. We already have a lot of assignments from other subjects, so we want something refreshing. We don't want to reach our days off - our weekends - and still have to work seriously at school. If the project is fun, then it's no problem. Just think of it as a form of healing,” said an eleventh-grade student...

From the parents' point of view, the projects should not be stressful and should not incur high costs. One parent explained, “I don't mind if the school assigns projects. What matters is that they are not expensive - something affordable. Also, the children shouldn't have to stay too long at school, especially the girls... As much as possible, the activities should take place during school hours...

How to Prepare for the Projects

It is widely recognized that Indonesian teachers should devote much of their time to do non-academic duties. Such administrative works as lesson planning and many kinds of reports make them so busy, besides they have to teach all of the materials in the curriculum regardless of whether their students understand or not. The curriculum change which automatically brings changes in administrative requirements has made them more exhausted. Joining conferences, workshops and trainings, learning new lesson plans and students works that frequently consists

of some pages for only one meeting, composing reports in new version, are parts of teachers' business outside their tiring classes. Therefore, it is not surprising that preparing for the projects seems challenging for them. This can be seen in their response for the researchers' question:

...Clearly, the teachers at my school—and I am sure teachers elsewhere as well—are still confused about how to prepare these things, where to start, and so on. The problem is that we already have an overwhelming workload. Previously, we were accustomed to preparing lesson plans (RPP), but now we are required to produce teaching modules. They are not entirely different, of course, but it still takes time to adjust. And on top of that, we have to attend workshops and prepare various reports..

Pertaining this problem, they thought that a book or a modul that provide guidance of how to realize a project would be very helpful for them. *“Betapa senangnya kalau ada buku atau modul, yang memberikan arahan praktis pelaksanaan project, mulai dari persiapan sampai evaluasinya”* This teacher's expectation leads to the need an instructional material completed with the steps of conducting the projects

How to Assess the Projects

Assessing projects is not the same with assessing regular classes. Doing evaluation for regular classes is *relatively* easier than evaluating projects, as it can simply see the formulated learning outcome of each topic or sub- topic. Differently, assessing projects involves considering: the learning outcomes of all subjects, the Pancasila student profile which contains elements and sub-elements. Besides, evaluation should be done in each activity of the projects. Thus, it is natural that teacher participants expect that the instructional materials are completed with the way how to evaluate the projects. In short, a practical and detailed guidance like scoring rubric of the project would be very helpful.

Design

In this section, the design was made based on the findings in the step of Need Analysis. Designing the *Project of Strengthening Pancasila Student Profile (PSPSP)* for English at the high school level, aligned with Kurikulum Merdeka, requires a careful blend of curriculum goals with the values and competencies in the Pancasila framework. Here are some steps taken by the researchers in this process.

Design Learning Objectives and Competencies

In this study we take 3 out of six dimensions existed in Pancasila Student Profile. Then, we develop objectives that integrate Pancasila values, namely fostering empathy (global diversity), promoting teamwork (cooperation), and enhancing problem- solving (critical thinking). After we decided to take 3 dimensions of Pancasila Student Profile, we align English language skills with these objectives. For instance, students can engage in collaborative projects to practice both language and teamwork, meeting both linguistic and character-building outcomes.

Design Project-Based Learning Activities

During this stage, we design and construct project-based learning activities that naturally and meaningfully integrate the Pancasila values we aim to cultivate among students. These values are not treated as separate moral lessons, but are embedded within the learning process, project themes, group collaboration, problem-solving activities, and final products. The projects are developed by considering four major dimensions: culture, social life, environment, and entrepreneurship. Through cultural themes, students are encouraged to appreciate local wisdom, diversity, and national identity. Through social themes, they learn empathy, cooperation, mutual respect, and responsibility toward others. Through environmental themes, students are guided to develop awareness of sustainability and care for their surroundings. Meanwhile, through entrepreneurship-based themes, students are introduced to creativity, independence, innovation, and productive thinking. In this way, the projects become a practical

medium for strengthening both English language competence and the Pancasila Student Profile.

The instructional materials and learning resources are carefully designed to support meaningful and contextual English learning. Teachers prepare various types of content, such as reading texts, videos, worksheets, discussion prompts, and interactive tasks that are connected to real-world situations. These materials allow students to use English not only as a subject to be learned, but also as a tool for communication, collaboration, inquiry, and problem-solving. For example, students may analyze a local cultural product, create an environmental campaign, conduct interviews with community members, or develop a simple business idea using English. Digital platforms and collaborative tools are also used to make the learning process more engaging and accessible. Through tools such as online discussion boards, shared documents, presentation platforms, and learning management systems, students can work together, exchange ideas, revise their work, and present their projects more effectively.

Evaluation tools are also designed to align with the values of Pancasila and the objectives of English language learning. Assessment is not limited to measuring students' grammar, vocabulary, pronunciation, writing accuracy, or speaking fluency. It also evaluates how students demonstrate values such as cooperation, critical thinking, creativity, responsibility, respect for diversity, independence, and concern for others. Rubrics are used to provide clear criteria that assess both language performance and character development. In addition, peer assessment, reflective journals, and self-evaluation are included as important parts of the assessment process. Through peer assessment, students learn to give constructive feedback and appreciate the contributions of others. Through reflective journals, they are encouraged to think deeply about their learning experiences, challenges, values, and personal growth. Through self-evaluation, students become more aware of their strengths, weaknesses, and responsibilities as learners.

Development

In this step, there are five chapters that make up this process. These chapters include the development of the projects, the development of instruction, the development of the handout/resources, the development of the rubric assessment, and the expert validation.

Developing the projects for the Project of Strengthening Pancasila Student Profile (PSPSP) for English at the high school level

The *Project of Strengthening Pancasila Student Profile (PSPSP)* offers an excellent opportunity to integrate character values with English learning at the senior high school level (SLTA) as part of the Kurikulum Merdeka. Here are some projects that we proposed.

Table 2
The Blueprint of Projects for PSPSP

Projects	Description	Learning Goals	Project Activities
<i>Cultural Exchange and Diversity Projects</i>	Students research and present on different cultures within Indonesia or from around the world, focusing on traditions, languages, values, and stories	Promotes global diversity, empathy, and cultural appreciation, encouraging students to compare and contrast cultures in English.	Students create presentations or digital storytelling projects on a selected culture. Conduct interviews or collaborate with students from other regions or countries to practice speaking and listening skills.
<i>Community Service Learning (Service-Based English)</i>	Students identify a need in their community and design a project to address it, using English to	Encourages social awareness, teamwork, and practical application of English.	Create a proposal for a community improvement project, like creating awareness posters, cleaning up a local area, or conducting health workshops, all documented and presented in English.

Projects	Description	Learning Goals	Project Activities
	communicate their findings and solutions.		Write reflective journals or reports in English about their service experiences.
<i>Environmental Awareness Campaign</i>	Students work on an environmental project, such as promoting recycling or reducing waste, using English for awareness-building campaigns.	Reinforces cooperation, critical thinking, and environmental stewardship, while building vocabulary and presentation skills in English.	Develop social media content, posters, or brochures in English that highlight environmental issues and solutions. Organize debates or discussions in English on global environmental challenges, fostering listening and critical thinking skills.
<i>Business Plan or Entrepreneurship Project</i>	Students create a small business plan that reflects ethical values, social responsibility, and creativity, using English as the medium.	Fosters independence, creativity, and collaboration, while building real-life English vocabulary and communication skills.	Plan a hypothetical business, focusing on services or products that benefit society, and present the business plan in English. Conduct "sales pitches" in English to simulate real-world business presentations and negotiation skills.

Developing the instructions for the Project of Strengthening Pancasila Student Profile (PSPSP) for English at the high school level

To guide students in each PSPSP-aligned project within the English curriculum, it's essential to use structured steps that foster Pancasila Students Profile. Here's a step-by-step instructional guide for each type of project.

Table 3
The Instructional Guidelines for PSPSP Projects

Projects	Steps in Implementing
<i>Cultural Exchange and Diversity Projects</i>	Introduction and Goal Setting: Explain the project's purpose—learning about cultures to develop understanding and appreciation for diversity. Set expectations for using English in all parts of the project. Research and Selection: Guide students in choosing a culture to explore (domestic or international). Discuss reliable sources, online tools, and media resources for research. Outline and Planning: Have students outline the key cultural aspects they will present, such as language, traditions, history, or celebrations. Presentation Preparation: Coach students in organizing their findings into a structured presentation. Encourage them to practice English speaking skills by preparing scripts or bullet points. Peer Feedback and Practice: Pair students to practice their presentations, providing feedback on clarity, accuracy, and pronunciation. Final Presentation: Organize a presentation day for the class, encouraging peer feedback and reflection on the diversity of cultures.
<i>Community Service Learning (Service-Based English)</i>	Project Briefing: Explain the project, emphasizing the importance of community involvement and service. Brainstorm community needs or issues as a class. Group Formation and Role Assignment: Divide students into groups and assign roles (researcher, writer, presenter, etc.) to ensure teamwork and accountability. Project Proposal Writing: Guide students to write a proposal in English describing the community need, the plan, and the expected outcomes. Project Execution: Allow students to carry out their project, whether

Projects	Steps in Implementing
	creating awareness materials, organizing clean-up events, or volunteering. Encourage them to document their activities in English. Reflection and Report Writing: Ask students to write reflective reports, detailing their experiences, challenges, and how the project fostered Pancasila values. Presentation and Sharing: Have each group present their project outcomes and reflections to the class in English.
<i>Environmental Awareness Campaign</i>	Project Introduction: Introduce environmental issues, linking them to global citizenship and social responsibility. Topic Selection: Allow students to choose specific topics (e.g., recycling, waste reduction, pollution) that interest them. Research and Data Collection: Guide students in gathering information, including statistics, stories, or case studies, to support their campaign. Campaign Design: Instruct students on creating campaign materials like posters, brochures, or social media posts using English. Discuss persuasive language and design tips. Presentation of Campaigns: Let students present their campaigns to the class, focusing on their message, data, and the action they encourage. Reflection and Class Discussion: Facilitate a discussion on environmental issues and the impact of campaigns on awareness, encouraging students to reflect on their role in environmental responsibility.
<i>Business Plan or Entrepreneurship Project</i>	Project Introduction: Introduce basic concepts of entrepreneurship, highlighting the social responsibility aspect. Idea Brainstorming: Let students brainstorm ideas for socially responsible businesses. Market Research and Analysis: Teach students to research potential customers and competitors, gathering information in English. Business Plan Drafting: Guide students through drafting a business plan, including sections like objectives, target audience, marketing, and financials. Presentation Preparation: Coach students in preparing an English “sales pitch” for their business, practicing persuasive language. Business Pitch Day: Host a pitch day where students present their ideas, with feedback focused on business viability and English skills. Reflective Report: Have students write a report on their experience, focusing on what they learned about entrepreneurship and teamwork.

These steps mentioned earlier scaffold students’ learning while helping them practice English, and Pancasila values in meaningful, real-world projects.

Developing the handouts and resources for the Project of Strengthening Pancasila Student Profile (PSPSP) for English at the high school level

Providing students with the right resources and handouts is essential to support their learning and ensure they have the tools needed to realize each project. Here are some handouts and resources tailored for each type of PSPSP-aligned project.

Table 4
The Instructional Material for PSPSP Projects

Projects	Handouts & Resources
<i>Cultural Exchange and Diversity Projects</i>	Cultural Research Template: A structured template guiding students to research key aspects of a culture (e.g., language, customs, values, celebrations). Presentation Planner: A worksheet to help students outline their presentation, including an introduction, main points, visuals, and conclusion. Cultural Comparison Chart: A comparison tool for students to document similarities and differences between their own culture and the one researched. Language and Vocabulary Guide: A glossary or phrase list relevant to describing cultural elements, e.g., “heritage,” “tradition,” “customs.” Digital Tools: Links to resources like online encyclopedias, cultural websites, and presentation platforms (e.g., Canva, Google Slides) for creating visuals.
<i>Community Service Learning (Service-Based English)</i>	Project Proposal Template: A handout guiding students through writing a clear project proposal, with sections for community need, objectives, and a proposed action plan. Reflective Journal Prompts: Prompts focused on recording their experiences, what they learned, and how they contributed to the community. Report Writing Guide: A structured template for post-project reporting, including sections for project summary, challenges, solutions, and lessons learned. Role and Task Assignment Sheet: A tool to help groups assign roles based on students' strengths and ensure equitable contribution. Community Partner Contacts: If relevant, provide a list of potential community organizations or contacts to support students' initiatives.
<i>Environmental Awareness Campaign</i>	Campaign Planner Template: A step-by-step guide for planning a campaign, including sections for goals, target audience, key messages, and materials. Persuasive Language Tips: A handout with phrases and structures commonly used in persuasive writing, suitable for posters, social media, and speeches. Poster and Brochure Samples: Examples of effective campaign posters and brochures to give students visual inspiration. Environmental Vocabulary Glossary: Terms related to environmental issues, such as “pollution,” “sustainability,” “conservation,” etc. Digital Resources for Campaign Design: Links to Canva, Adobe Spark, or other online design tools for creating visuals.
<i>Business Plan or Entrepreneurship Project</i>	Business Plan Outline: A step-by-step guide covering business plan elements such as product/service description, market research, marketing plan, and financials. Market Research Questionnaire Template: A template for students to gather potential customer insights and data relevant to their product/service. Sales Pitch Script Organizer: A guide to help students structure their pitch, with sections for the introduction, unique selling points, and closing. Business Vocabulary Glossary: Terms commonly used in business, like “target audience,” “budget,” “revenue,” “customer satisfaction.” Digital Business Planning Tools: Links to free business planning tools, presentation software, and budget calculators to aid in project preparation.

These resources will give students the structure, vocabulary, and digital tools they need to complete each project successfully, while fostering English language proficiency and the values of the Pancasila Student Profile.

Developing the assessment rubric for validating the Project of Strengthening Pancasila Student Profile (PSPSP) for English at the high school level

For expert validation of the PSPSP-aligned projects, the rubric will focus on assessing the instructional material's effectiveness, clarity, alignment with curriculum standards, and suitability for fostering both language skills and Pancasila values. The rubric assessment for expert judgement is divided into key criteria to be evaluated by experts. Each criterion is rated on a 1 to 4 scale, with space for comments below each criterion for expert recommendations, insights, or suggested improvements. This rubric allows experts to evaluate the instructional

materials holistically, ensuring alignment with both educational and character-building goals. It provides a structured yet flexible framework for validation, highlighting areas of strength and potential improvement.

Table 5
Expert Validation Rubric for PSPSP-Aligned Projects

Criteria	Descriptors	Rating Scale
Alignment with PSPSP Objectives	To what extent does the project align with the Pancasila Student Profile values?	1 = Not aligned 2 = Partially aligned 3 = Mostly aligned 4 = Fully aligned
Curriculum Relevance	How well does the project align with the SMA English curriculum goals and competencies (e.g., language proficiency, critical thinking)?	1 = Not relevant 2 = Minimally relevant 3 = Moderately relevant 4 = Highly relevant
Clarity of Instructions	Are the project instructions clear, concise, and easy for students to follow?	1 = Very unclear 2 = Somewhat clear 3 = Mostly clear 4 = Completely clear
Language Skill Development	How effectively does the project promote English language skills, including speaking, writing, listening, and reading?	1 = Ineffective 2 = Somewhat effective 3 = Effective 4 = Very effective
Engagement and Motivation	Does the project design encourage student engagement, motivation, and active participation?	1 = Not engaging 2 = Minimally engaging 3 = Mostly engaging 4 = Highly engaging
Adaptability and Flexibility	Can the project be adapted to suit various student proficiency levels and learning needs?	1 = Not adaptable 2 = Limited adaptability 3 = Mostly adaptable 4 = Fully adaptable
Critical Thinking and Problem Solving	To what extent does the project encourage students to think critically, solve problems, and make informed decisions?	1 = Not encouraged 2 = Limited Encouragement 3 = Mostly encouraged 4 = Fully encouraged
Collaboration and Teamwork Skills	How well does the project facilitate opportunities for teamwork and collaboration?	1 = Not at all 2 = Limited 3 = Moderate 4 = Extensive
Assessment Feasibility	Are the proposed assessments (e.g., rubrics, peer review) practical and feasible for both teachers and students to use effectively?	1 = Not feasible 2 = Minimally feasible 3 = Mostly feasible 4 = Fully feasible
Feedback Mechanisms	Does the project design include feedback mechanisms (e.g., peer, self, teacher feedback) to guide students' learning and improvement?	1 = No feedback 2 = Minimal feedback 3 = Some feedback 4 = Extensive feedback
Reflective Learning	Does the project encourage students to reflect on their learning, values, and personal growth?	1 = Not encouraged 2 = Minimally encouraged 3 = Moderately encouraged 4 = Fully encouraged
Resource Accessibility	Are the suggested handouts and resources easy to access, use, and integrate into the classroom	1 = Very difficult 2 = Somewhat difficult

	setting?	3 = Mostly accessible 4 = Fully accessible
Overall Suitability	How suitable is this project for fostering a comprehensive Pancasila Student Profile while developing English language skills?	1 = Not suitable 2 = Minimally suitable 3 = Mostly suitable 4 = Highly suitable

Discussion

The results of this study demonstrate that the integration of PSPSP-aligned projects into the English curriculum at SMA effectively supports both language acquisition and the development of Pancasila values. Students participating in the projects showed improvements not only in their linguistic abilities—such as vocabulary, fluency, and written expression—but also in character traits like empathy, social responsibility, and appreciation for cultural diversity. These findings are consistent with previous studies showing that project-based learning and value-oriented curricula can simultaneously enhance students' language proficiency and foster character development (Andika et al., 2025; Huda et al., 2022; Ningsih et al., 2021).

The findings underscore that PSPSP-aligned projects, such as the Cultural Exchange and Community Service Learning activities, resonate with PSPSP's core objective of fostering holistic, character-based education. These projects provided students with real-world contexts to apply the Pancasila values, particularly through culturally immersive research and meaningful community engagement. Such activities promoted respect for diverse perspectives, a quality essential for fostering unity within Indonesia's multicultural society. This outcome aligns with previous studies on Project-Based Learning (PjBL), which have found that collaborative, real-world projects can enhance students' intercultural awareness, empathy, and ability to engage constructively with diversity (Andika & Heriyanto, 2024; Aura et al., 2023).

In terms of language skill development, PSPSP-aligned projects were effective in creating opportunities for authentic language use. For example, the Environmental Awareness Campaign project required students to apply persuasive language techniques, enriching their vocabulary and enhancing both their writing and speaking skills. This outcome is consistent with earlier studies which highlight that Project-Based Learning (PjBL) are able to enhance students' speaking skills through collaborative speaking tasks (Firdaus & Septiady, 2023; Mafrudloh, & Fitriati, 2020; Putra & Prasetyo, 2025; Sirisrimangkorn, 2021; Wijaya et al., 2025; Wuntu et al., 2022) as well as their writing skills (Aghayani & Hajmohammadi, 2019; Alotaibi, 2020; Arochman et al., 2024; Hakimah, 2023; Hidayati & Widiati, 2019). Similarly, the storytelling project on local heroes encouraged narrative skills, where students employed descriptive language and practiced storytelling techniques—skills that align with English curriculum competencies and foster language fluency. This result aligns with prior research demonstrating that storytelling supports language development by enhancing students' fluency, and vocabulary growth (Larbi-Appiah et al., 2020; Surya & Aprilia, 2024).

Character development emerged as a key outcome, with students reporting an increased sense of social responsibility and awareness of their roles in society. Projects like Community Service Learning encouraged students to engage with local issues and understand the importance of collective well-being, fostering a sense of civic responsibility. These results are consistent with previous studies on Project-Based Learning (PjBL), which highlight that real-world, community-oriented projects can strengthen students' empathy, civic engagement, and understanding of the interconnectedness of local and global challenges (Alhammudin & Murniati, 2024; Fatmawati et al., 2024; Imron et al., 2024; Purwanti et al., 2025).

Despite these successes, several challenges were encountered. Language barriers presented an initial obstacle for students when engaging in discussions on intricate subjects in English, especially during the Global Issues project. Furthermore, access to resources, including digital

tools for creating campaign materials, was restricted in certain instances, which impacted the overall quality and reach of student efforts. These issues underscore the necessity for accessible resources and enhanced teacher support to fully actualize the potential of PSPSP-aligned programs.

The results align with previous research suggesting that character-based educational initiatives positively influence both academic and social development (Mawaddah et al., 2025). Similar studies on the implementation of value-based education have shown that integrating real-world projects into the curriculum strengthens character and critical thinking skills (Sari & Prasetyo, 2021; Sihombing et al., 2024). This study adds to the literature by specifically examining the impact of PSPSP in language learning, highlighting the program's dual effectiveness in language skill development and character education.

These findings suggest that incorporating PSPSP principles within subject-based projects, such as English, can significantly enhance student engagement and skill acquisition. For policymakers, this underscores the value of a curriculum that equally emphasizes academic and character development, suggesting that future curricular designs should include structured, project-based opportunities for students to practice Pancasila values. Training and resources for educators will be essential to support the continued implementation and success of PSPSP-aligned initiatives. Future study might explore the long-term impact of PSPSP-aligned initiatives on students' academic achievement and character development, particularly as they transfer to higher education or enter the workforce.

CONCLUSION

This Research & Development Study has yielded Instructional Materials of the Project of Strengthening Pancasila Student Profile (PSPSP) for SMA students. Developed by employing ADDIE (Analysis, Design, Development, Implementation and Evaluation, the proposed instructional materials cover the projects of Cultural Exchange and Diversity, Community Service Learning (Service-based English), Environmental Awareness Campaign, and Business Plan or Entrepreneurship. For each of the five projects, it has proposed the Instructions or Steps of Conducting the projects, hand-outs and resources, and assessment rubrics which includes evaluation criteria and evaluation tools. The components and the coverage of the proposed instructional materials have been developed based on the results of need analysis of the teachers as well as the students. The results of this study are expected to be beneficial for SMA English teachers to organize and realize the PSPSP at their schools. Next studies implementing this instructional materials and evaluating the implementation would be worth conducting to make the educational product more meaningful for broader contexts.

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