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Manifesting Pancasila Students' Needs: Insights and Implementations

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ABSTRACT

In the context of English as a Foreign Language (EFL) teaching and learning, integrating character education is crucial. Character education in EFL contexts promotes ethical communication, cross-cultural understanding, and collaborative learning, which are essential for students in a globalized world. This study aims to delve deeper into the needs of senior high school students regarding character education (CE) within the context of their English learning materials and online learning resources. This mixed-method research employs both quantitative and descriptive approaches to provide a comprehensive analysis. The study includes 326 participants from senior high schools in Yogyakarta that have adopted the Independent Curriculum (*Kurikulum Merdeka*). The methodology follows the MEASURE approach, focusing on the validation and reliability of the survey instrument. The quantitative data analysis includes Cronbach's Alpha and Confirmatory Factor Analysis (CFA) to ensure the instrument's validity and reliability. The qualitative aspect involves in-depth interviews and focus group discussions to explore further into the students' needs. The findings reveal specific needs and preferences that can guide the development of tailored educational resources, ensuring they are culturally relevant, engaging, and supportive of character education goals. This study provides valuable insights for educators, policymakers, and curriculum developers, highlighting the importance of integrating character education principles into academic content.

Keywords: character education, Pancasila student profile, needs analysis

INTRODUCTION

Indonesian students' characters and competencies are greatly shaped by the use of the Pancasila student profile. The education system incorporates the Pancasila student profile into a range of activities, including co-curricular and extracurricular programs. These programs seek to impart in students' ideals like social justice, global competitiveness, national identity, and 21st-century skills (Kurniawati et al., 2024). By emphasizing character development and preparing students to become capable adults who can contribute to society on a global scale, the Pancasila student profile is perceived as a way to improve the quality of education in Indonesia (Hartati et al., 2024; Parwati & Suastra, 2024). According to studies, the Pancasila student profile focuses on helping students develop moral principles and personal resilience in addition to academic success (Kurniawati et al., 2024). Indonesia hopes to raise a

generation that represents the country's noble values and is equipped to meet the difficulties of the modern world by placing a strong emphasis on character education through the Pancasila student profile (Suyadi et al., 2021). With teachers and school counselors among other educational stakeholders playing important roles, the profile aims to integrate Pancasila ideals throughout learning processes (Palangda et al., 2023; Pratiwi et al., 2023). Project-based learning strategies that emphasize building students' character and competencies in accordance with the ideals listed in the Pancasila student profile assist implementation of the profile (Meganingtyas & Aryani, 2023). Students are encouraged to investigate, work together, and develop critical thinking skills in line with the Pancasila student profile through diversified learning activities and the integration of local wisdom themes (Resa et al., 2023; Setiyaningsih & Wiryanto, 2022). Additionally, the successful implementation of the Pancasila student profile within the curriculum depends on instructors' guidance and mentoring of students. There are several challenges associated with implementing character education globally and specifically in Indonesia. These come from internal and external factors (Zurqoni et al., 2018). Internal barriers relate to policy and curriculum (Almerico, 2014), while external barriers relate to the social environment (Sultoni, 2013). Other challenges include the complexity of the student character assessment system (Siagian et al., 2024; Anwar, 2014; Latip, 2013), lack of programs and communication between schools and parents (Wijanarti, 2019; Fahmi & Susanto, 2018; Wibowo, 2018), as well as limited facilities and infrastructure, imbalance in the number of teachers and students (Salam, 2017; Morelent & Syofiani, 2015), and limited pedagogical understanding of teachers in preparing learning content that contains character education (Pratiwi, 2018). Therefore, the focus of this research is placed on the problem of limited pedagogical understanding of teachers in preparing learning content that contains character education. With this limitation, an assumption is formed that learning materials that contain character education are still limited in number. Thus, the provision of character education learning content is an urgent matter to be hastened.

METHODOLOGY

This study employs a mixed-methods research design, combining both quantitative and qualitative approaches to comprehensively analyze the needs of senior high school students regarding character education (CE) within their English learning materials and online learning resources. The research was conducted in senior high schools in Yogyakarta that have adopted the Independent Curriculum (*Kurikulum Merdeka*). The study includes 326 senior high school students from various schools in Yogyakarta. These participants were selected through purposive sampling to ensure a representative sample of students who are actively engaged in the Independent Curriculum. For the quantitative aspect of the study, a structured survey instrument was developed and validated. The MEASURE approach was employed to focus on the validation and reliability of the survey instrument. The survey consisted of items related to the integration of character education in EFL contexts, ethical communication, cross-cultural understanding, and collaborative learning. The validity and reliability of the survey instrument were ensured through several statistical analyses. Cronbach's Alpha was used to assess the internal consistency of the survey items.

Additionally, Confirmatory Factor Analysis (CFA) was conducted to confirm the construct validity of the instrument. Meanwhile, the qualitative aspect of the study involved in-depth interview and focus group discussion to support the quantitative data. A subset of participants was selected for these qualitative methods to gain nuanced insights into the students' needs and preferences regarding character education in their English learning materials. Individual interviews were conducted with selected students to explore their personal experiences and perceptions related to character education in their EFL learning. In addition, group discussions were held with different groups of students to encourage the sharing of diverse perspectives and collective experiences. The quantitative data were analyzed using statistical software. Descriptive statistics provided an overview of the responses, while Cronbach's Alpha and CFA were used to validate the instrument. For the qualitative data, the data gathered from the interviews and focus group discussions were transcribed and analyzed thematically. This involved coding the data to identify key themes and patterns related to the students' needs and preferences for character education in EFL contexts.

RESULTS

The data gathered from the survey was analyzed using Cronbach's Alpha test and CFA test. It provides scales greater than 0.6 for all dimensions, meaning that those dimensions are valid. Furthermore, the CFA results show a scale of less than 0.05 for each dimension. It indicates that most of the survey instrument items are reliable. However, there are five out of eighty-six items not reliable. In short, it is strongly believed that the result of needs analysis obtained to analyze EFL students' needs in CE is valid and reliable. Furthermore, the data then broken down into two main topics namely: (1) target participants' needs on character education in English language learning materials, and (2) target participants' needs on technology-integrated online learning materials.

Target participants' needs on Character Education in English language learning materials

First, the research found that most respondents (53%) either disagree or strongly disagree that learning English in class is fun. Only 28% of respondents agree or strongly agree with this statement, representing that a significant portion of the class does not relish the English learning experience. On the other hand, having an engaging and fun learning process is essential for the students. The participant said "*Ketika guru sering mengajak kita untuk mencari sendiri topik yang menarik atau membuat proyek berdasarkan minat pribadi, jadi kita lebih termotivasi karena merasa punya kontrol atas apa yang kita pelajari.*" [SP1/C24/S2] ("When teachers often invite us to find interesting topics ourselves or create projects based on personal interests, we are more motivated because we have control over what we learn"). The second point related to the material relevance, the majority of respondents (53%) either disagree or strongly disagree that the learning materials provided are interesting. Only 22% of respondents agree or strongly agree that the materials are engaging, telling that there is a room for improvement in the quality or relevance of the materials used in class. Meanwhile, a substantial majority of respondents (75%) disagree or strongly disagree with the statement that the learning media used by the teacher is varied. This suggests that many students feel that the teaching methods or materials are not diverse enough. It is potentially going to a less dynamic and engaging learning environment. This student responded that the variety of the learning process help them to understand the application of the materials. "*Jadi kita paham pengamplikan materi di soal*" [SP3/C52/S1] (So we understand the implication of the materials on the task).

Related to the variety of materials, a significant portion of respondents (56%) agree or strongly agree that English learning activities in class are less varied. This indicates that students perceive a lack of diversity in the types of activities used in their English classes, which may contribute to a monotonous learning experience and potentially affect engagement and effectiveness. Meanwhile the application of the varied learning process is not only helping the students to be motivated to learn but also instill character education. "*...saat ice breaking sebelum pembelajaran, kami bermain game dimana nanti yang kalah akan menjawab pertanyaan yang related dengan materi yang sedang dibahas, sudah disepakati bahwa yang kalah harus menjawab sehingga adil bagi semua.*" [SP4/C36/S2] (...during ice breaking before learning, we play a game where the students will answer some questions related to the materials that have been discussed, the one who lose should answer, so the game is fair). In the next point related to language learning experience, a significant majority of respondents (63%) disagree or strongly disagree that listening, reading, speaking, and writing skills are taught equally in class. This suggests that students perceive an imbalance in the focus on different language skills, with some skills potentially being emphasized more than others. The students suggested to integrate Online application or AI during their learning inside or outside the classroom. "*Mungkin bisa menggunakan AI untuk mendukung pembelajaran bahasa inggris agar menarik.*" [SP4/C56/S1-S3] (Maybe AI could be used to support an interesting English language teaching). The next point related to students' reading habit, a majority of respondents (48%) disagree or strongly disagree that they often read English texts outside of class. This indicates that outside reading habits in English are relatively low among students, which might suggest a need for additional encouragement or resources to foster more independent reading in English. It is also showed in the next point that a majority of respondents (70%) disagree or strongly disagree with the statement that they rarely listen to English texts outside of class. It is also in line with the next finding. A large majority of respondents (65%) disagree or strongly disagree that they often speak in English outside of class. In addition, a significant majority of respondents (76%) agree or

strongly agree that they rarely write texts in English outside of class. It highlights that conversational practice in English outside of the classroom is relatively uncommon among students.

Those points indicate that there is a need for supplementary learning outside school. The learning outside of the classroom is projected to give the students more exposure to learn language with the character education virtues instilled. Moreover, encouraging more opportunities for speaking English, especially outside of class, might help improve language proficiency and confidence. It is in line with the participant's perspective regarding the speaking exercise opportunity, "*Kita diajarkan cara menyampaikan pendapat dengan sopan dan efektif, yang tentu saja sangat membantu dalam membangun hubungan baik dengan teman atau guru. kita jadi lebih percaya diri ketika berinteraksi sama orang.*" [SP1/C26/S2-S3] (We are taught how to convey opinions politely and effectively, which of course is very helpful in building good relationships with friends or teachers. We become more confident when interacting with people.) The students only exposed the speaking activities during the teaching and learning process in the classroom but have already made a significant impact. Therefore, it is believed that it will be more beneficial for them to have additional opportunities to have more exposure in English outside of the classroom. Next, a majority of respondents (79%) agree or strongly agree that they learned about noble morals in English class. This suggests that the English curriculum includes focus on ethical values, which is positively received by students and seen as an integral part of their learning experience. It's the same like global diversity aspect. A significant portion of respondents (66%) are undecided about whether they learn about global diversity in English class, with only 26% agreeing or strongly agreeing. This indicates that global diversity may not be a prominent focus in the English curriculum, or it may not be clearly perceived by students as part of their learning experience. Enhancing the focus on global diversity could help broaden students' perspectives. The participant believe, "*Mungkin lebih banyak kegiatan yang melibatkan interaksi antarbudaya atau antar kepribadian, misalnya dengan simulasi atau role-play, sehingga kita bisa benar-benar merasakan bagaimana berinteraksi dengan orang yang berbeda latar belakang.*" [SP1/ C30/S1] Perhaps if there are more activities that involve intercultural interactions or between personalities, for example with simulations or role-plays, we can really feel how to interact with people from different backgrounds.

An inspiring intercultural engagement experienced by a student. The school and the teacher provide intercultural event for the students to know South Korean culture, and vice versa, they introduced Indonesian culture to them. "*Kemarin waktu chuseok di Korea, salah satu guru tersebut juga memakai hanbok sebaliknya waktu Kamis Pon kami mengenakan kebaya sehingga itu juga saling mengenalkan pakaian tradisional antara Indonesia dan Korea.*" [SP4/C26/S2] (Yesterday, during Chuseok in Korea, one of the teachers also wore a hanbok, whereas on Thursday Pon we wore a kebaya so it also introduced traditional clothing between Indonesia and Korea. The event is a good model for other schools to introduce and boost intercultural awareness to the students. They said, "*Kami sadar bahwa kepribadian orang di Indonesia dengan di Korea itu berbeda, apalagi dengan budayanya mulai dari makanan, pakaian, dan lain sebagainya*" [SP4/C24/S2] (We are aware that the personalities of people in Indonesia and those in Korea are different, especially with their cultures starting from food, clothing, and so on.) Then related to collaborative skills, the majority of respondents (53%) are undecided or disagree about whether their ability to collaborate is adequately developed in English class. Only 22% agree or strongly agree with the statement. This suggests that students perceive a lack of focus on collaborative skills in their English classes, or they are unsure about its prominence. However, improving opportunities for teamwork and collaboration could enhance this aspect of learning. "*Kolaborasi (bekerja dalam tim/ grup) ini tidak hanya mengasah kemampuan bahasa kita, tetapi juga kemampuan interpersonal,*" the participant said. [SP2/ C24/S2] (This collaboration (working in a team/group) not only hones our language skills, but also our interpersonal skills).

Going to the next point, a respondent believes that she has got sufficient treatment to develop her critical thinking. She said, "*(the teacher often gave she and her classmates tasks to do) terutama dalam tugas-tugas analisis teks atau diskusi. Kita sering diminta untuk mempertimbangkan berbagai sudut pandang sebelum mengambil kesimpulan, jadi itu benar-benar mengasah kemampuan berpikir kritis.*" [S1/C16/S1-S2] (Especially in text analysis or discussion tasks. We are often asked to consider multiple points of view before coming to a conclusion, so it is really boost critical thinking skills.) On the other hand, it is significantly different from the survey data that the majority of respondents (83%) agree or strongly agree that their critical thinking skills are not sufficiently developed in English class. This shows a strong perception that the English curriculum does not adequately promote critical

thinking, suggesting that incorporating activities that stimulate analytical and evaluative thinking could be beneficial. Therefore, particular task should be given to the students to develop their critical thinking. Then, related to students' cooperation in the class, the results show that a majority of respondents (42%) agree or strongly agree that they learn about mutual cooperation (*gotong royong*) in English class. However, 37% disagree or strongly disagree, suggesting that while mutual cooperation is part of the curriculum for some, it may not be a consistent or central theme for all students. The student also suggested that the materials should help them to be emphatic for each other. "...*perlu ditambahkan nilai empati, karena kami merasa materi pembelajaran bahasa inggris kurang mambantu siswa untuk berempati satu dengan yang lain.*" [SP3/C17/S1] (...it needs to be added some emphatic values, because we think that the materials in English language teaching is less to help the students to be emphatic).

Next, a significant number of respondents (36%) are undecided about whether they are trained to be independent learners in English class, with 36% disagreeing or strongly disagreeing and only 27% agreeing or strongly agreeing. This suggests that there may be a lack of clarity or emphasis on fostering independent learning skills within the English curriculum. The students even still think that independent learning outside the classroom is to make the students pass the target score on their report. The student said, "*kami jadi berfikir bagaimana sistem belajar yg di pilih untuk mengejar target nilai batas rapot.*" [SP3/C40/S1] (We think how to manage learning strategies to achieve the targeted score.) It's quite similar to the next point related to students' creativity, a substantial portion of respondents (63%) are undecided or disagree that their creativity skills are sufficiently developed in English class. Only 28% agree or strongly agree, suggesting that creativity may not be a strong focus in the teaching and learning process. The students suggested that the materials should help the students to be honest and creative. "*Mungkin nilai yang perlu ditambahkan adalah kejujuran dan kreativitas serta kemandirian, karena terkadang dalam pembelajaran beberapa anak banyak yang meniru temannya dan meminta bantuan teman dalam mengerjakan tugas. Itu seharusnya merupakan tanggung jawab pribadi.*" [SP4/C2/S1-S2] (Maybe some values that should be added are honesty, creativity, and independence, because some students like to imitate their friends' works during teaching and learning process.)

Target participants' needs on Technology-Integrated Online Learning Materials

The research found the needs of the students, as the target participants, highlighting: (1) internet connectivity and device usage, including the usage of laptop/smartphone with internet connection in class and at home, and also (2) digital tools and software usage commonly used by students. This data is insightful for the improvement of English learning material design.

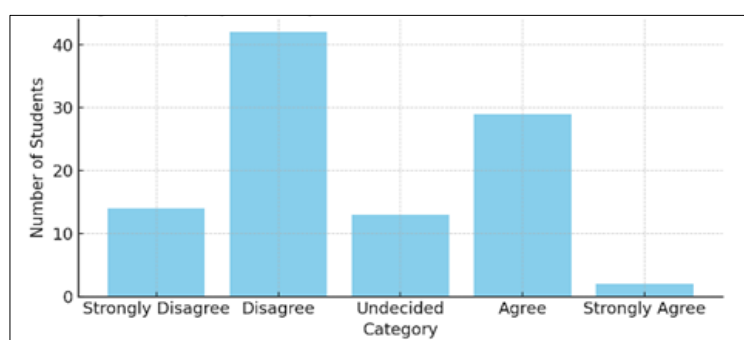


Figure 1. Laptop or Smartphone with Internet Connection in Class

The data reveals that a significant majority of students (56%) either strongly disagree or disagree with the statement that they can use laptops or smartphones with internet connectivity in the classroom. Only 31% of students agree or strongly agree with this statement, suggesting a considerable limitation in the accessibility or policy regarding the use of digital devices in class. They believe that the use of smartphone might distracts students' focus during the teaching and learning process, "*Kalau pembelajaran menggunakan hp juga kadang beberapa siswa mudah terdistraksi.*" [SP3/C56/S1] (If the students are using cellphones during the teaching and learning process, sometimes some of them are

easily distracted.) Therefore, there is a clear need to improve policies or infrastructure to support the use of digital devices in classrooms. Enhancing digital access in the classroom can facilitate more effective and engaging learning experiences. “*Selain siswa senang karena diputarkan video, kami juga mendapat pesan tersirat yang harus ditanamkan dan diterapkan dalam sehari-hari.*” [SP4/C34/S1] (The students are not only happy because the video was shown, but we also got an implied message that must be instilled and applied in everyday life.) The students enjoyed the integration of Character Education process which was instilled in the English teaching and learning process with the use of technology.

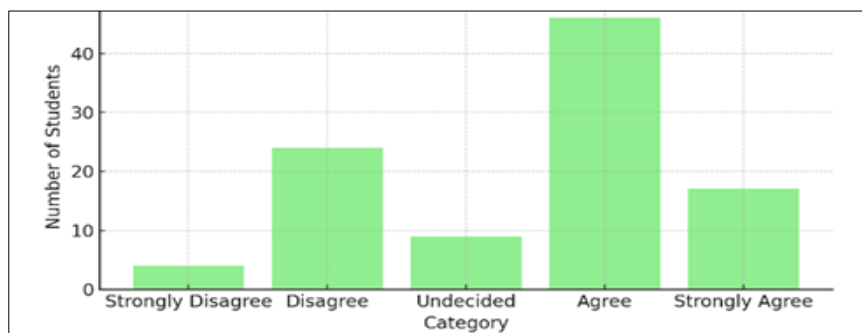


Figure 2. Device with Internet Connection at Home

A majority of students (63%) agree or strongly agree that they can use laptops or smartphones with internet connectivity at home. This indicates that most students have the necessary digital access at home to engage in online learning activities. However, 28% of students still face challenges with home internet connectivity, which may impact their ability to participate fully in online learning. While home connectivity is generally good, efforts should be made to address the barriers faced by the remaining 28% of students to ensure equitable access to online learning resources.

a. Digital tools and software usage

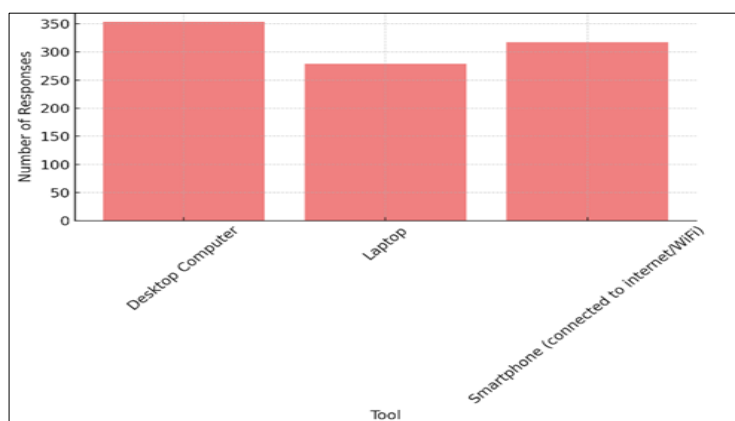


Figure 3. Common Digital Tools Used by Students

The data reveals that desktop computers are the most commonly used digital tools among students, with 353 responses indicating their use. This is followed by smartphones with 317 responses, and laptops with 279 responses. The high usage of desktop computers suggests that they are readily accessible and possibly preferred for their larger screens and stable internet connections, making them ideal for extensive academic tasks. The significant use of smartphones indicates that students are highly mobile and rely on these devices for their convenience and connectivity, which is crucial for accessing educational resources on the go. Laptops, while slightly less common than smartphones and desktops, are still widely used, likely due to their portability and capability to handle a variety of academic and personal tasks. The students also suggested taking care how they find the information and make sure

the data is a valid and relevant. *“Mungkin keterampilan dalam menemukan informasi digital yang relevan dengan pembelajaran, lalu juga berhati-hati dalam mengambil data agar relevan dan valid.”* [SP4/C52/S1] (Maybe the skills to find relevant information in learning, then take relevant and valid data carefully). The preference for desktop computers and smartphones among students highlights the need for educational resources that are accessible across these platforms. The widespread use of smartphones underscores the importance of developing mobile-friendly educational content. Institutions should ensure that digital learning materials and platforms are optimized for both desktop and mobile use to enhance accessibility and engagement.

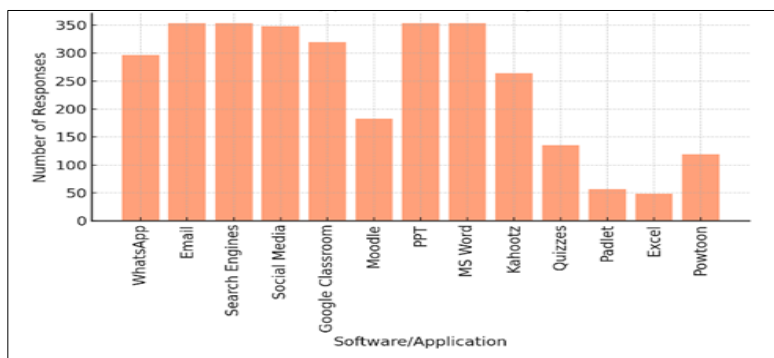


Figure 4. Software or Application Used by Students

The data indicates a high utilization of several key software and applications. Email, search engines, PowerPoint, and MS Word are used by all surveyed students (353 responses each), underscoring their essential role in academic activities. Social media platforms (348 responses) and Google Classroom (319 responses) are also heavily utilized, reflecting their importance in communication and learning management. The moderate use of Moodle (183 responses) suggests that while it is a valuable learning management system, it may be less favored compared to Google Classroom. The students usually use some mobile phone application and websites, *“Untuk pembelajaran biasanya aplikasi yang kami gunakan itu dictionary online (ada yang aplikasi maupun website) lalu youtube. Untuk website biasanya kami menggunakan quizizz, wordwall, TTS (teka-teki silang), juga website untuk mencari referensi tentang materi di chrome.”* [SP4/C42/S1-2] (For learning, the applications we usually use are online dictionaries (some are applications or websites) and then YouTube. For websites, we usually use quizizz, wordwall, crosswords puzzle, as well as websites to look for references about material in chrome.) It is in line with other tools used by the students such as Kahoot (264 responses), Quizizz (135 responses), Padlet (57 responses), Excel (49 responses), and PowToon (119 responses) show a diverse range of applications used by students to support various aspects of their learning. Kahoot and Quizizz, for instance, are popular for their interactive and engaging learning features, while Padlet, Excel, and PowToon are used for collaborative projects, data analysis, and creating dynamic presentations, respectively.

The extensive use of email, search engines, PowerPoint, and MS Word highlights their critical role in students’ academic activities, necessitating that educational institutions provide robust support and training for these tools. The popularity of social media and Google Classroom points to the need for integrating these platforms into educational strategies to enhance communication and collaboration. The varied use of additional applications like Kahoot, Quizizz, and PowToon suggests that students benefit from a diverse range of digital tools that cater to different learning styles and objectives. Educational institutions should consider incorporating a mix of these tools into their curricula to foster an engaging and effective learning environment. It could also improve students’ motivation in learning and make the learning more effective, *“Kami pernah mendapat tugas untuk membuat semacam podcast mengenai e-money dimana kami harus membuat konten dengan menarik dan diperlukan skill untuk mengambil video, mengedit dan juga perlu keterampilan untuk membuat teks podcast agar tidak membosankan.”* [SP4/C54/S2] (We once had an assignment to create a kind of podcast about e-money where we had to create interesting content and required skills to take videos, edit and also needed skills to create podcast text so that it (the learning process) didn’t get boring.) Therefore, they believe,

“Menurut saya efektif karena kami menerapkan teknologi secara langsung sekaligus materi pembelajaran sehingga lebih mudah untuk dipahami.” [SP4/C54/S3] (I think it is effective because we apply technology directly as well as learning material so it is easier to understand). All in all, the findings from the survey provide valuable insights into the digital tool and software usage patterns among students, both at home and in the classroom. The significant usage of social media and Google Classroom underscores the need for their integration into educational strategies. A diverse range of applications is used by students, suggesting that a variety of digital tools should be incorporated into educational practices inside and outside the classroom to cater to different learning preferences and enhance overall engagement and effectiveness.

DISCUSSION AND IMPLICATIONS

The findings from this research offer a comprehensive understanding of the needs of students in learning Pancasila students' profile in English learning class. Based on the result, it showed that CE is less practically implemented during class. The students also have less experience in developing their autonomous learning outside the class. This is a crucial need since to be Pancasila students, they need to have a chance to learn CE autonomously. Another important point is the digital needs and preferences of senior high school students in an EFL context. These insights are critical for developing technology-integrated online learning materials that not only enhance English proficiency but also support character education as outlined in the Profil Pelajar Pancasila. The data show a discrepancy in the accessibility and policy regarding the use of digital devices in classrooms, with only 31% of students agreeing that they can use laptops or smartphones with internet connectivity in class. This aligns with findings by Warschauer (2006) which emphasize the digital divide in educational settings and the importance of equitable access to technology. To bridge this gap, educational institutions need to revisit their policies and infrastructure to facilitate the use of digital devices, which is essential for modern learning environments. Besides, the high utilization of desktop computers, smartphones, and laptops by students underscores the need for learning materials that are compatible with these devices. According to Prensky (2001), Gen-Z students, often referred to as digital natives, thrive in environments where technology is seamlessly integrated into their learning processes. The prevalence of smartphones highlights the necessity of mobile-friendly educational content. This is further supported by Brown & Green (2016), who advocate for the creation of responsive and adaptable learning materials to meet the diverse needs of students.

Given the findings, the development of future learning materials should consider the following aspects:

- a. **Exposure to the Language Outside of the Classroom**
The additional exposure to the English language in the form of tasks would give the students better experience and exercises in the use of the language. Moreover, to address the lack of students' collaborative learning, certain tasks should be executed in group work.
- b. **Enhanced Digital Access in Classrooms**
To address the limitation in classroom digital access, schools should invest in infrastructure that supports reliable internet connectivity and the use of digital devices during lessons. This could include installing Wi-Fi networks, providing device charging stations, and implementing policies that encourage the use of technology for educational purposes (Brevik & Davies, 2016). Designing the teaching and learning process with the integration of ICT could be an alternative solution, including incorporating flipped classroom (Amine et al., 2024).
- c. **Mobile-Friendly Content**
With the high usage of smartphones, educational materials should be designed to be mobile-friendly. This involves creating content that is easily accessible and navigable on smaller screens without compromising the quality of learning experiences. Tools like Google Classroom, which are already popular among students, should be further integrated into the curriculum to facilitate seamless communication and collaboration.

d. **Diverse Range of Digital Tools**

The varied use of software such as Kahoot, Quizizz, and PowToon indicates that students benefit from interactive and engaging tools. Incorporating these applications into learning materials can cater to different learning styles and enhance student engagement (Ardelia & Jaro'ah, 2023; Asmawi et al., 2023). For instance, Kahoot and Quizizz can be used for formative assessments and gamified learning activities, while Powtoon can be employed for creating dynamic presentations and projects.

e. **Support and Training**

Since email, search engines, PowerPoint, and MS Word are critical in students' academic activities, providing robust support and training for these tools is essential. This could involve workshops, tutorials, and help desks to ensure students are proficient in using these tools effectively (El-Sofany et al., 2014). Those various type of training and development could be applied for the teacher (Colwell & Hutchison, 2015).

f. **Integrating Social Media and Learning Management Systems**

The popularity of social media and Google Classroom among the target participants suggests that these platforms should be integrated into educational strategies. It could enhance communication, collaboration, and learning management (Ghufron & Mardiana, 2023; Hover & Wise, 2022; Greenhow & Chapman, 2020). Educators can leverage these platforms to create a more connected and interactive learning environment both in the classroom and at home (Jewitt & Parashar, 2011).

Overall, the findings from this research provide valuable insights into the digital tool and software usage patterns among senior high school students. By addressing the identified needs and preferences, educators can develop technology-integrated online learning materials that not only improve English language proficiency but also support the holistic development of students in line with the Profil Pelajar Pancasila. The incorporation of diverse digital tools, mobile-friendly content, and enhanced digital access in classrooms will create a more engaging and effective learning environment for the Gen-Z generation.

CONCLUSION

To conclude, this research provides insights to the educational needs related to senior high school students in learning Pancasila students' profile in English teaching and learning process. This highlights the importance of integrating technology within the learning process while improving the students' language proficiency and character education. Students take some challenges in emerging autonomous learning outside the class and gain a gap in digital access during the class. To address these issues, the researchers suggest several key strategies: providing more experience to English outside the classroom, enhancing digital access in teaching and learning process, developing mobile-friendly materials, including digital tools and providing training for both students and teachers. By focusing on these fields, learning process can be more dynamic and inclusive for creating engaging and meaningful learning experiences to support the goals to be Pancasila Students.

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