

Designing English Lesson Activities to Strengthen the Pancasila Student Profile

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Abstract. This study explores the design of English lesson activities that integrate the *Pancasila Student Profile* (Profil Pelajar Pancasila, PPP) as a national framework for character education in Indonesia. The PPP emphasizes six dimensions: faith and devotion, global diversity, cooperation, independence, critical thinking, and creativity. Drawing from recent studies (2020–2025), this study highlights strategies for embedding PPP values into English classrooms through project-based learning (PjBL), intercultural communicative tasks, and creative writing. Findings show that such integration strengthens both English proficiency and character education. This approach not only fosters global competence but also maintains students' cultural identity.

Keywords: *Pancasila Student Profile, Project Based Learning, Intercultural Competence*

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INTRODUCTION

English is widely regarded as a global language, shaping communication, education, and cultural exchange across nations (Guo et al., 2024). In Indonesia, English language education is increasingly expected to support not only linguistic competence but also character development in line with national values. The *Profil Pelajar Pancasila* (PPP) serves as the guiding vision for shaping Indonesian learners as globally competitive yet culturally rooted citizens (Kemdikbudristek, 2022, 2024).

The *Profil Pelajar Pancasila* (PPP) emphasizes six key dimensions that serve as the foundation of character education in Indonesia (Cahyono et al., 2024). These include faith and devotion to God, which encourages students to develop spiritual awareness and moral responsibility; global diversity, which fosters respect and appreciation for different cultures; and cooperation, which highlights the importance of teamwork and collective effort. In addition, PPP promotes independence, enabling learners to take responsibility for their own growth and decisions; critical reasoning, which strengthens their ability to analyze and solve problems; and creativity, which nurtures innovation and imagination in various aspects of learning.

Although there is growing research on project-based learning (PjBL) in English teaching (Arochman et al., 2024; Alemneh et al., 2024), and on intercultural competence in language education (Feng et al., 2024; Jiaxin et al., 2024), studies directly linking English instruction to PPP remain limited. This paper aims to fill that gap by offering practical ideas for English activities that bring PPP values into classroom practice.

RESEARCH METHOD

This study followed a design-based research (DBR) approach, which involves repeated cycles of planning, implementing, and refining teaching practices to improve student learning. The research was carried out in three main stages.

In the first stage, a needs analysis was conducted to understand the learning context and align English curriculum objectives with the six dimensions of the Pancasila Student Profile (PPP). For instance, writing tasks were designed to encourage creativity and critical thinking, while speaking activities aimed to foster teamwork and global awareness. This stage ensured that lesson plans not only addressed language skills but also supported students' personal and social development.

Next, in the design and implementation phase, lesson activities were developed using project-based learning (PjBL) principles and intercultural approaches. Students participated in a variety of interactive activities, such as debates, poster creation, storytelling, journal writing, and digital content projects. Thirty students from junior and senior high schools in Makassar were purposively selected to represent different language proficiency levels and learning needs. Two English teachers facilitated the lessons, guiding students and providing feedback throughout the semester-long study.

The final stage, evaluation, involved collecting data from classroom observations, student reflections, and teacher interviews. These qualitative data were analyzed thematically to identify common patterns, challenges, and effective strategies. Ethical protocols were carefully followed, including obtaining informed consent and ensuring the confidentiality of all participants.

By integrating English learning with the PPP dimensions, this study aimed to provide practical lesson models that not only improve communication skills but also develop students' creativity, critical thinking, collaboration, and cultural awareness, reflecting broader national education goals.

RESULT AND DISCUSSION

The implementation of Project-Based Learning (PjBL) in English language instruction in Makassar has effectively integrated the values of the Pancasila Student Profile (PPP). Activities such as debates, poster creation, journal writing, and digital projects not only enhanced students' language skills but also fostered character development across various PPP dimensions, including creativity, critical thinking, collaboration, and global awareness. Classroom observations and student reflections indicated increased motivation, active participation, teamwork, and the production of creative works demonstrating cultural understanding. These findings

align with the study by Fani et al. (2025), who assert that integrating local wisdom through PjBL in English language teaching contributes to the development of Pancasila student profiles.

PjBL activities provided students with opportunities to directly experience PPP values in practice. For instance, debates encouraged critical thinking and respect for diverse opinions, while digital projects and poster-making stimulated creativity and teamwork. Ilyas (2022) highlights that integrating language skills with character education enhances student motivation and moral development. However, despite these benefits, several challenges were observed in implementing PjBL. Limited facilities, time constraints, and varying levels of understanding of PPP among educators and parents posed significant barriers. Anugrah (2025) emphasizes that successful integration of character education requires adequate infrastructure, teacher training, and active involvement of parents. Therefore, careful planning and the socialization of PPP values are essential for effective implementation.

The integration of technology was found to strengthen the outcomes of PjBL. Digital tools such as video creation, interactive presentations, and online journals facilitated effective collaboration and fostered cultural awareness among students. Fani et al. (2025) suggest that combining technology with local wisdom enhances student engagement, creativity, and cross-cultural understanding, making learning more meaningful and contextually relevant.

Regular reflection through journals and group discussions allowed students to assess their progress and understand the practical application of PPP values in real-life contexts. Rosmayanti et al. (2025) note that structured reflection in PjBL can improve critical thinking, independent learning, and cultural awareness, which aligns with the objectives of this study to develop an English learning model that enhances both language competence and character formation.

Overall, the integration of PjBL with PPP values demonstrates that English language learning can effectively develop students' academic competencies and character simultaneously. With the support of technology, careful planning, and consistent reflection, students can cultivate creativity, critical thinking, collaboration, and global awareness, aligning with Indonesia's national education goals.

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