

21383

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Submission date: 30-Oct-2023 02:03AM (UTC+1100)

Submission ID: 2210570608

File name: 21383-161093-1-LE.docx (96.94K)

Word count: 5588

Character count: 33370

Analyzing Indonesian Students' Needs for Virtual Drama Scripts: Bridging Climate Change Topic and Pancasila Profile Dimensions

Abstract

In the Independent curriculum, it is essential to provide students with diverse learning materials that address global concerns like climate change while also aligning with personal and cultural dimensions, such as the Pancasila Student Profile. This study, conducted at Srijaya Negara High School in Palembang, Indonesia, aimed to understand students' needs for virtual drama scripts that incorporate both climate change and the Pancasila Student Profile themes. Insights were gathered from 36 tenth-grade students, their English teachers, and additional stakeholders through a mixed-methods approach, combining questionnaires and semi-structured interviews. The results highlighted a demand from students for more specific and contextually relevant materials. The integration of climate change and Pancasila themes in virtual drama scripts was found to enhance students' motivation in English learning, particularly with the inclusion of technology. Furthermore, these tailored scripts are believed to improve students' knowledge and awareness of both climate change and the values of Pancasila. This research paves the way for the development of virtual drama scripts that not only serve as English reading materials but also support broader educational initiatives in high schools.

Keywords: Pancasila student profile, needs analysis, virtual drama scripts, climate change, senior high school.

INTRODUCTION

In educational realms, the curriculum serves as a pivotal guide, warranting innovative, adaptive, and consistent applications (Suryaman, 2020). Daga (2020) posits that the curriculum is the lifeblood of education, providing direction to educational strategies. Notably, since 1947, Indonesia's curriculum has undergone several revisions (Setiawan & Suwandi, 2022). Such evolutionary changes align with the substantial influence of scientific and technological progress on the nation's educational trajectory (Dewi, 2021; Jamun, 2018). Presently, the oversight of the curriculum rests with the Ministry of Education, Culture, Research, and Technology of Indonesia, which endorses an educational policy known as the Independent Curriculum (Kemendikbud, 2022; Nugraha, 2022; Vhalery et al., 2022). This policy is a strategic move to elevate educational standards and nurture competent professionals in Indonesia.

Rizki and Fahkrunisa (2022) elucidate that the essence of the Independent Curriculum lies in molding an advanced and autonomous Indonesia populated by individuals epitomizing Pancasila values. These core values, termed Pancasila student profile dimensions, encompass tenets like faith, piety, character excellence, critical thinking, creativity, collaboration, global inclusivity, and self-reliance (Hanafiah et al., 2022). Within this curriculum framework, it's paramount for the pedagogical content and resources to resonate with the contextual landscape (Ingias, 2022; Hariri & Ficayuma, 2023). Echoing this, Usman et al. (2023) emphasize the instrumental role of educators in bridging academic concepts with real-world applications, fostering an environment where students extrapolate classroom learning to practical scenarios. Consequently, assimilating contemporary issues and instilling the Pancasila student profile dimensions into the Independent Curriculum is integral for a holistic educational experience.

In the Independent curriculum, there's a pronounced focus on fostering expertise across the six foundational language skills: listening, speaking, reading, viewing, writing, and presenting (Kemendikbud, 2022). The overarching objective of English instruction within

the national curriculum is to equip students for lifelong learning. Central to this mission are the values encapsulated within the Pancasila student profile dimensions, which encompass faith, noble character, independence, critical thinking, creativity, cooperation, and a comprehensive grasp of global diversity (Hanafiah et al., 2022). Leveraging an array of written, visual, and auditory resources alongside immersive activities, English instruction is structured to steer students towards internalizing the Pancasila values. In doing so, students find avenues to hone these pivotal attributes concomitantly with their English language acquisition.

The application of virtual drama in English language learning represents a melding of tradition and technology to create a vibrant, immersive educational experience. Advancing into the 21st-century educational landscape, the integration of technology into pedagogy becomes indispensable. As English education seeks to cultivate not just grammatical and lexical proficiency but also communicative competence, the inclusion of virtual drama becomes particularly pertinent. Virtual drama offers a robust platform for practice in English language learning. Through role-playing and enactments, students can simulate real-life scenarios where they are prompted to use English authentically and spontaneously. This not only hones their conversational skills but also enhances their ability to think in English, allowing for more natural and fluid communication. Given its ubiquitous presence in contemporary society, technology is intrinsically woven into various facets of human life, including education. Its profound impact on language instruction is undeniable, facilitating a more enriched learning trajectory (Wulandari & Pasaribu, 2022; Tasya, 2023). The incorporation of technology not only redefines classroom dynamics but also amplifies the efficacy of language teaching (Olimov & Mamurova, 2022).

Moreover, integrating climate change topics is pivotal in the process of English learning, underscoring the urgency and relevance of this global issue (Tenridinanti et al., 2021). Hung (2022) noted the emphasis placed by the United Nations Framework on Climate Change Education (CCE) to elucidate the intricate challenges birthed by climate change. The role of education in shaping the global response to climate change is paramount. It demystifies the impacts of climate change, educates the youth about its intricacies, reshapes societal attitudes and behaviors, and equips individuals to adapt to the evolving changes stemming from it. UNESCO (2019) accentuates that climate change indiscriminately impacts every facet of development, from the environment and society to the economy and cultural dimensions. To address and mitigate these challenges, education emerges as a formidable tool (UNESCO, 2021).

Prior studies on climate change include work by Tenridinanti et al. (2021), who explored the development of report texts based on climate change, and Noto et al. (2022), who crafted exposition reading materials tailored for senior high school students. Furthermore, research has been done on the intersections of virtual drama with the theme of climate change. For instance, Karwandi et al. (2022) probed the innovative process behind crafting drama scripts for virtual performances, while Lehtonen (2020) delved into the role of drama in education for sustainability, emphasizing the experiential aspects of learning. However, a conspicuous gap emerges from this body of literature: the absence of learning materials, specifically virtual drama scripts, which interweave climate change with the Pancasila student profile dimensions.

From a preliminary study, which encompassed library research and an informal interview with an English teacher at Senior High School Srijaya Negara, it was discerned that teaching materials that meld climate change themes with the Pancasila student profile dimensions, particularly in the format of virtual drama scripts, remain elusive. Given the imperative of climate change awareness and the potential of drama scripts to weave this topical issue into students' daily lives—while simultaneously mirroring the values inherent in the Pancasila student profile—it becomes evident that there is an educational niche waiting to be explored. The utilization of technology in English learning, exemplified through virtual drama scripts, can serve to heighten student engagement and creativity. Prior to script development, a comprehensive needs analysis—encompassing Target Situation Analysis and deficiency Analysis, the study's primary goal is to elucidate the perspectives of these stakeholders, focusing on the students' needs for virtual drama scripts that intersect climate change topics with the Pancasila student profile dimensions.

METHOD

In this study, a mixed-methods approach was employed, integrating both quantitative and qualitative research techniques. The quantitative aspect was utilized to scrutinize data from the questionnaires, while the qualitative dimension focused on gleaning deeper insights from the interviews. The research setting was Senior High School Srijaya Negara in Palembang, Indonesia. The study's population encompassed 252 tenth-grade students distributed across seven classes, in addition to two English teachers and associated stakeholders at the aforementioned school. A purposive sampling strategy was deployed to delineate the research sample, which ultimately included one class of 36 students, one English teacher, and the vice principal responsible for academic and curricular matters.

Data gathering was facilitated through questionnaires and semi-structured interviews. The questionnaire, comprising forty distinct items, was disseminated to both the participating tenth-grade students and the English instructor. These items were derivative of development research methodologies espoused by Tessmer (1999) and underwent validation via expert evaluations. Modifications were made to ensure alignment with the primary objectives of the study, emphasizing students' needs, their viewpoints on the current pedagogical landscape—including existing challenges and resources—and their broader educational ambitions. These adjustments were underpinned by the criteria set forth by Hutchinson and Waters (1987) pertinent to ascertaining student needs. The questionnaire's composition encompassed categories such as Target Situation Analysis (TSA), Deficiency Analysis, and Present Situation Analysis (PSA). Additionally, in-depth semi-structured interviews were undertaken with the English teacher and the vice principal overseeing academic and curricular directions. The discussions chiefly revolved around English pedagogy within Senior High School, the breadth of English reading resources available, and the feasibility of weaving in virtual drama scripts that resonate with themes of climate change and Pancasila student profile dimensions into the fabric of English instruction.

FINDING AND DISCUSSION

Target Situation Analysis (TSA)

This section delves into the students' specific needs, intentions, and expectations in relation to their English learning journey. The data derived from their feedback is consolidated in Table 1.

Table 1. Analysis of Students' Perspectives on TSA

No.	Question/Statement	Detailed Students' Response	Percentage
1.	What is the importance of learning English to you?	To enhance the ability to communicate with a broader range of individuals globally.	50%
2.	What are your expectations from English learning?	To achieve fluency that allows for seamless oral interaction in future professional roles.	58.3%
3.	Do you believe English learning should be topic-specific?	The majority strongly agree that it should cater to specific topics of interest or relevance.	51,2%
4.	What do you think is the required English proficiency for your intended career?	An intermediate proficiency level is perceived as adequate for most career aspirations.	36.1%
5.	Do you see a need for adding virtual drama scripts as part of English reading materials?	A significant number find the inclusion of virtual drama scripts beneficial for comprehensive learning.	63.9%

In a study examining students' perspectives on English learning, several insights were uncovered. When asked about the importance of learning English, 50% of respondents believed that it's crucial to enhance their ability to communicate with a diverse global audience. This is also similar to the objective of English language learning, which is to develop students' ability to use English effectively and communicatively (Irawati et al., 2022). As for their expectations from their English studies, 58.3% aspired to achieve a level of fluency that ensures smooth oral interactions in their prospective professional roles. The specificity of English learning topics was also addressed, and 51.2% of the students strongly agreed that learning should cater to particular topics of interest or relevance. Lubis et al. (2022) found that studying specific topics which are more contextual could foster critical thinking, and students are more likely to stay motivated and connected to the content, promoting a more effective language learning process. When contemplating the English proficiency level necessary for their intended careers, 36.1% felt that an intermediate level would suffice for most of their professional goals. Lastly, regarding the resources used in their English studies, 63.9% of the students recognized the value of integrating virtual drama scripts into their reading materials, emphasizing its benefits for a comprehensive learning experience.

Table 2. Deficiency Analysis

No.	Question	Detailed Students' Response	Percentage
1.	What topics do you prefer when learning through virtual drama scripts?	A significant portion prefers scripts revolving around everyday life scenarios.	50%

2.	What characteristics should virtual drama scripts have for effective learning?	Many students seek scripts that offer context and relevance to current societal and global events.	51%
3.	Which type of questions would enhance your understanding of virtual drama scripts as reading material?	A majority feel that multiple-choice questions aid in better comprehension of the content.	61.1%
4.	How important is it to integrate contemporary issues into virtual drama scripts used for English reading?	Most students deem it important to embed contemporary issues for a richer learning experience.	66.7%
5.	How do you rate the importance of integrating topics on climate change and Pancasila student profile dimensions into virtual drama scripts?	A large percentage finds it crucial to incorporate themes of climate change and the Pancasila student profile for a more holistic learning approach.	75%

In the "Deficiency Analysis" study, students' preferences and needs concerning their experience with virtual drama scripts were thoroughly examined. The focus was to discern the gaps between their current experiences and desired outcomes when using these scripts for English learning. The first insight gleaned from the study revolved around the themes that students prefer in virtual drama scripts. Notably, half of the respondents gravitated towards narratives situated in everyday life, revealing an inclination for content that mirrors real-life situations and experiences.

Secondly, when it comes to the essential characteristics of these scripts, 51% of students voiced their desire for scripts that are intertwined with current events and societal dynamics. Such a preference underscores the importance students place on contextual learning—whereby academic content is deeply tied to the realities of the world around them, making learning more immersive and applicable. A significant aspect of the learning process is assessment. When questioned about the types of queries that would deepen their understanding of virtual drama scripts, 61.1% of students expressed a preference for multiple-choice questions. This could suggest an appreciation for straightforward, structured methods of evaluation, which allow for both quick feedback and ease of comprehension.

A remarkable trend observed was the push for relevance in learning materials. A substantial 66.7% of students emphasized the need to infuse contemporary issues into their English reading materials, particularly virtual drama scripts. This sentiment underscores the value students see in materials that reflect current societal discussions, providing a dual benefit: learning the language and gaining awareness of contemporary topics. Lastly, in a world increasingly concerned with global challenges, the study unveiled a strong inclination among students towards content that addresses pressing issues. A dominant 75% expressed the importance of integrating themes of climate change and the Pancasila student profile into their virtual drama scripts. The study related to climate change in drama was conducted by Lehtonen (2021). The researcher found that drama can play a pivotal role as a supplementary, interconnecting, and arts-centered method in climate change education. Besides integrating current issues in the teaching and learning process, it is also necessary

to include Pancasila student profile dimensions in the Independent Curriculum (Suliyannah et al., 2023). This inclination suggests students' eagerness to engage with content that not only bolsters their language skills but also broadens their perspective on global and cultural matters.

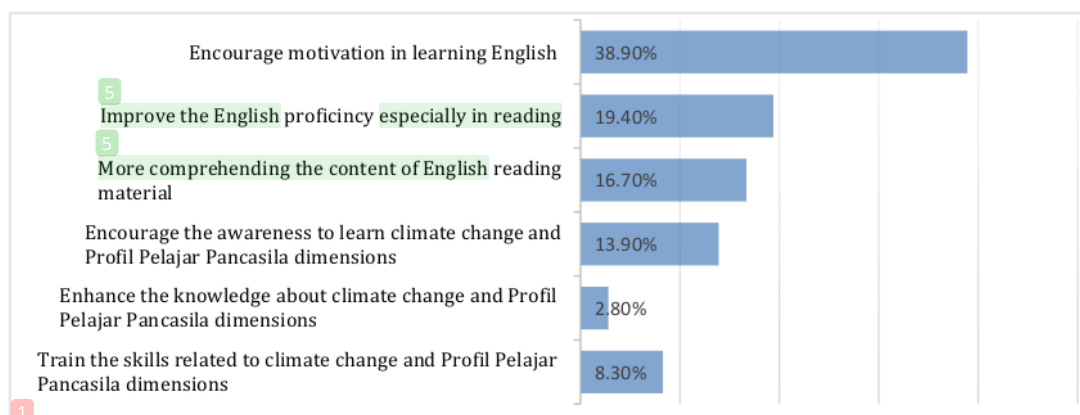
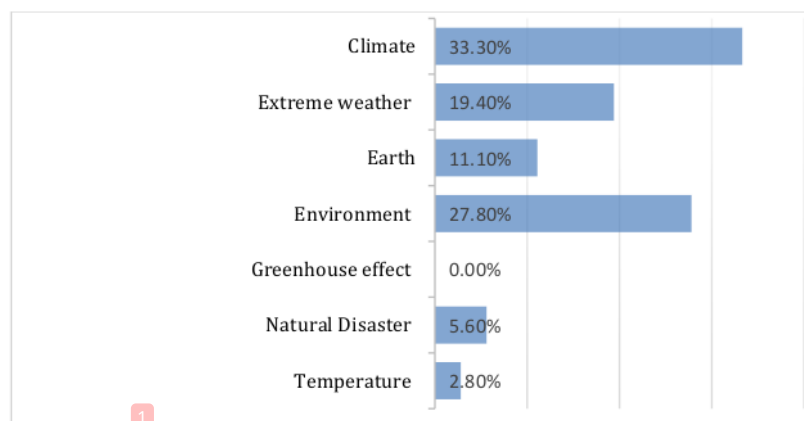


Figure 1. The students' view on the need to integrate climate change and Pancasila student profile dimensions for drama scripts.

The research was primarily focused on students' perspectives concerning the inclusion of topics related to climate change and the Pancasila student profile dimensions in virtual drama scripts. The data, as laid out in Figure 1, provides a comprehensive look into their attitudes and preferences. Of the respondents, a mere 2.80% felt that such integration enriched their knowledge of these subjects. Another segment, constituting 8.30%, believed that integrating these themes would help sharpen pertinent skills. There was also a group, 13.90% to be precise, who opined that this amalgamation would elevate awareness about climate change and the Pancasila dimensions. Delving deeper, 16.70% surmised that these incorporations could lead to a more profound understanding of English reading content. A noteworthy 19.40% were of the view that it had the potential to bolster their English reading proficiency. Yet, the most dominant sentiment, held by 38.90% of the participants, was that such integration significantly amplified their motivation to learn English. The criticality of motivation in the realm of education has been extensively documented. Rafiola et al. (2020) expounded on its pivotal role in determining the success of teaching and learning processes. Tenridinanti et al. (2021) echoed similar thoughts, emphasizing that when reading materials resonate with students' interests, it can catalyze an increased inclination to read, subsequently refining their reading skills.

Adding another dimension to the discourse, Monroe et al. (2019) articulated that recognizing the gravity of issues like climate change in educational materials creates an academic milieu brimming with motivation and a drive for excellence. Beyond the mere content, the ambiance of the learning environment is also paramount. As noted by Dawson (2017) and Dahlan (2022), the utilization of captivating pedagogical tools like drama can be instrumental in sustaining student interest and magnifying motivation levels. In essence, the strategic fusion of relevant content with effective teaching methodologies stands as a robust approach to engendering a richer, more engaging educational experience for students.

1 The aspects of climate change that the students needed to be integrated into English reading materials can be seen in Figure 2. From Figure 2, most of the students (33.30%) needed to learn about climate change related to the climate. Other students (27.80%) chose the environment as the aspect of climate change needed. Meanwhile, 19.40% of students assumed extreme weather as the other aspect. The aspects of natural disasters were considered important by students (5.60%). Then, 11.10% of students selected Earth. However, students did not consider the aspect of the greenhouse effect to be integrated into climate change-based virtual drama scripts. These aspects related to climate change involve the enduring shifts in global temperatures and other atmospheric qualities. Having a comprehensive understanding of and effectively addressing climate change aligns with the core mission of the EPA (Sullivan et al., 2021), which is to safeguard both human health and the environment. The collected data could serve as fundamental components of climate change that need to be integrated into the development of climate change-based virtual drama scripts with Pancasila student profile dimensions.



1 **Figure 2.** The aspects of climate change needed

Pancasila serves as the foundational principle for both the state and the ideology of the Indonesian nation, which is inseparable from education. The data related to aspects of Pancasila student profile dimensions is displayed in Figure 3.

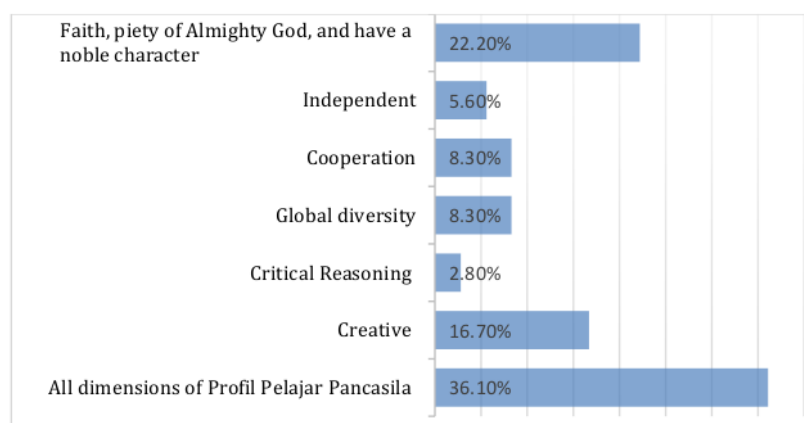


Figure 3. The aspects of Pancasila student profile dimensions needed

Based on Figure 3, most of the students (36.10%) viewed that all dimensions of Pancasila student profile need to be integrated into the virtual drama scripts. Meanwhile, 22.20% of the students were more concerned with faith, piety of Almighty God, and having a noble character. The creative dimension of the Pancasila student profile was chosen by 16.70% of the students. Other students (8.30%) selected cooperation and global diversity as needed aspects of Pancasila student profile dimensions. For the independent dimension of the Pancasila student profile, the result was 5.60% selected by the students. However, only 2.80% of the students selected the critical reasoning dimension. These dimensions become a consideration to develop climate change-based virtual drama scripts with the Pancasila student profile dimensions since education in the independent curriculum not only focuses on fulfilling industry demands but also on strengthening students' character that is based on Pancasila's values (Silalahi et al., 2018; Yanzi et al., 2022).

Present Situation Analysis (PSA)

This part focused on the existing materials learned and provided. The presents students' proficiency in English, climate change knowledge, and Pancasila student profile dimensions knowledge of the students. This present situation analysis (PSA) becomes a crucial factor in developing appropriate virtual drama scripts that align with the needs and situations faced by the students.

Table 3. The existing materials learned and students' proficiency level

No.	Question	Detailed Students' Response	Percentage
1.	Is the purpose of learning English at your school aligned with the curriculum's demands?	The majority believe it aligns well with curriculum requirements.	58%
2.	Do you feel that learning English at school facilitates your productive learning?	A significant number of students feel that it strongly supports their productive learning.	72%
3.	How would you rate your current proficiency level in English?	A majority of students categorize themselves as beginners.	68%

4.	What type of reading material is most commonly encountered in your English classes?	Descriptive texts are frequently used in most classes, as indicated by many students.	76%
5.	Do you find that virtual drama scripts are rarely present in English textbooks?	A notable majority agree that virtual drama scripts are infrequently found.	59%
6.	Do you think virtual drama should be included in teaching materials to aid English language learning?	Many students believe that integrating virtual drama would enhance their English learning experience.	78%
7.	How often does your English teacher provide reading materials or virtual drama scripts related to current issues or topics?	Many students report that teachers regularly incorporate such content.	67%
8.	How often does your English teacher provide reading materials focused on climate change?	A good portion of students report that materials on climate change are frequently introduced.	55%
9.	How frequently is material related to the Pancasila student profile dimensions provided by your English teacher?	Many students report that the Pancasila student profile dimensions are frequently covered.	57%
10.	What percentage of existing virtual drama scripts cover Climate change and Pancasila student profile dimensions?	The majority believe that more than half of the scripts touch on these themes.	62%

The Present Situation Analysis (PSA) provides an insightful window into students' perceptions and experiences with their current English learning environment. Firstly, when examining the alignment between English learning objectives and the curriculum, a significant 58% of students feel that they're closely matched. This suggests that the school's English teaching goals are in tune with the set curriculum. This is further reinforced by the 72% of students who believe their English classes contribute positively to their overall learning. Such a sentiment speaks volumes about the value students place on their English education.

However, proficiency remains a concern. A striking 68% of students categorize themselves as beginners in the language. This finding underscores the need for tailored interventions to help elevate their English skills. The type of reading materials utilized also plays a pivotal role in their learning journey. With 76% reporting a dominance of descriptive texts in the curriculum, it might be beneficial to diversify these resources to cater to various learning preferences. The inclusion of virtual drama scripts seems to be an area ripe for exploration. A noticeable 59% of students find these scripts lacking in their textbooks, and a robust 78% see the potential benefits of incorporating more of them in their learning process. The scripts can provide an innovative twist to conventional teaching methods, making learning more engaging.

On the topic of relevance, it is commendable that 67% of students feel that the materials introduced by their teachers often resonate with current issues or topics. Furthermore, the emphasis on globally pertinent subjects like climate change, as noted by 55% of students, and culturally significant topics like the Pancasila student profile dimensions, recognized by 57%, highlights a curriculum that is both globally aware and locally rooted. Lastly, when looking at the themes within virtual drama scripts, 62% of students perceive that a majority delve into climate change and Pancasila student profile dimensions. This emphasizes the importance of aligning learning materials with subjects that matter, both to the world and to the students' cultural identity. Overall, the data underscores the importance of continuous curriculum assessment and adaptation, ensuring that the teaching materials not only align with the curriculum but also cater to the evolving needs and interests of students.

Table 4. Students' knowledge on climate change.

No.	Question	Detailed Students' View	Percentage
1.	How would you rate your knowledge about climate change?	A substantial portion of students feel they have a solid understanding of the primary concepts of climate change.	58.4%
2.	Which specific aspects of climate change are you most familiar with?	Most students are predominantly familiar with the broader environmental and societal impacts of climate change.	65.3%
3.	Through which medium did you primarily learn about climate change?	A significant majority acquired their knowledge about climate change via various online media sources.	72.1%
4.	Do you perceive climate change as a local or global issue?	A majority recognize the effects of climate change but feel it's more localized to their immediate surroundings.	55.8%
5.	How deep is your understanding of climate change details?	For many students, their knowledge extends to general information without delving into intricate specifics.	52.8%

Table 4 provides valuable insights into how students perceive their knowledge on the topic of climate change. The first inquiry delves into the students' self-assessment of their climate change awareness. An encouraging 58.4% of students believe they have a solid grasp of the main concepts surrounding climate change. This reveals a positive trend, suggesting that a majority of students are somewhat informed and recognize the importance of the subject. When asked about the specific aspects of climate change they were familiar with, the results are intriguing. 65.3% of respondents mainly understand the broader environmental and societal consequences of climate change. This could imply that while many students are aware of the general effects, they might lack in-depth knowledge about the scientific intricacies and mechanisms driving these changes. The primary source of their knowledge appears to be online media, with a significant 72.1% attributing their awareness to various internet sources. This highlights the influential role of digital platforms in shaping the perceptions and understanding of young minds today. It also underscores the importance of

ensuring accurate and scientifically-backed information on these platforms, given their widespread reach.

Interestingly, when it comes to the scope of climate change's effects, a majority (55.8%) feel that it is more of a localized issue, primarily affecting their immediate surroundings. This could be attributed to regional climate events or perhaps a gap in education, emphasizing global ramifications. Lastly, concerning the depth of their climate change comprehension, 52.8% of students mentioned their understanding is more aligned with general information rather than a detailed insight. This might point to the need for more in-depth educational materials or courses that delve deeper into the topic, ensuring students know not only the surface-level consequences but also the underlying causes and potential solutions. In conclusion, while a good number of students have a basic understanding of climate change, there seems to be room for enhancing the depth and breadth of this knowledge, especially in educational settings.

Table 5. Students' knowledge on Pancasila student's profile

No.	Question	Detailed Students' Response	Percentage
1.	How would you rate your knowledge about the Pancasila student profile dimensions?	Most students feel they have a robust and comprehensive understanding of the Pancasila student profile dimensions, though they acknowledge there's always more to learn.	56.2%
2.	Which aspects of the Pancasila student profile dimensions are you familiar with?	The majority claim familiarity with all the core dimensions of the Pancasila student profile, reflecting its integral role in their education.	58.6%
3.	Through which medium did you primarily acquire knowledge about the Pancasila student profile dimensions?	Many students cite school-provided information and reading materials as their primary sources of knowledge on this topic.	71.4%
4.	How in-depth is your understanding of the Pancasila student profile dimensions?	Most students feel their knowledge skews towards a general overview rather than a detailed insight, highlighting a potential area for deeper educational focus.	54.3%
5.	What proactive steps can be taken to further understand and integrate the principles of climate change and the Pancasila student profile dimensions?	Students widely suggest enhancing their knowledge on both topics as a way to foster a better understanding and practical application in their daily lives.	68.9%

The findings in Table 5 shed light on how students perceive their knowledge concerning the Pancasila Student Profile Dimensions. Impressively, 56.2% of respondents believe they possess a robust understanding of these dimensions. While this is a majority, the figure also hints at room for improvement, suggesting that educational strategies might need tweaking to ensure more students achieve a comprehensive grasp. Probing further into

the specifics, it's noteworthy that a considerable 58.6% of students claim to recognize all core dimensions of the Pancasila profile. This statistic is heartening as it points to the curriculum's effectiveness in imparting a well-rounded awareness of the subject. However, the depth of this understanding varies. A total of 54.3% opine that their grasp leans more toward a general overview than an in-depth insight. This points to a potential gap in the curriculum or teaching methods, highlighting an area where educators can focus on deepening students' understanding.

Analyzing the sources from which students glean this knowledge offers further insights. A dominant 71.4% identified school-provided materials and information as their main learning avenue. This underscores the pivotal role schools play in shaping perceptions and knowledge about the Pancasila Student Profile Dimensions. It also brings to the fore the importance of continually updating and refining these materials to match the evolving educational landscape. Finally, when asked about proactive measures to enrich understanding, a significant 68.9% advocated for enhancing knowledge on both the principles of climate change and the Pancasila student profile dimensions. This feedback is invaluable for educators and curriculum developers, emphasizing the need for integrated learning experiences that not only impart knowledge but also inspire students to seek out further understanding and application in their lives.

Teacher's and Stakeholder Perspective on English Learning and Drama Integration

From both the teacher's and the vice principal's perspectives, there's a unanimous agreement that the current English learning materials at the school are in line with the syllabus and textbook. The teacher pointed out,

"Virtual drama scripts, especially those touching on climate change and the Pancasila student profile dimension, are still in the conceptual phase. Their introduction, however, would greatly enrich our future projects."

The vice principal echoed a similar sentiment, emphasizing that while the school's current materials majorly comprise texts, the 'Merdeka' curriculum might pave the way for more drama-focused content. He stated,

"Our educational horizon, though currently dominated by texts, is expanding. With the onset of the 'Merdeka' curriculum, there's a shift towards integrating modules rooted in the Pancasila philosophy."

Both educators see the importance of drama in English teaching. The teacher specifically mentioned that for students to effectively perform in English dramas,

"They need to immerse themselves in the plot, align with their roles, and master the English pronunciation."

Expanding on this, the vice principal elaborated on the school's current stance on drama, noting,

"Presently, our dramas tackle daily life issues, like bullying. But there's a gap when it comes to environmental or climate change themes. Infusing these topics in our dramas could foster a more hands-on, memorable learning experience for the students."

On the topic of contextual learning and technology integration, the vice principal conveyed,

"While we've made strides in contextual learning, particularly in English, its full potential remains untapped. The fusion of creativity and technology, like our current use of LCDs and digital tools, can be a game-changer in unlocking student creativity."

Concluding their shared insights, both the teacher and vice principal emphasized the school's unwavering commitment to aligning with curriculum guidelines. The teacher detailed the different curricula for various grades, while the vice principal highlighted the transition towards the 'Merdeka' curriculum and the exciting prospects it holds for future educational endeavors. Upon a thorough analysis of the needs of students, English teachers, and stakeholders, several prominent insights surfaced. Foremost among these is the indispensable role of English as a tool for effective communication. A majority of the students, however, have only achieved beginner-level proficiency in English, indicating certain impediments in their learning journey.

There's a discernible demand for virtual drama scripts that focus on climate change and the Pancasila student profile dimensions. Such scripts not only provide an enriching learning avenue for the students but are also aptly suited for the P5 Project. The integration of pertinent issues like climate change and the values enshrined in Pancasila within these scripts holds significant importance and should be pursued vigorously in their development. This sentiment aligns with the findings of Dahlan (2022) and Karwandi (2022), who both underscore the immense potential of drama-based projects in bolstering English learning skills among students. Consequently, in light of this study's needs analysis, it is emphatically recommended to craft virtual drama scripts that seamlessly weave in elements related to climate change and the Pancasila student profile dimensions.

CONCLUSION

Based on the outcomes of this study, there is a pronounced demand among students for virtual drama scripts that integrate themes of climate change and the Pancasila student profile dimensions. Such an insight is not just an academic revelation but a tangible foundation for pedagogical change. This need analysis serves as a cornerstone for shaping educational content, particularly in the form of climate change-focused virtual drama scripts infused with Pancasila student profile dimensions tailored for senior high school students. The depth of information amassed from this study spans a spectrum — from articulated needs and desires of students to identified gaps in their academic curriculum, and even their nuanced preferences in learning methodologies. Such data provides a multifaceted understanding of student psyche and aspirations. The resonance of these drama scripts was further corroborated by the English teacher's interview, emphasizing their potential role in the P5 project.

Delving deeper into the implications, the creation of such scripts is not merely for academic fulfillment. It serves a dual purpose. On the other hand, it aims to bolster student comprehension of the pressing issue of climate change, and on the other, it instills in them the profound Pancasila values, making them more grounded in their cultural ethos. However, while these findings are undoubtedly enlightening, they are rooted in a specific demographic of students and English educators. For a more comprehensive and holistic understanding, subsequent studies should broaden their scope, engaging with students across a more varied spectrum of backgrounds and educational echelons. This expansion would enhance the robustness and applicability of the findings, ensuring that educational interventions benefit a more diverse student populace.

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