

Developing English Language Teaching Material Based on P5-PPRA “What Were They Doing?” Unit for the Eighth Grade Students at MTs Madani Pao-Pao

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ABSTRACT

This study aims to develop English learning materials for Grade VIII students at MTs Madani Pao-Pao, focusing on Chapter V, “What Were They Doing?”. The development of the materials is grounded in the P5-PPRA approach. Using the Research and Development (R&D) method with the 4D model define, design, develop, and disseminate this study outlines the stages of instructional design. The define stage identifies learners’ needs through teacher interviews and a needs analysis of 40 students. The design stage produces a syllabus integrating the Pancasila Student Profile and the values of the *Rahmatan lil ‘Alamin* Student Profile. The development stage results in English teaching materials incorporating three dimensions of the Pancasila Student Profile mutual assistance, creativity, and critical thinking alongside two values of the *Rahmatan lil ‘Alamin* profile, namely Take the Middle Ground (*tawassul*) and Balanced (*tawazun*). The quality of the developed materials was validated by three experts, whose evaluations indicated high validity across content feasibility (3.67), presentation feasibility (3.79), language feasibility (3.95), and graphic feasibility (3.74). The findings demonstrate that the P5-PPRA-based learning materials are suitable for student use; however, they function as supplementary resources rather than primary textbooks, as they have not yet been implemented in classroom practice.

Keywords: *P5-PPRA, Research and Development (R&D), and 4D Model.*

1) INTRODUCTION

English Language Teaching (ELT) in Indonesia continues to evolve in response to educational reforms that emphasize not only linguistic competence but also character formation. As the nation advances toward a more holistic educational paradigm, the Kurikulum Merdeka emerges as one of the most significant curricular developments. This curriculum encourages schools to adopt a flexible, student-centered, and competency-based approach, allowing learners to develop essential academic and life skills. One of the central features of the *Merdeka* Curriculum is the integration of *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil ‘Alamin* (P5-PPRA), which aims to instill the core values of Pancasila and Islamic moderation into daily learning activities. Within this context,

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English learning materials must adapt to ensure that language acquisition is aligned with character-building principles and relevant to students' real-life experiences.

The P5-PPRA framework outlines key competencies and values that Indonesian students are expected to embody. The Pancasila Student Profile highlights six characteristics: Having faith, fear god almighty and having a noble character, Global Diversity, Working Together, Independent, Critical Thinking and Being Creative. Meanwhile, the *Rahmatan lil 'Alamin* profile emphasizes universal Islamic values such as Civilized (*ta'addub*), Exemplary (*qudwah*), Citizenship and Nationality (*muwatanah*), Take the middle ground (*tawassut*), Balanced (*tawazun*), Straight and Firm (*i'tidal*), Equality (*musamwah*), Deliberation (*syura*), Tolerance (*tasamuh*), Dynamic and Innovative (*tatanmur wa Ibtikar*). These values collectively encourage students to become ethical, reflective, collaborative, and globally aware individuals. For Islamic-based schools such as MTs Madani Pao-Pao, the integration of these principles is essential to ensuring that learning materials reflect national identity, Islamic ethics, and cultural relevance.

However, preliminary observations conducted at MTs Madani Pao-Pao revealed that the English textbooks used in Grade VIII have not yet aligned with the Kurikulum Merdeka or embedded the P5-PPRA values. Teachers continue to rely on conventional textbooks provided by the school, which primarily focus on linguistic aspects without fostering character development. These materials tend to use monochromatic layouts, static explanations, and limited visual support. Additionally, interviews with the English teacher and the results of the student needs analysis identified various challenges in the current ELT context. Students reported struggling with vocabulary and pronunciation, lacking adequate access to English textbooks, and feeling unmotivated by the existing material. Many stated that they preferred visually rich content, cartoon illustrations, colorful pages, and contextualized activities rooted in daily life. Students also expressed positive attitudes toward collaborative learning, such as group projects, pair dialogues, and interactive tasks.

These findings highlight a crucial need to develop English materials that are pedagogically effective, visually appealing, and aligned with students' preferences and learning needs. The Past Continuous Tense unit, titled "What Were They Doing?", presents a strategic focus for material development because it allows the incorporation of daily-life activities into grammar practice. Teaching the Past Continuous Tense through contextual scenarios home routines, school events, classroom interactions makes the material more meaningful and relatable for students. When

combined with P5-PPRA principles, the learning process can simultaneously reinforce academic competence and essential moral values such as mutual assistance, creativity, critical thinking, take the middle ground and balanced.

Therefore, this study aims to develop an ELT material unit for Grade VIII students of MTs Madani Pao-Pao based on the P5-PPRA framework using the Research and Development (R&D) 4D Model introduced by Thiagarajan et al. (1974). The model consists of four stages: Define, Design, Develop, and Disseminate. In this research, the first three stages were completed needs analysis, prototype design, and material development while the dissemination stage was not conducted due to time and resource limitations. Through this approach, the study seeks to produce a teaching material unit that is valid, contextually appropriate, visually engaging, and reflective of both national and Islamic values.

The significance of this research lies in its contribution to the integration of character education into English language learning. Theoretically, the developed material demonstrates how national and religious values can be harmoniously incorporated into ELT content, creating a holistic learning experience. Practically, the material is expected to support teachers in implementing the Merdeka Curriculum, enhance students' engagement with English learning, and promote a positive attitude toward language acquisition. Additionally, the developed unit can serve as a reference for future researchers and practitioners seeking to design ELT materials grounded in P5-PPRA principles.

In summary, the development of “What Were They Doing?” a Past Continuous Tense unit aligned with P5-PPRA responds directly to the needs of learners at MTs Madani Pao-Pao. It bridges linguistic objectives with character formation, providing meaningful, contextual, and value-oriented English learning. This Introduction sets the foundation for understanding the study's rationale, focus, and objectives, which are further elaborated in the following sections on methodology and results.

2) METHODS

This study employed a Research and Development (R&D) approach using the 4D Model developed by Thiagarajan, Semmel, and Semmel (1974). The model consists of four systematic stages Define, Design, Develop, and Disseminate commonly used for producing educational materials. In this research, the Disseminate stage was excluded due to limited time and operational constraints. The

study aimed to develop an English teaching material unit for Grade VIII students based on the P5-PPRA framework and aligned with the Kurikulum Merdeka.

The research was conducted at MTs Madani Pao-Pao, a private Islamic junior secondary school in Gowa Regency, South Sulawesi. Participants included one English teacher and Grade VIII students. The teacher contributed through interviews and validation, while the students participated in the needs analysis. Their input provided essential data on learning preferences, challenges, and expectations regarding English learning materials.

a. Define Stage

The Define stage focused on identifying the instructional needs, student characteristics, content requirements, and learning objectives that informed the development of the material.

1. Front-End Analysis

This analysis aimed to identify gaps between existing learning conditions and the expectations of the Kurikulum Merdeka. Classroom observations and teacher interviews revealed that the English textbook currently used in Grade VIII had not integrated P5-PPRA content. The materials lacked contextual relevance, appealing visuals, and activity-based learning elements. The teacher also stated that students struggled to engage with the textbook due to its monochromatic layout and limited practical exercises, thus confirming the need for updated, student-centered materials.

2. Learner Analysis

A needs analysis questionnaire was administered to Grade VIII students to gather information about their learning difficulties, preferences, and expectations. The findings demonstrated that many students struggled with vocabulary comprehension and pronunciation. Most expressed a preference for learning materials that included colorful pages, contextual pictures, cartoon illustrations, and real-life examples. They also preferred exercises involving pair work, group discussion, and interactive tasks, reflecting a strong preference toward communicative and collaborative learning environments consistent with P5-PPRA values.

3. Task Analysis

Task analysis was conducted to identify the linguistic and functional competencies required for the unit “What Were They Doing?”. The primary language focus was the Past Continuous Tense, including its structure and usage in describing actions in progress in the past. Complementary competencies included the ability to identify verbs in ing forms, understand time expressions, and produce contextual descriptions of ongoing activities. This analysis ensured that the materials aligned with the competency standards and learning outcomes expected for Grade VIII under the Kurikulum Merdeka.

4. Concept Analysis

Concept analysis involved identifying and organizing the key concepts required for the material. These included grammatical concepts related to the Past Continuous Tense, thematic vocabulary, and examples of contextual communication. Additionally, the P5-PPRA values such as cooperation, moderation, creativity, and respect were incorporated into activities, illustrations, and reflection tasks. This step ensured that character education principles were embedded cohesively throughout the material rather than added superficially.

5. Learning Objectives Analysis

Based on the previous analyses, specific learning objectives were formulated. These included enabling students to:

- a. construct Past Continuous Tense sentences correctly,
- b. describe ongoing activities in past contexts,
- c. participate in collaborative and project-based learning tasks, and
- d. demonstrate P5-PPRA values such as teamwork, tolerance, and responsibility.

These objectives guided the structure and content of the developed material.

b. Design Stage

The Design stage consisted of planning the structure, format, and components of the material.

1. Material Format and Layout

A student-friendly visual format was chosen to match the learners' preferences. The material was designed with full color pages, simple illustrations, cartoon characters, and contextual images. The layout followed a clear structure with sections such as Let's Observe, Let's Practice, Let's Work Together, and Reflection, each serving distinct pedagogical functions. The design aimed to balance aesthetic appeal with clarity and accessibility.

2. Learning Activities Development

Activities were developed based on English language teaching (ELT) principles, emphasizing student interaction and active involvement. Tasks included picture-based discussions, vocabulary matching, short reading passages, pronunciation drills, listening exercises, pair dialogues, and collaborative mini-projects. Each activity encouraged the use of English in meaningful contexts while aligning with specific P5-PPRA values such as cooperation and critical thinking.

3. Instrumentation

The instruments used in this stage included a student needs questionnaire, an interview guide for the teacher, and expert validation checklist for media and language evaluation. These instruments ensured a systematic approach to data collection and evaluation.

4. Drafting the Prototype

The initial prototype of the unit "What Were They Doing?" was developed based on the planned structure and activities. It contained an introduction, vocabulary list, grammar explanation, guided practice, communicative tasks, and character-reflection prompts related to the P5-PPRA framework.

c. Develop Stage

The Develop stage involved validating, revising, and finalizing the product.

1. Expert Validation

Three experts assessed the material:

- a. A media expert, evaluating aesthetics, readability, design consistency, and layout quality.

- b. A language expert, assessing content accuracy, alignment with learning objectives, clarity of instruction, and suitability for Grade VIII learners.
- c. The validation results showed that the media aspect obtained a score of 87.5% (very valid) and the language/content aspect scored 86.66% (very valid), indicating that the material met the required quality standards for classroom use.

2. Revision Process

Revisions were made based on expert feedback. Improvements included adjusting color contrast for readability, adding clearer grammar explanations, refining activity instructions, and enhancing examples to ensure comprehension. This step was crucial to ensure both pedagogical effectiveness and usability.

3. Final Product

The final version of the material incorporated all revisions and consisted of a fully developed learning unit aligned with the P5-PPRA framework. It featured contextualized linguistic content, attractive visuals, interactive activities, and reflection tasks that promote character development alongside English language skills.

3) RESULTS AND DISCUSSION

The researcher presents the research findings systematically and interprets their implications, in line with the steps of the 4D model (Define, Design, Develop, Disseminate) which served as the methodological framework for this study. The data collected through interviews and questionnaires are presented, analyzed theoretically, and used as an empirical foundation for the development of English Language Teaching (ELT) materials. This presentation is also aligned with the results of previous research, such as that conducted by Ayu et al. (2018), who emphasized that the systematic implementation of each stage of development, from needs analysis to expert validation, ensures the pedagogical relevance and contextual suitability of the resulting learning materials.

Research Results

The research results are presented systematically based on the phases of the 4D Model, starting from the crucial definition stage to the final validation results of the developed materials.

1. Results of the Defining Phase

According to Thiagarajan et al. (1974), the objective of the Define stage is to establish and define the needs within the material development process. This stage is a crucial foundation, focusing on determining what will be developed, why it is needed, and who the target users are.

a. Need Analysis Preparation

This study involved forty Grade VIII students at MTs Madani Pao-Pao in the 2024-2025 academic year who were studying the Past Continuous Tense material. The main instrument used was a questionnaire consisting of fifteen questions to gather data on students' learning styles, their experiences in learning English, and their most preferred learning media. This Define stage aligns with the findings of Mi'rojyiah (2016), who stressed the importance of a comprehensive needs analysis, involving students and stakeholders, as a prerequisite to ensuring the developed materials are relevant to the characteristics, preferences, and linguistic abilities of the learners.

b. Linguistic Needs

This analysis aims to determine students' learning abilities, learning priorities, and the components of English language learning for each basic skill.

- Learning Abilities

To identify how students demonstrate their understanding of the Past Continuous Tense material, questions were asked regarding how they would express it.

Table 1: *Students' Way of Expressing Past Continuous Tense Material*

Question	If the material about Past Continuous Tense (Chapter V “What Were They Doing?”) what kind of will you express it?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Demonstrating in front of classmates alone	0	2	0	2	4	10%
Showing off in pairs with friends	5	5	8	5	23	57.5%

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Write it down in the task book	5	4	3	3	15	37.5%
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The analysis of this table shows that the majority of students, 57.5%, chose the option Showing off in pairs with friends. This option is significantly more dominant compared to writing in the task book (27%) and demonstrating alone (17.5%). This finding leads to the conclusion that the developed learning tasks must be presented in the form of dialogues performed in pairs.

Furthermore, to identify the most engaging and motivating sentence context, students were asked to choose the type of sentences they most wanted to write when learning the Past Continuous Tense.

Table 2: *Students' Sentence Choices for Past Continuous Tense Material*

Question	If you learn about Past Continuous Tense material, what sentences would you most like to write?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Home expression	4	1	1	2	8	20%
Expressions in the school environment	1	5	3	3	12	30%
Expression in the classroom	2	2	1	2	7	17.5%
All the expressions mentioned above	3	3	6	3	15	37.5%

From the table, it is revealed that 37.5% of students chose All the expressions mentioned above, followed by expressions in the school environment (30%). This data concludes that students like all forms of these sentence contexts, so the learning materials were developed by presenting sentence forms of activities at home, in the school environment, and in class.

- Learning Priorities

Learning priorities focused on the preferred material format, book design, visual design model, and the learning assistance needed.

Table 3: Students' Preferred Form of Learning Material

Question	What form of subject matter do you prefer?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Text	1	1	0	3	5	12.5%
Picture form	7	3	4	4	18	45%
Dialog	2	2	5	1	10	25%
presentation	0	5	1	2	8	20%

Table 3 shows the students' dominant preference (45%) for the Picture form of learning material. This is significantly higher than dialogue (25%) and presentation (20%), while text was the least preferred option (12.5%). Therefore, the learning materials were developed with an emphasis on presentation in picture form. This preference is also reflected in students' interest in book design.

Table 4: Students' Interest in Book Design

Question	What kind of book design are you most interested in?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Picture form	6	3	3	7	19	47.5%
Dialog	4	4	5	0	13	32.5%
Presentation	0	3	2	3	8	20%

Students showed the greatest interest (47.5%) in book design in the Picture form, followed by dialogue (32.5%). The conclusion drawn is that the book design must use highly appealing and varied picture illustrations to increase learning interest. Regarding the visual model, the type of design model preferred by students was identified.

Table 5: Students' Preferred Design Model

Question	What kind of design model are you interested in?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Caricature	0	0	1	0	1	2.5%
Real-life picture	1	2	4	6	13	32.5%
Cartoon	9	8	8	5	30	75%

A striking result from Table 4.5 is the dominance of the Cartoon choice at 75%, far exceeding real-life pictures (32.5%) and caricature (2.5%). Therefore, the developed design model uses varied cartoon animation to attract attention. For learning support, students' needs in constructing the Past Continuous Tense were identified.

Table 6: *Students' Learning Needs in Constructing Past Continuous Tense*

Question	In making the Past Continuous Tense, what do you need?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Examples of written conversation in books	3	3	4	5	115	37.5%
Examples of conversation from the teacher	3	5	6	1	15	37.5%
Real or original images	0	1	3	2	6	15%
Audio or video	6	4	5	2	17	42.5%

Based on Table 3.6, the majority of students (42.5%) chose Audio or video. Meanwhile, written conversation examples in the book and conversation examples from the teacher were equally chosen by 37.5% of students. The conclusion drawn is that the Past Continuous Tense material must be designed to feature more audio or video elements.

c. Learning Needs

Learning needs include the learning problems faced by students and the preferred learning attitudes in class.

- Learning Problems

Table 7: *Students' Difficulties in Learning Past Continuous Tense.*

Question	Choose the difficulties you sometimes get at the time of studying the material about Past Continuous Tense!					
Class	VIII A	VIII B	VIII C	VIII D	Total	Percentage (%)

Students do not know English vocabulary and its pronunciation	4	3	7	4	18	45%
Students did not understand the material (in translating the English text and the teacher's explanation)	2	1	3	1	7	17.5%
Students do not have English textbooks and dictionaries	4	1	3	0	8	20%
Students are less motivated to learn English	0	3	0	0	3	7.5%
Students do not like to do their own work	1	3	5	6	15	37.5%
Students said the material in the package book is not a complete explanation	1	3	5	6	15	37.5%
Students are embarrassed to appear in front of the class	4	5	3	2	14	35%
Students have no difficulty	0	2	0	1	3	7.5%

The most dominant difficulty is Students do not know English vocabulary and its pronunciation (45%). Additionally, Students do not like to do their own work and the statement that the material in the package book is not a complete explanation are equally high (37.5%). This finding emphasizes the importance of vocabulary memorization and pronunciation training in the newly developed learning process.

- Learning Attitude

Table 8: *Students' Preference for Teachers' Learning Formation*

Question	Do you like it when the teacher gives a learning formation before starting the lesson?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Yes	10	10	10	10	40	100%
No	0	0	0	0	0	0%

Universally, 100% of students like the teacher providing learning information before starting the lesson. Therefore, the teacher must always provide learning information before the main activity or task.

Table 9: *Students' Favorite Learning Formation Types*

Question	What learning formations do you like the most? Choose a maximum of 3 learning formations that you like the most and that suit you!					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Ice breaking	7	6	9	9	31	77.5%
Warming up	3	0	5	4	12	30%
It is enough to pray	2	4	1	1	8	20%
Inspiration stories	5	2	7	2	16	40%
Small games	9	8	6	6	29	72.5%

The most preferred types of learning information are ice breaking (77.5%), followed by small games (72.5%). This conclusion suggests the use of ice-breaking techniques not only at the beginning but also in the middle and end of the lesson.

Table 10: *Students' Preferred Classroom Treatment*

Question	When the class starts, what treatment do you like?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Directly listen to the teacher's explanation	5	4	2	5	16	40%
Just practice	3	2	4	2	11	27.5%
Choose to read the instructions in the book	2	6	4	3	15	37.5%

The approach most favored by students when class starts is Directly listen to the teacher's explanation (40%), followed by reading the instructions in the book (37.5%). The implication is that material activities must begin with explicit teacher explanations before students carry out tasks.

Table 11: *Students' Preferred Learning Method for Past Continuous Tense*

Question	In what way do you prefer to learn about Past Continuous Tense (Chapter V “What Were They Doing?”)					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
By accepting the theory	0	2	0	0	2	5%
By playing games	4	1	1	6	12	30%
By watching learning videos	1	4	1	3	9	22.5%
Everything	6	6	8	2	22	55%

55% of students chose Everything, indicating that they prefer a combination of receiving theory, playing games, and watching learning videos for the Past Continuous Tense material.

Table 12: *Students' Preferred Learning Model*

Question	What learning model do you prefer?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Discussion	6	4	9	6	25	62%
Individual	0	5	1	4	10	25%
Pairs	4	1	1	0	6	15%

The learning model most favored by students is Discussion (62%). Therefore, the tasks given by the teacher should be carried out through the discussion method.

Table 13: *Students' Preferred Project Type*

Question	If you are asked to do a project in class, which one do you prefer?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Individual project	0	2	1	3	6	15%
Project in pairs	5	3	1	2	11	27.5%
Group project	5	5	8	5	23	57.5%

Table 14: *Students' Preferred Presentation Type*

Question	If you were tasked with presenting related course materials, which one would you choose?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Individual presentation	0	4	1	3	8	20%
Presentation in pairs	3	6	1	2	12	30%
Group presentation	7	1	8	5	21	52%

The most preferred project is the Group Project (57.5%), and the most favored type of presentation is the Group presentation (52%). This indicates that project-based learning activities and presentations should utilize the group method.

Table 15: *Students' Opinion on Learning with Game Activities*

Question	Do you like the idea of teaching with game activities?					
Class	VIII-A	VIII-B	VIII-C	VIII-D	Total	Percentage (%)
Yes	10	10	10	10	40	100%
No	0	0	0	0	0	0%

All students (100%) like the concept of learning with game activities. Therefore, the provided learning activities should involve more game elements.

d. Curriculum Analysis

The curriculum analysis is based on the Merdeka Curriculum and the implementation of P5-PPRA (Profile of Pancasila Students and Profile of Rahmatan lil 'Alamin Students Reinforcement Project). The development of the learning module is based on Learning Outcomes (CP), Learning Objectives (IP), and Learning Objectives Flow (ATP).

Table 16: *Learning Outcomes for English Subject Elements Phase D*

Element	Capaian Pembelajaran
Listening-Speaking	By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions, and views with teachers, peers, and others in an increasing variety of familiar, formal, and informal contexts. With some

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	repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussions such as giving opinions, making comparisons, and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses
Reading-viewing	By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal, or interactive texts. They identify the purpose of texts and begin to make inferences to comprehend implicit information in the text.
Writing-Presenting	By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models. They plan, create, and present informative, imaginative, and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and details, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency, and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships, and they use punctuation and capitalization consistently.

Table 17: *Results of Learning Objectives*

Content: Present Continuous Tense
Sub-Content: 1. Identify past continuous tense in spoken interaction; 2. Identify past continuous tense in written interaction; 3. Use the past continuous tense in spoken interaction; 4. Use the past continuous tense in written interaction; 5. Read texts about past experiences; 6. Respond to texts about past experiences;

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7. Locate main ideas and specific information in texts; 8. evaluate main ideas and specific information in texts; 9. Communicate ideas and experiences through simple and organised paragraphs.	
Element	Competencies of CP
Listening-Speaking	1. Understand 2. Use 3. Explain
Reading-viewing	1. Read 2. Respond 3. Search 4. Evaluate 5. Identify the purpose of the text 6. Make inferences
Writing-Presenting	1. Collect and organize information 2. Develop ideas 3. Use appropriate language 4. Compose texts or scripts 5. Make presentations 6. Communicate effectively.

e. Inventory of Overall Needs

The results of the linguistic and learning needs analysis are summarized as follows:

Table 18: *Overall Needs Inventory from Linguistic Needs*

Linguistic Needs	
The Learning Abilities	The Learning Priorities
1. Practice the past continuous tense material in pairs with friends. 2. Students want to write using all types of activity sentences in the "Past Continuous Tense" material, which consists of activities at home, activities in the school environment, and activities in the classroom.	1. Students like picture form 2. The book design is in picture form. 3. The design model uses cartoon animation. 4. Students need examples of written conversation in books and examples of conversation from the teacher.

Table 19: *Overall Needs Inventory from Learning Needs*

Learning Needs	
The Learning Problems	The Learning Attitudes
Students do not know English vocabulary and its pronunciation	1. Before starting the learning, the teacher gives a formation. 2. The learning formation uses ice breaking. 3. Directly listening to the teacher's explanation. 4. Learning material by receiving theory, playing games, and watching learning videos. 5. Discussion learning model. 6. Class projects in the form of group projects. 7. Presentation of material assignments in the form of group presentations. 8. Game-based learning in the learning process.

f. Results of the Developing Phase and Validation

1. Syllabus and Material Development

Following the definition phase, the researcher proceeded to the development phase, which began with the syllabus design. This syllabus includes nine learning objectives (ranging from identifying to communicating ideas/experiences), the material (Past Continuous Tense), time allocation, activities, and evaluation. The ELT materials were developed based on the core values of the Profile of Pancasila Students and the Profile of Rahmatan lil 'Alamin Students Reinforcement Project (P5-PPRA).

2. Integration of P5-PPRA Values

For the unit "What Were You Doing?", the material development focused on integrating P5-PPRA values.

a) Profile of Pancasila Students

Three of the six basic characteristics emphasized are Mutual Assistance (Gotong Royong), Creative (Kreatif), and Critical Thinking (Bernalar Kritis).

b) Profile of *Rahmatan lil 'Alamin* Students

Two of the nine principles emphasized are Taking the Middle Path (*Tawassut*) and Balance (*Tawazun*). The material design aims for students to understand and apply the values of *Rahmatan lil 'Alamin* in real life. This is realized through the use of moderate Islamic phrases and sentences in accordance with Pancasila values, as well as through relevant activities and visualizations. For example, improvements were made to Activity 2 by adding easily understandable Islamic vocabulary.

3. Material Validation Results and Revision

The validation process was conducted by three expert validators to confirm the feasibility of the materials.

- a) Syllabus Validation: The syllabus, which includes subject content, learning outcomes, indicators, skills, activities, and evaluation, obtained a total score of 3.82, categorized as Very Valid.
- b) Textbook Validation: The textbook showed strong validity across all assessed aspects:
- c) Content Feasibility: 3.67 (Very Valid).
- d) Presentation Feasibility: 3.79 (Very Valid).
- e) Language Feasibility: 3.95 (Very Valid).
- f) Graphic Feasibility: 3.74 (Very Valid).

The conclusion from the expert validation is that the developed teaching materials are appropriate, effective, and feasible for student use.

4. Revisions

Based on validator suggestions, comprehensive revisions were made, covering content, language, and visual appearance. Key revisions include:

- a) Cover Design. A change from a monochrome (black and white) cover design with a single hiker to an illustration featuring two male and two veiled female students with more diverse, colorful, cheerful, and appealing visuals. The goal was for the image to reflect P5-PPRA holistically.

- b) Value Separation. The values of the Profile of Pancasila Students and the Profile of Rahmatan lil 'Alamin Students were separated on the cover and adjusted to be more relevant to the Merdeka Curriculum.
- c) Language and Names. General names in activities (e.g., Activities 9 and 11) were revised to Islamic and distinct Indonesian names, aligning with the P5-PPRA values.
- d) Project Structure. The mini-project steps were revised from an inappropriate four-stage structure to the P5-PPRA syntax, consisting of 1) Introducing the Project, 2) Contextualization, 3) Action, and 4) Reflection.

Research Discussion

This discussion interprets the implications of the research findings, compares them with existing literature, and analyzes the consistency between the results of the needs analysis and the developed material product.

1. Implications of the Needs Analysis Findings

The results of the linguistic and learning needs analysis indicate a significant shift in students' pedagogical preferences. Collectively, students show a rejection of passive and individual learning methods, reflected in the low choice for independent tasks (37.5% of students do not like to do their own work). Conversely, there is a clear demand for a collaborative and multimodal learning environment:

a. Preference for Collaboration and Discussion

The dominance of choices for paired practice (57.5% for practice, 57.5% for group projects, and 52% for group presentations) and the discussion model (62%) indicates that the ELT material must be designed to facilitate social interaction and peer learning. This aligns with the Mutual Assistance (Gotong Royong) aspect of the Profile of Pancasila Students integrated into the development.

b. Multimodality and Visuals

The need for material in picture form (45%) and cartoon animation (75%), as well as the need for audio/video (42.5%), emphasizes that the previously used monochromatic, purely text-based textbooks are less effective. The developed material, which integrates theory, games, and videos

(chosen by 55% of students), directly responds to this need, making learning more engaging and suitable for visual/auditory learning styles.

c. Skill Focus and Context

The demand to practice the Past Continuous Tense in dialogue form and the preference for all sentence contexts (home, school, class) ensure that the developed material has high contextual relevance to students' daily lives

2. Consistency with Previous Studies and the Development Framework

This material development process reinforces the principles of Research and Development (R&D) in the context of ELT.

a. Strong Empirical Foundation

The material design decisions, such as the use of colored illustrations, animation, and the addition of Islamic vocabulary, were based 100% on empirical data from the student needs questionnaire. This approach is consistent with the findings of Mi'rojijah (2016), who emphasized that a comprehensive Define stage is the fundamental basis for ensuring the material's suitability to the students' characteristics and preferences.

b. Pedagogical Relevance

The integration of P5-PPRA values, which include character building and competencies such as Critical Thinking and Mutual Assistance, and the use of the appropriate P5-PPRA mini-project syntax, ensure that the developed material not only teaches linguistic abilities but also meets the demands of contemporary curriculum in character formation. This aligns with Ayu et al. (2018) who developed ELT materials with the integration of character education.

c. Academic Feasibility

The expert validation results, showing Very Valid scores across all aspects Content Feasibility (3.67), Presentation Feasibility (3.79), Language Feasibility (3.95), and Graphic Feasibility (3.74) definitively confirm that the revisions and development undertaken such as changes in design, name replacement, and project syntax adjustment have successfully resulted in teaching materials that are

academically feasible, effective, and appropriate for use. The change from a monochrome to a colorful design with cartoon animation specifically addresses graphic feasibility, which was a top student preference.

4) CONCLUSIONS

Based on the in-depth analysis of the development results of English Language Teaching (ELT) materials using the 4D model, it is concluded that the teaching materials for the "What were They Doing?" unit for eighth-grade students at MTs Madani Pao-Pao have been successfully developed with high validity and are highly aligned with student needs and the P5-PPRA framework of the Merdeka Curriculum. The needs analysis results indicated that students have a clear preference for visual materials in the form of cartoon animations over monochromatic textbook schemes.

Furthermore, they favored tasks and materials presented in the form of interactive dialogues, collaborative paired activities, and contexts relevant to their daily activities at home, school, and class. Expert validation, involving three validators, affirmed the feasibility of the developed syllabus and textbook, achieving "Very Valid" scores across content, presentation, language, and graphic aspects, thereby ensuring that these teaching materials are appropriate, effective, and feasible for use. The implication of this research is that the successful integration of students' linguistic and learning needs with the P5-PPRA values yields a contextual and effective learning product that can significantly enhance students' interest and motivation. Therefore, it is suggested that English teachers adopt these teaching materials as a primary reference, and further develop learning strategies that continuously accommodate students' visual and collaborative preferences, such as utilizing icebreakers and audio/video-based media, which were proven to be favored by the majority of students.

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Paper presented at The 2nd ICONETT, 2025
Faculty of Teacher Training and Education
Universitas Islam Negeri Alauddin Makassar
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