DESIGNING INSTRUCTIONAL MATERIAL TO PROMOTE INTERCULTURAL COMPETENCE: A PRELIMINARY STUDY

Dian Indah Silfia[1], Ekaning Dewanti Laksmi[2], Niamika El Khoiri[3]
*diansilfia@gmail.com
[1,2,3]English Language Education, English Department,
Faculty of Teacher Training and Education, Universitas Negeri Malang

Abstract: One of *Sekolah Penggerak's* pilot schools proposed an English Extracurricular program to develop students' intercultural competence as specified in the Pancasila Student Profile (PSP). Scholars believe that instructional material is among the most significant sources for teaching cultural, social, and moral values to students and for providing language input. Nevertheless, the demands of students have not been fully addressed to develop instructional material. This study examined the program's potential to help students develop their intercultural competence, the challenges encountered by teachers, the needs of students in achieving the program goals, and the instructional material required to meet those needs. A qualitative descriptive design was employed to gather the information from the school principal and a classroom teacher mandated to manage the program. The data was collected through a focus group interview using open-ended questions and analyzed based on the program's purposes, challenges, and instructional materials needed. The finding portrayed that students' intercultural competence can be achieved if the teacher and students have relevant learning guidance regarding the goals. However, the book does not suit the student's needs and the program's goals, so the teacher encounters challenges in providing reliable materials. In addition, the instructional material needs to include the concept of the natural language acquisition process and differentiation-based instruction to ensure that all students are well accommodated in achieving the program goals. Further studies with related interests are recommended to develop such instructional material based on the data presented and further explore the student's needs in the wider context.

Keywords: *English extracurricular, intercultural competence, instructional material, Pancasila Student Profile, Sekolah Penggerak.*

INTRODUCTION

Considering the education vision of Indonesia, the Education Ministry issues a new program called *Sekolah Penggerak* to encourage the process of transforming educational units to improve student's learning outcomes holistically in terms of

cognitive (literacy and numeracy) and non-cognitive competence (character building) by creating Pancasila Student Profile (PSP). Studies claim that the readiness of school stakeholders to manage the learning system affects the effectiveness of the *Sekolah Penggerak* program (Fitri et al., 2023; Mariana, 2021; Wiryatmo, 2023) as stated in the Kemendikbud official website, where the program's implementation depends greatly on the competence of the school's human resources. Thus, some Sekolah Penggerak pilot schools (Dafitri et al., 2022; Gabriela et al., 2023; Rosmalah et al., 2022) run several school programs or activities to achieve the PSP. As well as others, one of *Sekolah Penggerak* at the elementary school level in Nganjuk also initiated an English Extracurricular program to fulfill the intercultural competence (*Berkebinekaan Global*) dimension of PSP. The program is intended to enable students at that school to communicate in English to share and introduce their culture overseas. It refers to the concept of intercultural competence (*Berkebinekaan Global*) dimension proposed by the ministry, including recognizing and appreciating culture, mastering intercultural communication skills, and taking responsibility for diverse experiences.

Along with the quality of the school stakeholders, such instructional material plays an important role in supporting the learning process. Huang (2019) claims that instead of guiding the teacher, instructional material can also be a tool to introduce cultural, social, and moral values (Johansson et al., 2011; Tse & Zhang, 2017; Widodo, 2018; Osman, 2019; Puspitasari, 2021) as well as integrating the cross-disciplinary knowledge. Likewise, Puspitasari (2017) and Ulla & Perales (2021) believe that instructional material plays an important role in English language teaching and learning since it can be one of the sources for the teacher to get the message delivered and strengthen the explanation of the subject matter for effective language teaching and learning. A significant portion of the classroom's language input and language practice is often based on instructional material (Richard, 2001, p. 251). Furthermore, Dudley-Evans and St. John (1998: 170-171) in Richard (2001:251) mention that there are four functions of instructional material, which are as a source of language, learning support, motivation and stimulation, and reference.

However, the book provided by the Ministry of Education and Culture is distributed to all students in Indonesia who incidentally have different abilities and conditions. Therefore, the book has to be modified to ensure that the material taught is by students' requirements and facilitates teachers' instruction (Huang, 2019; Puspitasari, 2017; Ulla & Perales, 2021) Furthermore, current studies are focused on the implementation and evaluation of the *Sekolah Penggerak* curriculum (Javanisa et al., 2022; Muji et al., 2021) and the stakeholder readiness and obstacles towards *Sekolah Penggerak* implementation (Granel et al., 2019; Mariana, 2021; Rahayu et al., 2021). The study discusses the suitability of the existing books with the students' and schools' need to fulfill PSP, especially the intercultural competence dimension lack of exploration. Previous studies are focused on the implementation of the teaching model (Cahyanurani, 2022; Dewi et al., 2022), teaching media (Myrna et al., 2023), and language-based learning (Komang et al., 2022) to improve students' intercultural competence. In light of that, this study focused on discovering (1) the goals of the English Extracurricular program in accommodating students to achieve their intercultural competence, (2) the challenges encountered during the program implementation, and (3) the instructional material needed to fulfill the program goals.

METHODOLOGY
Subjects

This study was conducted in one of the elementary schools, which became a pilot school of *Sekolah Penggerak* in Nganjuk, involving the school principal and classroom teacher mandated to manage the English Extracurricular program. The analysis was customized for the needs and conditions of students in grade four since this program is still proposed for grade four as one of the pilot classes in the first batch of *Sekolah Penggerak*. Being responsible for *Sekolah Penggerak* and the one who initiated the English Extracurricular program, the school principal was regarded as a participant in this study. Thus, the school principal explained how the program can accommodate students to fulfill their intercultural competence. Meanwhile, the mandated teacher was required to represent the needs of the students in accomplishing the objectives of the English Extracurricular program due to her closeness with the students in grade four.

Design and Procedures

A qualitative descriptive design was employed (Creswell, 2014) as the primary study on instructional material development. The consideration in conducting the primary study is proposed by Grave (1996: 27) in (Puspitasari, 2017) as a crucial stage to discover what the students already know and can do, and what they still need to learn or do. Besides, the school's expectations of the program initiated were also discovered at this stage. Therefore, it is a suitable design to gain data about the English Extracurricular program's goals, challenges encountered, and the instructional material needed to accommodate students achieving intercultural competence in PSP based on the school principal's and teachers' perceptions. The data results then becomes a basis for developing the instructional material based on the needs of schools and students.

Data Collection and Data Analysis

A semi-structured interview was conducted as the instrument of this study by adapting the interview guidelines from Puspitasari (2017). It consisted of ten questions and focused on three main aspects: the English Extracurricular program's goals, challenges encountered, and the instructional material needed. The instructional material needed includes the syllabus implemented, the suggested teaching methods and material, the assessment tool, and the availability of the teaching aids, as portrayed in Table 1. A forum group interview was utilized as a data collection technique to obtain a range of information and agree on those aspects. It invited the school principal and classroom teacher as the interviewees to discuss and provide more information regarding the details of the program, including its goals, challenges, and instructional material that suits the needs of teachers and students. A common thread for achieving the PSP's intercultural competence dimension was revealed in this discussion.

Table 1 The blueprint of the interview guidelines

Aspect	Variable	Description
Objectives	English Extracurricular program	About the English Extracurricular, the goals, and its relation to intercultural competence on PSP

	Language skills	English language skills to master
Challenges	Teacher	Challenges encountered by teacher
	Students	Challenges encountered by teacher
Instructional Material Needed	Syllabus	The syllabus implemented in the school
	Method	Teaching method implemented
	Materials	Teaching materials used
	Assessment	The kind of assessment used
	Teaching aids	Availability of teaching aids
	Suggestion	Suggestions for the learning activities and the assessment

Since the forum group discussion was conducted in Indonesia, the data was transcribed verbatim and translated into English. All of the transcripts were sent to the school's principal and a classroom teacher for double-checking to guarantee the accuracy of the transcription. It was analyzed narratively based on three aspects; the program's goals, challenges encountered, and instructional material recommendations designed by Puspitasari (2017). Once the interview transcripts were organized, SP stood for the school principal, and T stood for the teacher.

FINDINGS AND DISCUSSION
Findings
The interview data was obtained from the school principal (SP) and the classroom teacher (T), who handles the English Extracurricular program. The query provides specific information on the program's goals, challenges encountered, and the instructional material needed. Due to the principal's role as the program's primary controller at *Sekolah Penggerak* and the teacher's role as the learning facilitator who is familiar with the students' circumstances, the interview was conducted in a focus group interview. Thus, the answer was combined to gain the same perspective among stakeholders.

The Goal of the English Extracurricular Program
The first question intended to identify the English Extracurricular program's goals for assisting students in achieving the intercultural competence (*Berkebinekaan Global*) dimension. It is explained that this program aims to encourage students' appreciation of global diversity by learning English as a global language. So, the stakeholders expected that their students could use the English language effectively in both spoken and written form after enrolling in this program as it became a communication medium.

Excerpt 1
"Urgensi saya dalam membuat program English extracurricular adalah untuk mengakomodasi siswa agar bisa berkomunikasi menggunakan Bahasa Inggris walaupun sangat sederhana. Tujuan tersebut sesuai dengan salah satu dimensi pada profil pelajar pancasila yaitu berkebinekaan global." – SP

"The English program is urged to accommodate students to communicatesimply using English. It is byone of the dimensions of the PSP, namely global or intercultural competence." – SP.

However, the emphasis skill in this program is speaking rather than writing because students in that school are still at the beginner level, finding it difficult to force them to produce written form. The school's principal has adopted a mother tongue development process in which children learn to speak before they learn to write. In short, all language skills are still required, but students need to articulate what they have learned orally, for instance, by speaking while listening, reading, and writing. As a result, students will learn all English skills simultaneously, even though speaking is the major skill that needs to be mastered in this program.

Excerpt 2

"Ekspektasi saya sangat sederhana yaitu siswa bisa berbicara dalam Bahasa Inggris seperti pada konsep belajar berbicara ketika kita kecil tanpa memikirkan benar atau tidaknya struktur kebahasaan kita. Pokoknya berbicara saja, nah dari situ skill yang lain diharapkan bisa mengikuti seperti menulis. Sehingga, fokusnya adalah untuk berbicara. Mendengar untuk berbicara, membaca untuk berbicara, bahkan menulis untuk berbicara" – SP

"I have a simple expectation that students can speak using English as the first newborn baby learning to speak without thinking about the correct or wrong structure.just speak, then other skills are expected to follow, such as writing. So, the focus is on speaking. Listen to speak, read to speak, even write to speak." – SP

Challenges Encountered by Teacher

The English teacher further addressed certain challenges noticed while teaching and learning English regularly. The textbook that Kemendikbud provides is not quite suitable for the students at this school. It still lacked activity variety and contained a lot of texts and tasks to be done. Because of the complex material, students will get demotivated if the teacher uses textbook-based instruction. As a result, the teacher had to adjust the instructional material to the needs of the students. Besides, the English teacher in this school is a classroom teacher who does not have the background knowledge to teach English. Thus, the teacher was unprepared to teach language by the principle of English language teaching.

Excerpt 3

"Tantangan yang dihadapi selama ini adalah buku yang disediakan itu masih berlaku untuk seluruh siswa di Indonesia padahal setiap siswa memiliki kemampuan dan kondisi lingkungan yang berbeda, jadi saya masih perlu mencari referensi lain agar sesuai dengan kemampuan dan kondisi siswa saya. Selain itu, tugas yang ada di buku juga kurang bervariasi dan masih banyak teks yang membuat siswa cepat bosan. Terlebih saya tidak punya basik Bahasa Inggris jadi hal tersebut cukup memusingkan saya." – T

"The challenge encountered so far is that the books provided are distributed for all students in Indonesia, even though each student has different abilities and environmental conditions, so I still need to look for other references to suit my students' abilities and conditions. Apart from that, the assignments in the book are also less varied and there is still a lot of text that makes students bored

quickly. Moreover, I don't have English basic so this is quite challenging for me" – T

Instructional Material Recommendation

In regards to the goal and challenges encountered, the school's principal and English teacher explained several aspects required in the instructional material, such as the syllabus used, the suggested teaching methods and material, the assessment tool, and the teaching aids offered that are appropriate for the program, the school, and the student's needs. Regarding the syllabus used, the school principal stated that this school implemented the current *Sekolah Penggerak* curriculum, which focused on student development holistically involving cognitive skills and character building. In this curriculum, the English subject was already taught regularly, However the learning material was very general based on the government's arrangement, which applies to all fourth-grade students in Indonesia; it did not focus on students' condition and needs in specific places. Hence, the school principal expected that the English extracurricular program would be more efficient in assisting students in mastering the English language since it develops based on students' conditions and needs in that school. Besides, this program also focused on the intercultural competence or *Berkebinekaan Global* dimension in PSP; hence, as expected, it will likely accomplish the dimension's aim.

Excerpt 4

"Untuk silabus yang digunakan sesuai dengan kurikulum sekolah penggerak sekarang ya dimana fokusnya ada pada siswa atau student centered. Sebenarnya mata Pelajaran Bahasa Inggris sudah masuk dalam kurikulum, tapi saya merasa bahwa belajar Bahasa Inggris masih kurang atau perlu ditambah di luar jam pelajaran dan disesuaikan dengan kemampuan siswa. Kalau selama ini kan kita masih berpatokan pada capaian pembelajaran atau buku yang disediakan oleh kemendikbud" – SP

"The syllabus used is by the current *Sekolah Penggerak* curriculum, which focuses on students or student-centered. The English subjects are included in the curriculum, but I think that learning English is still lacking or needs to be added outside of class hours and adjusted to the student's abilities. So far, we have still relied on learning outcomes or books from the Ministry of Education and Culture." – SP.

The teacher also stated that it would be better if the material were combined with the learning objective provided in the curriculum so there would be continuity between teaching English in class and the extracurricular.

Excerpt 5

"Mungkin untuk capaian pembelajarannya tetap disesuaikan dengan cp yang ada, tapi perlu dipertajam lagi sehingga ada kesinambungan antara pembelajaran Bahasa Inggris di kelas dan di English Extracurricular." – T

"Maybe the learning outcomes are still adjusted to the existing learning outcome, but it needs to be sharpened again so that there is continuity between learning English in class and at the English Extracurricular." – T.

Upon teaching method, the teacher typically employs pictures or music rather than text to increase students' desire for learning and focuses on learning by exploration since they are young learners at the beginner level. The principal also mentioned that this school employed differentiation-based instruction in which students are grouped according to their ability (beginner-advanced), learning style (kinaesthetic, auditory, visual), and students' preferred topic. For instance, groups of students will be formed for theme 1 based on ability, theme 2 based on learning preferences, and so forth. So, the task given varies based on the grouping types. Additionally, it is recommended that parents participate in the task or assignment because it is thought that continuity in the learning process at home might increase its effectiveness. To ensure that teachers, students, and parents understand what to do, the instructional material should include worksheets and clear instructions.

Excerpt 6
"Siswa itu lebih tertarik jika saya menampilkan gambar atau mengaitkan pelajaran dengan benda di sekitar dari pada hanya menampilkan bacaan. Jadi untuk meningkatkan motivasi mereka, saya menyarankan kegiatan belajarnya atau tugasnya lebih bervariasi tidak hanya membaca buku." – T

"The student is more interested if I show pictures or combine the lessons with objects around them rather than just showing texts. So, to increase their motivation, I suggest that their learning activities or assignments be more varied, not just reading books." – T.

Excerpt 7
"Kami juga menerapkan kurikulum berdiferensiasi dimana siswa diberi tugas yang sesuai dengan kemampuan mereka. Tugas siswa bisa dibedakan berdasarkan tingkat kemampuan, cara belajar, atau hobi dan kesenangan mereka. Selama ini kan tugas yang disediakan pada buku masih sama dan berlaku bagi semua siswa, jadi kita sangat perlu membedakan tugas siswa berdasarkan itu tadi. Sehingga semua siswa bisa belajar tanpa ada yang merasa ketinggalan" – SP

"We also implement differentiation-based instruction in which students are given assignments according to their abilities. Student assignments can be differentiated based on their competence level, learning style, or their hobbies and interests. So far, the assignments provided in the book are still the same and apply to all students, so we really need to differentiate student assignments based on that. Thus, all students can learn without anyone feeling left behind." – SP.

Every skill that is taught and activity that is investigated in the domain of teaching material should be related to speaking skills because speaking is the skill that is most emphasized in this program. For instance, after reading or listening, students are instructed to explain the main ideas in a simple sentence. In order to keep pupils motivated to learn, it is also essential to involve their parents in outdoor learning. Invite students to the traditional market as part of the prescribed activity and have them make a list of the nouns they discover there. After that, students can tell their friends about what they have found. In short, the idea behind the English

extracurricular program was essentially learning by doing with a topic that is relevant to the students. Additionally, the principal advised preventing the translation of unfamiliar words so that students would not learn them consciously and forget their meanings. Therefore, in order to help teachers, students, and parents comprehend the purpose of the offered material, it is necessary to utilize both indoor and outdoor learning worksheets as well as clear instructions.

Excerpt 8
"Kalau bisa siswa juga diarahkan untuk belajar di luar kelas dengan melakukan eksplorasi baik itu di lingkungan sekolah maupun di rumah. Akan lebih baik jika bisa melibatkan orangtua mereka. Contohnya seperti memberi tugas untuk menulis apa saja yang ada di pasar tradisional atau menghitung belanjaan ibunya lalu disekolah mereka bisa bercerita dengan temannya. Saya juga berharap siswa tidak menerjemahkan kata demi kata, biarkan mereka belajar dengan sendirinya tanpa harus terbebani dengan arti kata" – SP

"If possible, students can be asked to study outside the classroom by exploring their school and house. It would be better if they could involve their parents. For example, they give assignments to write down what is in the traditional market or count their mother's purchases. At school, they can tell to their friends. I also hope that students don't translate word by word, let them learn on their own without having to be burdened with the meaning of words" – SP.

Excerpt 9
"Berarti kita juga perlu instruksi yang jelas pada setiap lembar kerja sehingga siswa maupun orangtua yang terlibat bisa dengan mudah memahami apa yang diperintahkan." – T

"We also need clear instructions on each worksheet. So that the students and parents involved can easily understand what is being instructed." – T

Taken together, the assessments conducted should appropriately reflect the progress of students. The output of this program is to use language as a communication medium, and the language skill emphasized the most is speaking. Hence, the assessment recommended is a dynamic assessment that allows the teacher to keep an eye on each student's growth and assist them in overcoming any challenges they face during learning. However, the summative assessment also needed to know the students' overall progress at the last meeting.

Excerpt 10
"Kalau untuk penilaiannya, lebih baik menggunakan penilaian bekelanjutan atau dynamic assessment ocus kita ocus pada perkembangan siswa bukan nilai akhirnya terlebih ocus kita adalah untuk menumbuhkan kemampuan berbicara siswa. Namun, nilai akhir tetap dibutuhkan untuk mengevaluasi hasil belajar mereka selama satu semester." – T

"In terms of the assessment, it is better to use a continuous assessment or dynamic assessment where we focus on student development not on the final score, since our focus is to develop students' speaking skills. However, the

final score is still needed to evaluate their learning outcomes in one semester."
– T.

Moving on to the teaching aids provided, the school has attempted to incorporate technology into the educational process. This school provides Chrome Book for students as a learning tool in *Sekolah Penggerak*. Nevertheless, the LCD projector and audio aid are unavailable in every class. Hence, both the school principal and the English teacher suggested utilizing the teaching aids provided. Besides, students at that age would be delighted if their teacher presented new technology to them. The English teacher also suggested providing such a barcode to open the task, text, and pictures to engage students.

Excerpt 11
"Kita ada LCD namun tidak dipasang di setiap kelas, jadi itab dibutuhkan sangat bisa pakai itu. Selain itu, kami juga mendapatkan fasilitas chromebook dari pemerintah untuk menunjang proses belajar siswa, dalam artian kita tidak gaptek gaptek banget tapi kita juga masih belajar mengoprasikan fasilitas tersebut. Jadi akan sangat bagus jika itab isa menggukan fasilitas yang ada."
– SP

"We have LCD but it is not available in every class, so if needed it can be used. Apart from that, we also get Chromebook facilities from the government to support the student learning process. In other words, we are not very clueless but we are also still learning to operate these facilities. So, it would be great if we use the existing facilities" – SP.

Excerpt 12
"Kita juga bisa menggunakan barcode untuk membuka tugas atau gambar untuk menarik perhatian siswa" – T

"We can also use barcodes to open assignments or images to attract students' attention" – T.

It can be said that the idea of conducting an English Extracurricular program is believed to accommodate students to achieve their intercultural competence as long as the instructional material is in accordance with the student's condition and the aim of the program. In fact, the teacher still faces several challenges related to the existing textbook provided by Kemendikbud since it was distributed to all students in Indonesia. Therefore, it is necessary to reconsider the teaching material to succeed in the program in terms of teaching method, material, assessment, and the teaching aid provided, as revealed by the school principal and teacher.

Discussion

This investigation examined the goals of the English Extracurricular program in helping students develop their intercultural competence, the challenges encountered during program implementation, and the instructional material required to achieve the program goals. It was a preliminary study on English textbook development to promote intercultural competence in PSP. Data was gathered from the stakeholders of one of *Sekolah Penggerak's* pilot schools at the elementary level

in Nganjuk that was the school principal and the teacher. Previous studies conducted by Fitri et al. (2023), Mariana (2021), and Wiryatmo (2023) claim that the PSP as one of the aims of *Sekolah Penggerak* can be effectively fulfilled if the stakeholders have a good competence and a strong desire to achieve the aim through the program initiated. In this particular case, the principal of the school initiates an English Extracurricular program that promotes students' intercultural competence as graduate attributes. The program is also supported by the teacher who is willing to accommodate their students to achieve the learning outcomes. As published on the official website of Kemendikbud, every stakeholder involved in *Sekolah Penggerak* must be dedicated to cooperating with the Ministry of Education and Culture to develop innovative teaching methods in order to achieve the aim of *Sekolah Penggerak*. Therefore, the English Extracurricular program was designed as the school way to accommodate the students to have intercultural competence mandated by the Indonesian Education Ministry.

In practice, the English Extracurricular program is not easy to run. The investigation conducted on the teacher revealed that the instructional material or English textbook distributed was less relevant to the students in this school due to the student's competence level. In other words, they are still at the beginner level, but the material provided is quite complex because of the less meaningful learning activities. Consequently, the teacher needed to discover additional references to ensure that the students achieved the learning outcomes. Moreover, it created a new challenge for the teacher since the teacher is a classroom teacher who does not have an English language teaching background. Even though the English subject had been taught in class, intercultural competency still requires a purposeful learning practice as mandated by the school principal that students are expected to be able to communicate in English even in the simplest oral form. Accordingly, it is believed that the instructional material still requires development in light of the needs and circumstances of the students and the school.

Considering the program goals in creating students' intercultural competence and the obstacles encountered by teachers, instructional material must be developed. The interview data portrayed that the stakeholders require the development of instructional material, which is regarded as the need of both students and the teacher who runs the program. The success of the program depends on the learning process carried out by the teacher. As stated by Puspitasari (2017) and Ulla & Perales (2021), the instructional material is required to help teachers and students achieve the learning objective. Since the students are at the beginner level, adapting the language acquisition process theory is required, which emphasizes speaking as the first productive skill. However, the speaking skill can be combined with other skills: reading, listening, and writing. Together, those aspects should be integrated with all dimensions in PSP, even though the focus dimension is intercultural competence. Thus, providing lots of language input and involving authentic activities such as exploring surroundings, home activities, and practicing with their friends or parents can create a meaningful lesson for students that will later achieve the intercultural competence and all PSP dimensions. It is in line with earlier studies conducted by Richard (2001:251), Johansson et al. (2011), Tse & Zhang (2017), Widodo (2018), Osman (2019), Puspitasari (2021), Huang (2019), the instructional material can provide language input and introduce culture, social, and moral value.

Additionally, differentiation-based instruction should be incorporated into the learning activity to guarantee that each student is well-accommodated and improves accordingly with their capacities. Students can be differentiated based on their competency level, learning style, and learning preference, and teachers should provide different activities accordingly to facilitate students as mandated by the Indonesian Ministry of Education and Culture in 2022. As a result, according to Richard (2001:251) and Dudley-Evans and St. John (1998: 170–171), instructional material is characterized as a source of language, learning support, motivation and stimulation, and reference. Therefore, if the needs of the school and the students are taken into consideration, such instructional material can be a tool for the teacher and the students to achieve the learning objective.

CONCLUSION AND SUGGESTION

Instructional material is believed to help students achieve their intercultural competence as expected by the stakeholders as long as it meets the school and students' needs. In this circumstance, the development should consider the theory of the natural language acquisition process in which students need a lot of language input in both oral and written form before they produce the language itself. A meaningful activity should be emphasized by involving the school and home environment to provide an authentic learning process. Those activities should use differentiation-based instruction to accommodate all of the students achieving the learning objectives based on their competencies. As a result, teachers' obstacles can be overcome and the English Extracurricular program's goals of cultivating students' intercultural competence can be accomplished. In conclusion, as a need analysis study, the information gathered is used as a basis for instructional material development for *Sekolah Penggerak* at the elementary level. However, the scope of this study is limited to one particular school and the needs of its students. Further studies are suggested to take into consideration the data provided to develop suitable instructional material to promote intercultural competence. Additionally, future studies are also recommended to elaborate on the needs of the school and students in the wider domain as well as develop suitable instructional material to achieve Indonesia's education vision.

ACKNOWLEDGEMENTS

REFERENCES

Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.)*. Thousand Oaks, CA: Sage

Dafitri, R. S., Hasrul, H., Rafni, A., & Bakhtiar, Y. (2022). Implementasi Program Merdeka Belajar melalui Profil Pelajar Pancasila di SMKN 1 Sijunjung. *Journal of Education, Cultural and Politics*, *2*(2), 175–184. https://doi.org/10.24036/jecco.v2i2.65

Dewi, N. P. C. P., Suja, I. W., & Sutajaya, W. (2022). Implementasi Model Brain Based Learning Berbasis Tri Hita Karana untuk Meningkatkan Karakter Berkebhinekaan Global Siswa Sekolah Dasar. *Jurnal Hurriah: Jurnal Evaluasi*

Pendidikan Dan Penelitian, 3(4), 45–51.

Direktorat Sekolah Dasar. 2020. Profil Pelajar Pancasila. Jakarta: Kementrian Pendidikan dan Kebudayaan. http://ditpsd.kemdikbud.go.id/hal/pro fil-pelajar-pancasila

Dudley Evans, T. & St. John, J.M. (1998). Development in English for Specific Purposes. Cambridge: Cambridge University Press

Fitri, M. R., Ananda, A., & Nurman, S. (2023). *Kesiapan sekolah dalam penerapan program Sekolah Penggerak. 3*(2), 199–206.

Gabriela Elsa Putri, Misnawati Misnawati, Dara Syahadah, Yustina Sari, Rustiana Ummy, & Ika Nurfitria. (2023). Pengamalan Nilai Profil Pelajar Pancasila Dalam Proses Pembelajaran Pada Era Digital Di SMPN 6 Palangka Raya. *Cakrawala: Jurnal Pengabdian Masyarakat Global, 2*(1), 171–190. https://doi.org/10.30640/cakrawala.v2i1.635

Granel, N., Leyva-Moral, J. M., Bernabeu-Tamayo, M. D., Gómez-Ibáñez, R., Watson, C. E., & Aguayo-González, M. P. (2019). Student satisfaction with content and language integrated learning in nursing education: A cross-sectional study. *Nurse Education in Practice, 38*(March), 21–26. https://doi.org/10.1016/j.nepr.2019.05.011

Graves, K. 1996. *Teachers as Course Developers*. Cambridge: Cambridge University Press

Huang, P. (2019). Textbook interaction: A study of the language and cultural contextualisation of English learning textbooks. *Learning, Culture and Social Interaction, 21*(February), 87–99. https://doi.org/10.1016/j.lcsi.2019.02.006

Javanisa, A., Fauziyah, F. F., Melani, R., & Rouf, Z. A. (2022). Implementasi Kurikulum Sekolah Penggerak Terhadap Motivasi Peserta Didik. *Jurnal Kalam Pendidikan PGSD Kebumen, 1*, 34–47.

Johansson, E., Brownlee, J., Cobb-Moore, C., Boulton-Lewis, G., Walker, S., & Ailwood, J. (2011). Practices for teaching moral values in the early years: A call for a pedagogy of participation. *Education, Citizenship & Social Justice*, 6(2), 109–124. https://doi.org/10.1177/1746197910397914

Komang, N., Satya, N., Kadek, N., & Raditya, H. (2022). Pembelajaran Bahasa Sebagai Penguatan Profil Pelajar Pancasila. *Seminar Pembelajaran Bahasa Sebagai Penguat Profil Pelajar Pancasila, Pedalitra II*, 130–134.

Mariana, D. (2021). Pengaruh kepemimpinan kepala sekolah terhadap efektivitas Sekolah Penggerak dalam meningkatkan kualitas pendidikan. *Jurnal Pendidikan Tambusai, 5*(3), 10228–10233.

Muji, A. P., Gistituati, N., Bentri, A., & Falma, F. O. (2021). Evaluation of the implementation of the sekolah penggerak curriculum using the context, input, process and product evaluation model in high schools. *JPPI (Jurnal Penelitian Pendidikan Indonesia), 7*(3), 377. https://doi.org/10.29210/020211231

Myrna Apriany Lestari, & Eli Hermawati. (2023). Penggunaan Media Pembelajaran Ular Tangga Dalam Menanamkan Karakter Berkebhinekaan Global pada Siswa SDIT Darul Amanah. *Journal of Innovation and Sustainable Empowerment, 2*(1), 6–11. https://doi.org/10.25134/jise.v2i1.37

Osman, Y. (2019). The significance in using role models to influence primary school children's moral development: Pilot study. *Journal of Moral Education*, 48(3), 316–331. https://doi.org/10.1080/03057240.2018.1556154

Puspitasari, I. 2017. *Designing an English Textbook for the Students of Fine Arts*

Study Program at Faculty of Cultural Studies, Universitas Brawijaya. Unpublished Thesis, Malang: Pascasarjana Universitas Negeri Malang

Puspitasari, D. et al. 2021. How do primary school English textbook teach moral values? A critical discourse analysis. *Studies in Educational Evaluation*, 70. https://doi.org/10.1016/j.stueduc.2021.101044

Rahayu, S., Rossari, D., Wangsanata, S. A., Eka, N., Saputri, & Nuriani Dwi Saputri. (2021). Hambatan Guru Sekolah Dasar Dalam Melaksanakan Kurikulum Sekolah Penggerak Dari Sisi Manajeman Waktu Dan Ruang Di Era Pandemi Covid-19. *Jptam.Org*, *5*(3), 5759–5768. https://www.jptam.org/index.php/jptam/article/view/1869

Richard, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press

Rosmalah, Asriadi, & Shabir, A. (2022). Implementasi Profil Pelajar Pancasila Dimensi Bernalar Kritis dalam Proses Pembelajaran di Sekolah Dasar. *Seminar Nasional Hasil Penelitian*, 969–975. https://ojs.unm.ac.id/semnaslemlit/article/download/39822/18859

Tse, T. K. C., & Zhang, L. (2017). Changing mode of regulation: Role models in moral education textbooks for primary schools in China, 1999–2005. *Frontiers of Education in China*, 12, 52–74. https://doi.org/10.3868/s110-006-017-0004-2.

Widodo, H. P., & Elyas, T. (2020). Introduction to gender in language education. *Sexuality & Culture*, 24(4), 1019–1027. https://doi.org/10.1007/s12119-020-09753- 1.

Ulla, M. B., & Perales, W. F. (2021). Developing an English Language Teaching Textbook in a Thai University: Classroom Language Teachers as Writers. *English Teaching and Learning*, *45*(4), 461–476. https://doi.org/10.1007/s42321-021-00078-2

Wiryatmo, R. (2023). *Evaluasi Pelaksanaan Program Sekolah Penggerak di Sekolah Menengah Pertama dengan Model CIPPO*. *1*. https://repository.uksw.edu/handle/123456789/28974%0Ahttps://repository.uksw.edu/bitstream/123456789/28974/8/T2_942021010_Lampiran.pdf

About the Authors:

   Dian Indah Silfia is a master's student at the English Department, Faculty of Teacher Training and Education, Universitas Negeri Malang. She is interested in ELT.

   Ekaning Dewanti Laksmi is a lecturer at Faculty of Teacher Training and Education, Universitas Negeri Malang. She is interested in ELT, English courses, and literacy.

   Niamika El Khoiri is a lecturer at Faculty of Teacher Training and Education, Universitas Negeri Malang. She is interested in ELT, critical thinking, and professional development.