Developing Local-based English Module with Scavenger Hunts to Foster Pancasila Learners Profile

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	ABSTRACT
Keywords: Scavenger Hunts; Local-based; Pancasila; Characters.	Since this research was conducted, Junior high school, 1 Kepulauan Pongok has just started implementing the Kurikulum Merdeka (Independent Curriculum). Therefore, this research aims developing an English Module with local content to strengthen Pancasila Learners' Profile. This belongs to Research and Development using 4D (defining, designing, developing, disseminating) approach. The sample was an English teacher and 31 students of class IX at Junior high school, 1 Kepulauan Pongok. The data were gained through interview and observation as the need analysis process. Distributing questionnaire is another data collecting technique to be then quantitatively analyzed using comparative analysis to the prescribed criteria. Based on the results of the validity questionnaire conducted by two expert validators, an average percentage of 86.40% was obtained as very valid. The practicality results from the students' side show a percentage of 92.50% and 87.50% from the teachers which indicates very practical category. It can be concluded that the local cultural values of Bangka Belitung integrated to the English module with Scavenger Hunts are suitable, practical, and useful for students and teachers. Researchers further recommend the use of this module for teaching English, especially for the type of descriptive text that is appropriate to learning outcomes.

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A. INTRODUCTION

The Pancasila Learners Profile is a six-character requirement that every student must have based on the new prototype curriculum (Kurniawaty et al., 2022; Lubaba & Alfiansyah, 2022). One of the reasons of requiring it is to fill the learning loss, or the gap that was so significant in the aspect of characters, especially during the Covid-19 Pandemic a few years ago, not only in Indonesia, but all around the world (Ardington et al., 2021; Dorn et al., 2020). As a result, the drop in points in literacy and numeracy became very significant in 2021. Those are parts of the independent curriculum in which being tested as a prototype policy at some schools.

At Junior high school, the implementation of the independent curriculum will only begin in the 2023 school year. Therefore, many of the school community still need assistance both in terms of learning English and other concepts such as punishment and reinforcement, especially regarding the learning barriers due to this new curriculum policy (Haiyudi, 2023; Haiyudi et al., 2023). The strengthening of the Pancasila learners profile will focus on aspects of attitude development in daily life, especially in supporting the development of understanding of local culture and tourism through learning. This can be embedded in daily life patterns about school culture, lessons in intra-curricular and extracurricular as well as work culture (Chamisijatin et al., 2023; Puji et al., 2022).

Therefore, strengthening the form of learning readiness is still very much needed by integrating local cultural values through ways and techniques that can attract students' attention. This is supported by data stating the low participation in maintaining and developing the culture and tourism potential. It is a problem for the local generation (Arif et al., 2023). This is characterized by the erosion of local culture in the current generation (Juliana et al., 2021; Levyda et al., 2021). Therefore, in addition to strengthening teaching preparation using the new curriculum, the Scavenger Hunt game with a local culture and tourism-based material approach in learning English is hoped to be a learning activity that can contextually participate in building awareness of local culture and tourism, especially for future generations.

In education, a Scavenger hunt game is an educational exercise in which students seek and uncover specified things, information, or clues in a predetermined location. It's a fun and dynamic method to get students involved in active learning, enhance problem-solving abilities, and reinforce concept mastery. Scavenger hunts may be tailored to a variety of themes and age groups, making them useful teaching tools. Scavenger hunts have been utilized as an instructional method in a variety of topics, including language and cultural studies and others. (Alajaji & Alshwiah, 2021; Santoso, 2020; Von Lau & Gopalai, 2022).

They have a number of characteristics that make them popular in a variety of situations, such as educational, team-building, and social events. Scavenger hunts have several advantages, including team building and problem-solving (Mazzoli et al., 2021). Scavenger hunts promote cooperation and teamwork. Participants must often collaborate to analyze clues, plot, and hunt for goods. This promotes team communication, problem-solving, and friendship. In addition, Scavenger hunts challenge players to think critically and solve puzzles or riddles to find clues. This improves cognitive capacity and fosters creative thinking in individuals (Manzoor et al., 2020).

The teacher may employ different phases in the application depending on the goal of the lesson. Sigridur shows the processes and restrictions of a short Scavenger Hunt exercise in the school (Amelia & Prystiananta, 2020). To begin, each team is given a different color, and envelopes, one for each team, are put at each station. Each envelope is labeled with the color of the team. The team must then follow the directions contained within each envelope in order to locate the next packet. When they do, they must finish another task before on to the next. To accomplish the task, teams must locate all of the envelopes and complete all of the tasks. The team that completes all tasks first wins (Knearem et al., 2021). So, the teachers must not be focused on one way of implementation. With technological developments, this game can also now use digital technology (Knearem et al., 2021). Therefore, this game is not limited by the times so it is hoped that it can help strengthen social skills even through online or non-face-to-face learning. That is the reason why this game is used in the hope that it can help improve students' skills and character which encourages the improvement of the six characters that are embedded in the Pancasila learner's profile.

The development of the Pancasila Learners' Profile which contains the characters and competencies needed to become good citizens of the world, it needs to be introduced early on, at all levels of education. The Preamble to the 1945 Constitution, the National Education System Law, and the ideals of education according to *Ki Hadjar Dewantara* (known as the father of national education of Indonesia) are contained in a collection of Ki Hadjar Dewantara's writings as the main reference in formulating the Pancasila Student Profile and its dimensions (Irawati et al., 2022). Stephen Covey says character is what we are, and competence is what we can do. Competence is understood as the ability or skills both cognitively, affectively, and behaviorally, to do something that is considered important (Widana et al., 2023).

Concerning the Pancasila Learners' Profile, the Ministry of Education and Culture (Kemendikbud) continues to work through the Character Strengthening Center (Puspeka) to develop nation-building successors who adhere to the Pancasila Learners' Profile. The Minister of Education and Culture, Nadiem Anwar Makarim, has developed six measures for Pancasila Student profiles. Noble character, independence, critical thinking, creativity, teamwork, and global diversity are among the six criteria. These six elements are intrinsically related to the Indonesian Education Roadmap 2020-2035, which is influenced by global technological, social, and environmental trends (Jatmoko et al., 2023; Zakso et al., 2021; Zein et al., 2023).

The actualization of Pancasila learners' profile ideals and cross-cultural citizen education in learning English might take the shape of teaching materials, either textbooks or materials produced by the instructor, in its classroom application. Previously, Yonata (2021) claimed that English textbooks published by the government did not completely teach cross-cultural civic abilities. However, there are numerous elements of cross-cultural citizenship inside of the module for high school-equivalent level, such as putting pupils in encounters that can trigger sympathy and empathy for the situations of other people (Asfika et al., 2023; Setiawan et al., 2022).

Regarding that, this development research is very urgent considering the implementation of the independent curriculum is different from the previous curriculum. Therefore, the purpose of developing this research is to assist teachers and schools in achieving goals that lead to character change according to the mandate of the Pancasila student profile. In addition, by integrating the values and knowledge of local culture and tourism, it is expected to increase students' awareness and interest in their native culture from an early age.

B. METHODS
1. Model of the Developing Process
This research is a development of English learning modules based on the Scavenger Hunt approach with local culture and tourism content to strengthen the character of the Pancasila student profile. The development stage in this study uses the 4D model development design, namely Define Design, Development, and Dissemination. More details, can be seen in the following Figure 1.
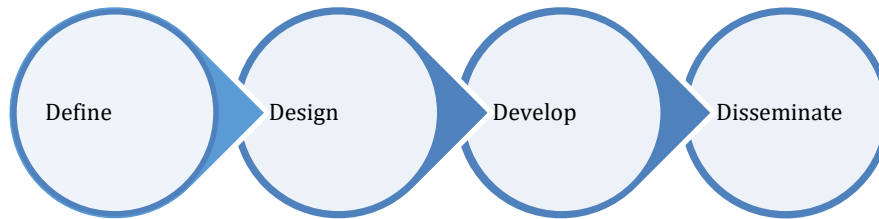
Figure 1. Instructional Development Process using 4D Model
(Arvianto et al., 2023; Rahmadi & Lavicza, 2021).

2. Research Sample

Two professional validators from two separate institutions verified the present English module design. After the module was validated, three students with low, medium, and high ability were given one-on-one trials. The module implemented in Junior high school, of grade seven. The specific reason for choosing grade seven is because of the school policy that starts the implementation of the independent curriculum from the beginning of the level, namely grade seven. In addition, the next reason is due to the gradual process considering that the independent curriculum is a new curriculum and requires a process in its implementation. The pupils for this experiment were picked based on the English teacher's advice. Following that, a small group trial phase of 5 students was conducted for seventh-grade kids who were chosen at random. The learning plan was then implemented for the other 26 pupils in class B, who were in seventh grade. As a result, the participants of this study were an English instructor and 31 pupils from junior high school class VII.

3. Data Collecting and Analyzing

The data in this study was collected using interviews conducted using an open and semi-structured system to find out the needs. Furthermore, school observations were conducted to determine the environment and teaching and learning process. Validity and practicality tests were also conducted to measure the validity and practicality of the module during implementation in the classroom. Meanwhile, data analysis was carried out by analyzing the validity and practicality of the questionnaire using Likert scale scoring adopted from experts and previous research as presented in the Table 1.

Table 1. Likert scale scoring and validity and practicality criteria
(Awang et al., 2016; Nafiah, 2020)

Likert Scale Category		Validity and Practicality Criteria	
Score	Category	Score	Category
4	Very Agree	76-100	Very Valid or Very Practical
3	Agree	51-75	Valid or Practical
2	Disagree	25-50	Valid Enough or Practical Enough
1	Very Disagree	0-25	Not Valid or Not Practical

C. RESULT AND DISCUSSION

1. Define

The purpose of this stage is to define learning conditions in terms of various aspects. In addition, researchers are also looking for information about the existence of local culture and tourism which is currently experiencing a decline in the process of understanding and development mainly among local students. Researchers have conducted interviews and observations of teachers and students of Junior high school to obtain initial information about the process of learning English, especially about local culture and tourism content. This is suggested with the ultimate goal of strengthening the profile of Pancasila students as an effort to strengthen the character and learning opportunities for students in the neighborhood (Hasan & Firdaos, 2017; Hasil et al., 2022). The preceding is consistent with the definition's outcomes previous to this development investigation. One of the priorities that students must work on is strengthening local culture. This can be done alongside the autonomous curriculum (Jakubik, 2023; Palangda et al., 2023).
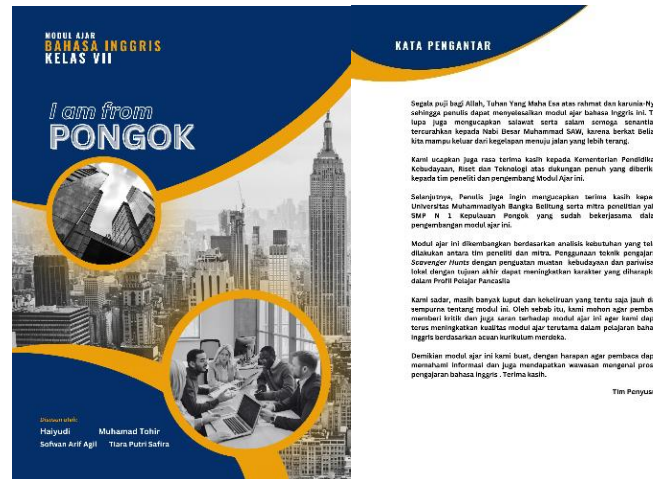
Additionally, from the information obtained from the teacher, students went through the process of learning English normally without any motivation and reinforcement from local cultural and tourism aspects. They hope to get motivation to learn if the material provided is related to the local context and especially related to local culture and tourism. However, for teachers, similar problems occur due to a lack of understanding of the new curriculum that is being used in their schools. The process of making English teaching modules which is an important part of the learning process is a challenge for them. Then, after mapping the information above, teachers and researchers developed learning pathways and objectives that resulted in the conclusion of topics based on the Learning Outcomes. As a result, there are six units that will be designed or developed for one semester or 14 meetings. In short, after the interview process was conducted through the online portal, it can be concluded that the development of English language teaching modules with a local culture and tourism approach is urgently needed not only for the process of learning English but also for increasing understanding and love of local culture and tourism.

2. Design

The planning step follows after establishing the needs through a focus group discussion (FGD) with the partners. The activities at this level are separated into two sections, as indicated below.

  a. Module Design

  The module planning stage began with the selection of the format and design to be utilized in the teaching module creation process. Some fundamental information, such as the cover, preface, and general information, are provided in this design. Furthermore, the module's content or content comprises generic information to material suited to local culture and knowledge. Aside from that, learning levels are based on steps that correspond to treasure-hunting activities. As seen in the figure below, the module has many pieces, as shown in Figure 2, Figure 3, and Figure 4.

Picture 2. The module's cover and preface page

Picture 3. The General Information, Learning Outcomes, and Domains of Outcomes
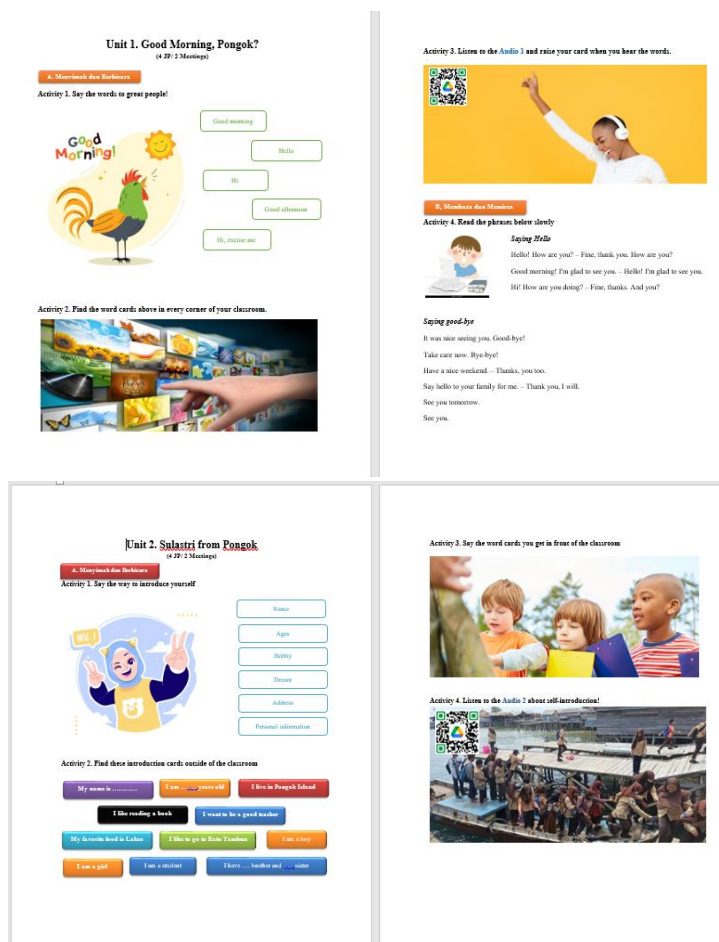
Picture 4. Sample Pages of Scavenger Hunts-Based Activities

b. Questionnaire Design

Aside from planning the module, measuring validation, and conducting limited testing and development, the questionnaire must be designed as well as possible to meet the needs in the process of determining the level of validity of the questionnaire as well as the practicality that can later be experienced by teachers and students. To generate high-quality surveys, two professionals validated the questionnaire during its development. This study's questionnaires were classified into three groups; validity questionnaire for experts consisting of 23 items, practicality questionnaire both for students and teachers for 20 items in each. Each item has four scales so that the total score is the result of multiplying the number of items and the maximum score of four, as shown in Table 2.

Table 2. Questionnaire Instrument (Validity and Practicality)

No	**Validity Questionnaire (For Expert)**		
	Aspect	**Item**	**Max Score**
1	Content	8	32
2	Presentation	5	20
3	Graphic	5	20
4	Linguistics	5	20
Max Score			92
	Practicality Questionnaire (For Teacher)		
1	Ease of Use	8	32
2	Presentation	4	16
3	Benefits	8	32
Max Score			80
	Practicality Questionnaire (For Students)		
1	Ease of Use	8	32
2	Presentation	4	16
3	Benefits	8	32
Max Score			80

3. **Develop**

a. Experts Validation

Validation of the module under development is required to meet the requirements for a good module. The goal is to assess the level of validity of several criteria. These module's assessment criteria include content, appearance, graphics, and grammar. Two professional validators in the field of learning development and assessment evaluated these four components. Based on the study performed based on the calculation of validation values from experts, it is possible to conclude that the produced module is quite valid, with a percentage level of 86.40. The appearance component received the highest score of 92.5 out of the four evaluated. Meanwhile, the graph has the lowest aspect value of 82.5. The findings of the expert validation study of the module are shown in Table 3 below for clarity.

Table 3. Module Validity Form from Experts

No	Aspect	**Validator 1**		**Validator 1**		**Mean of**
		Score	**%**	**Score**	**%**	**Percentage**
1	Content	28	87.5	27	84.3	85.93
2	Display	18	90	19	95	92.5
3	Graphic	17	85	16	80	82.5
4	Language	17	85	17	85	85
Max Score		92	100	92	100	100
Score		80	86.95	79	85.86	86.40
Category		Very Valid		Very Valid		Very Valid

b. Product Implementation

In this stage, the teacher applies the developed module to the class by referring to activities that contain Scavenger hunts-based activities. Junior high school, Islands became the test site for this module with two implementations. The first implementation was limited to only 5 students. This is done to find out the shortcomings of the module.

Therefore, the researcher made observations of learning activities involving the 5 students. This is to find out the shortcomings of the module before testing the product. At this stage, there is one component that must be improved, namely the commands used by the teacher in the learning process look a little complicated. Therefore, the next researcher made improvements to the commands in the module.

After the module has been modified, the product is tested. At the same school, Junior high school, but in a separate class of 38 class VII kids. This is due to the fact that class VII is the sole class that serves as a model for implementing the autonomous curriculum. Four sessions were organized to test this product. The theme was Greetings and Leave Taking, with a unit named Good Morning, Pongok with a time allocation of two times forty minutes. The second topic is Self-Introduction, which includes the unit I am from Pongok 2 times in 40 minutes. Furthermore, when the learning was completed, the researcher conducted a brief interview and asked teachers and students to complete a questionnaire regarding the experience.

As a result of the implementation of the designed module, through open interviews conducted with teachers, of the six Pancasila learner profiles mandated by the ministry, mutual cooperation and independence are the two most prominent character traits through Scavenger hunts. While the locally-charged learning content leads to how students can reason critically and think creatively. Therefore, the application of this module is expected to be a teaching material that supports the achievement of the character and profile of Pancasila students as mandated by the law and the decree of the Minister of Education, Culture, Research, and Technology No. 56 of 2022 (Jayawardana et al., 2022).

c. Practicality Test

After the module has been utilized in classroom instruction, its practicability is assessed in order to learn more about the perspectives of instructors and students. Students and teachers were given a practicality questionnaire at the end of the class, which comprised components of simplicity of use, time efficiency, and usefulness. Furthermore, researchers administered the same practicality questionnaire to instructors in order to assess English teachers' impressions of extra resources for English language modules in learning as facilitators in the classroom. Based on average calculation outcomes, the researchers' module may be described as extremely practical, with average calculation results from teachers of 87.5% and 92.5% of pupils. Table 4 illustrates this point further.

Table 4. Module Practicality from Students and Teacher

No	Aspect	Teacher		Students		
		Score	%	Score	%	Average (%)
1	Ease of Use	30	93.75	30	93.75	93.75
2	Efficiency	12	75	14	87.5	81.25
3	Benefits	28	87.5	30	93.75	90.62
Max Score		80	100	80	100	100
Score		70	87.5	74	92.5	90
Category		Very Practice		Very Practice		Very Practice

4. Disseminate

After all stages have been carried out, the next stage is dissemination. In this study, dissemination was carried out in stages. The main objective is to become teaching materials that can be used at SMP N 1 Pongok Islands. Therefore, further materials can be forwarded for use in the same school. Furthermore, dissemination will also be carried out to several schools that have the same character and cultural background within the scope of the Bangka Belitung Province. Therefore, in connection with the implementation of the independent curriculum that has just started in the target school, as well as the absence of similar development research, this research is highly appreciated. This is because it can facilitate the teaching process which leads to an increase in character as stated in the profile of Pancasila students in the independent curriculum.

D.   CONCLUSION AND SUGGESTIONS

The use of Scavenger hunt games integrated with local content linked to Bangka Belitung culture and tourism for English language learning has a good effect on the development of the Pancasila learner profile. Based on the application conducted by teachers, mutual cooperation and independence are two of the six most dominant characteristics acquired through this Scavenger hunts game. In addition, with local content, critical and creative thinking can also be improved based on the content used. However, before the implementation in the classroom, the module was validated first by two experts with the results of 86.40 which fell into the very valid category. In addition, after implementation in the classroom, practical tests were also carried out based on student learning experiences and teacher teaching. The results both showed a very practical category with a score of 87.5 and 92.5 respectively. Therefore, the development of English teaching modules with Scavenger hunt games and local content can be concluded as successful. Future researchers are expected to continue this research with the cultural content of each region by combining Scavenger hunt games not only for English subjects but also for other subjects.

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