

Development of Lesson Activities in English to Improve Student Profile of Pancasila

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Abstract

This study aims to develop effective English learning activities to support the improvement of the profile of Pancasila students at the secondary school level. The profile of Pancasila learners includes values such as faith, devotion to God Almighty, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The development method used is the research and development (R&D) model which includes the stages of needs analysis, activity design, trial, and effectiveness evaluation. The results showed that English learning activities integrated with Pancasila values were able to improve communication skills, critical thinking, and students' ability to work together in a diverse environment. This is reflected in the positive responses of students and teachers who consider learning activities more relevant and applicable in daily life. This study concludes that the integration of Pancasila values in English learning has a positive impact on student character development in accordance with the profile of Pancasila learners.

Keywords

Learning Development; English; Pancasila Learner Profile; Character Education

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1. INTRODUCTION

In the increasingly advanced era of globalization, mastery of English is one of the most important skills to be possessed by learners. English as an international language not only opens up opportunities in the academic and career world, but also facilitates a broader cross-cultural understanding. However, English learning in Indonesia faces its own challenges, especially in integrating character values that are in line with the Pancasila Learner Profile, a reference for superior character that is expected to be formed in every Indonesian learner. The development of English learning activities that focus on improving the Pancasila Learner Profile can be a



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strategic solution. The Pancasila Learner Profile which consists of values such as critical thinking, global diversity, mutual cooperation, creativity, independence, and faith and devotion to God is the main foundation to be achieved in the Indonesian education system. By designing English learning activities that involve collaboration, creativity, and cross-cultural understanding, it is hoped that learners can not only master English communicatively, but also develop characteristically in accordance with the values of Pancasila. This paper will discuss approaches and methods of developing English learning activities that are effective in instilling the values of the Pancasila Learner Profile.

2. METHODS

The methods used in the development of these learning activities involve project-based and value-based learning approaches. The learning activities are designed to integrate English competencies with the values of the Pancasila Student Profile, such as gotong royong, creativity and critical thinking. The development stages include needs analysis, planning, implementation, and evaluation. In its implementation, students are involved in collaborative activities, such as group discussions, presentations, and the creation of contextual problem-based projects. The learning media used includes digital teaching materials and interactive activities that support the development of students' communication skills. Evaluation is conducted formatively and summatively to assess the achievement of English competence as well as the internalization of Pancasila values in the learning process.

3. FINDINGS AND DISCUSSION

The development of English learning activities to support the Pancasila Learner Profile is a topic that is highly relevant to the current needs of education in Indonesia. The Pancasila Learner Profile aims to create a generation that is not only intelligent, but also has characters that are in line with the values of Pancasila, such as religious, mutual cooperation, independence, critical reasoning, creativity, and global diversity. In the context of English learning, there are various ways to integrate these values into learning activities. English learning activities can be designed to reinforce religious values through stories, texts or discussions that raise issues of morals, ethics and spirituality.

Collaborative learning can also be used to instill the value of mutual cooperation. Activities that can be applied such as Group discussion to solve problems. Not only that, it increases independence, students can be given individual tasks that allow them to learn independently, such as creating a vlog or podcast in English about their experience in managing time. Activities that stimulate critical thinking are also very important such as Analysis of argumentative texts in English, for example opinion articles or editorials.

The development of English learning activities that are oriented towards the Pancasila Student Profile requires teacher creativity in connecting materials with Pancasila values. With the right approach, English learning not only improves language competence, but also shapes the character of students who have integrity, innovation, and are ready to face global challenges without forgetting their identity as Indonesian citizens.

4. CONCLUSION

The development of English learning activities that are integrated with the values of the Pancasila learner profile is a strategic step to build a generation that is globally competent while having noble character. Although there are various limitations, such as differences in student abilities, limited resources, and available time, these challenges can be overcome through creative learning innovations, continuous teacher training, and effective use of technology. With a holistic and collaborative approach, English learning can not only improve students' communication skills but also build character that reflects the values of Pancasila, such as mutual cooperation, independence, and love for the country.

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