

The Steps to Master Listening Skills through the Use of the Independent Dimension-Based Listen English Daily Practice Application Through the Pancasila Student Profile Scheme

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Abstract:

This research aims to describe the implementation of effective steps to master listening skills through the use of the Independent Dimension-based Listen English Daily Practice application through the Pancasila student profile scheme. In the English Language Education study program at Muhammadiyah University of Lampung, the Listen English Daily application is used to teach listening comprehension. This shows the effective use of the pre-listening, while-listening, and post-listening stages. This application not only help students improve their listening skills but also receives positive responses from student thanks to its familiar topics, interesting features, and ease of use. This research uses descriptive analysis and focuses on the Listen English Daily Practice application as the subject. The focus of the research is how this application can be used to help Pancasila students learn to listen better. The results of the study show that using the Listen English Daily Practice application can maximize English learning. This application helps improve language skills such as reading, writing, listening and speaking. Apart from that, this application supports the values of the Pancasila student profile, namely being independent, critical, creative, working together and having global diversity. Therefore, this application not only improves speaking skills but also develops character in accordance with Pancasila values.

Keywords: *Listening, Pancasila Student Profile, Application*

1. INTRODUCTION

Crystal (2003) talks on how globalisation, technology, and the power of English-speaking nations in international politics have all contributed to English's rise to prominence as the primary language of the world. To master it requires special strategies, especially mastering listening skills. Listening is a basic skill whose role is very vital. Because to master other basic English skills such as speaking, reading and writing, someone must first master listening. Even a British toddler takes a long time to be able to speak. They listen to their parents for quite a long period before they can speak. Unfortunately this listening skill is the hardest skill. Kasriyati, (2018) argues the listening skill is a basis for understanding and developing of other language skills. This happens because many people use English as a foreign language in daily communication, especially in countries outside English-speaking areas. Even though listening has been made part of various tests such as TOEFL (Test of

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English as a Foreign Language) IELTS (International English Language Testing System). This test is often used as an entrance test for prestigious universities at home and abroad. It is a requirement for graduation at many universities. This kind of test is also used to apply for jobs and various scholarships both at home and abroad. This is one of the factors behind this research, considering that the role of listening is very important and vital. Sawyer (2011) This article highlights the vital role of listening in tests like TOEFL and IELTS, particularly for academic success and professional advancement. Taha (2017) This research paper discusses the pivotal role that English plays in the era of globalization, especially in business, education, and international diplomacy.

In the Merdeka Belajar curriculum, the Pancasila Student Profile scheme has had a positive impact on the development of education in Indonesia. Widodo (2021) explores how the Merdeka Belajar curriculum integrates character education based on Pancasila to help students develop a strong sense of moral and national identity. Instilling the Pancasila character is considered very vital for the current generation. In Indonesia, the case of David Ozora, a victim of bullying, has drawn a lot of attention, underscoring the critical need for character education. This sad event serves as a sobering reminder of the moral decay that occasionally characterises today's young and highlights how crucial it is to instill Pancasila principles in the educational system. Purwanto (2021) argues that the Merdeka Belajar initiative and its Pancasila Student Profile can serve as a solution to address the lack of strong moral values in students, providing an effective way to instill positive traits that align with Indonesia's national identity. Kusumawati (2021) examines the integration of Pancasila values in the Merdeka Belajar curriculum and its importance in shaping students' character, moral values, and identity.

The problem solving scheme of this research is the use of the Listen English daily practice application through the Pancasila Student Profile scheme, by including the noble values of Pancasila in the learning process, modifying learning materials, and motivating students through an independent dimension. This dimensional scheme is the implementation of education that emphasizes teaching staff to encourage students to have initiative in self-development and their achievements, which is based on a deep understanding of their own strengths and limitations and the situations they face (Ariani & Ujianti, 2021). Poor ability of students to listen to learning. This is one of the problems with learning foreign languages in Indonesia (Mulyadi & Mutmainnah, 2015). Listening skills are the first skills learned in language learning. Apart from that Romadhon et al. (2021) Listening, or listening skills, is a basic skill that must be mastered before improving other language skills, such as speaking, reading and writing (Megawati et al., 2021). Many media are in the form of easy applications Download and use for free, to make learning easier (Santoso et al., 2023). During the independent curriculum, teachers must implement the "Pancasila Student Profile", according to Minister of Education and Culture Regulation (Permendikbud) No. 22 of 2022 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024 (Ibad, n.d.). The Pancasila profile of students is part of the independent curriculum and national education goals which become a reference for educators to build the character and competence of students (Warsono, 2022). Because character influences everyday attitudes and behavior, character, especially positive ones, is very important for the progress of the country.

Improving English listening skills with the Android-based application "oesmarty way" has been discussed and linked to previous research (Ariputri & Suprptono, 2015).

The aim of this research is to find out how to use Android applications to support English listening learning and how these applications can be applied in learning so that students' learning outcomes and interest can be improved. According to research, students overall can understand and use Android applications well, and they achieve significant improvements in their learning outcomes after using the applications. This research shows that Android applications aid the learning process and help students achieve better learning outcomes.

Additional research that is still involved in this research is entitled Preparation of a Project for Strengthening the Profile of Pancasila Students in the Independent Curriculum in Elementary Schools (Akhwani et al., 2023). The independence curriculum consists of the Strengthening Pancasila Student Profile project. The project must be structured carefully and precisely according to the requirements. The results of community service show that the project to strengthen the profile of Pancasila students has not been implemented at 47.36%. Teaching staff understand the process of strengthening the Pancasila Student Profile improvement project after community service. This is shown by the fact that 55.5% of participants want to try implementing it, and 44.4% will do it often. Every teacher in the educational unit must work together and cooperate in compiling and completing projects according to themes that suit the characteristics of the school. This is shown by the comparison of the average pretest results of 36% and posttest 87%.

Different from previous research, this research focuses on improving listening skills through the use of the Listen English Daily Practice application through the Pancasila Student Profile Scheme by including the noble values of Pancasila in the learning process, modifying learning materials, and motivating students through an independent dimension to achieve academic achievement. which is balanced with improving the morals of students.

a. Mobile application in listening classroom

Aisyah & Ciptaningrum (2017) think that mobile applications have developed rapidly and are now part of daily routines, including in the world of education, the use of technology, especially Android applications, has become increasingly important and relevant. Here's an in-depth look at how mobile apps, designed with custom desktop software, impact and enhance the student learning experience. Elfiona et al. (2019) also argue that many students are now more interested and motivated to learn via mobile devices, especially because educational applications offer rich multimedia experiences. The following are several reasons why mobile applications are effective in attracting students' interest and several examples of applications that support listening learning activities such as: Listen English Daily Practice, FluentU, VOA News, Learn English Podcast, and 6 Minute English.

Based on the definitions and benefits that have been discussed, mobile applications have the main goal of supporting and improving students' listening skills in various situations and conditions. The mobile application aims to provide flexible, consistent and engaging support in the development of students' listening skills. With easy access to a variety of materials and interactive features, students utilize this application in a variety of learning situations, both at home and at school and improve their listening skills effectively. This makes it an invaluable tool in modern learning, allowing students to practice and improve their abilities

anywhere. Technology, especially Android applications, offers flexibility that allows individuals to learn and develop skills across different times and places.

b. Apps observed: Listen English Daily

Listen English Daily Practice is a free application that aims to help students listen and understand English (Pérez, 2022). Several features that we can use in this application:

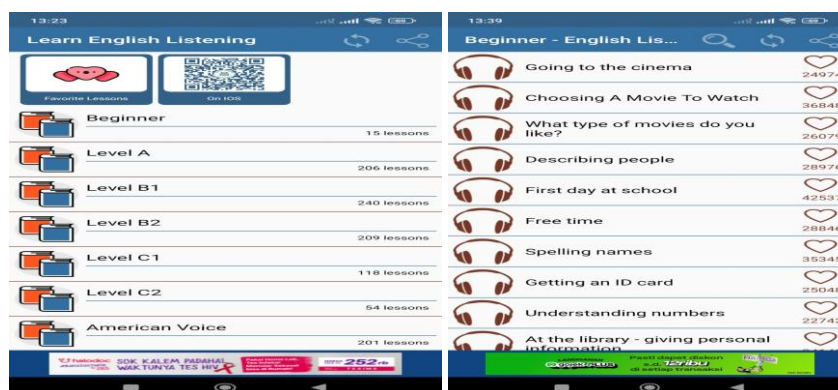


Figure 1: Topics in the Listen English Daily application

The Listen English Daily Practice application offers various topics that are very useful for improving students' English listening skills. Below is an explanation of how many of the topics in this app serve as an effective method for connecting with the voices of native speakers

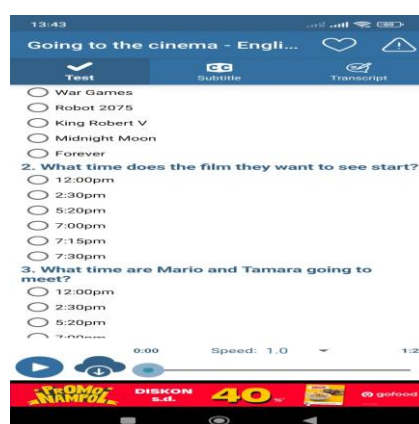


Figure 2: Examples of listening questions

The Listen English Daily Practice application offers additional features that are very useful for improving students' listening skills through listening tests. Below are details about the listening test feature and how it supports the learning process.

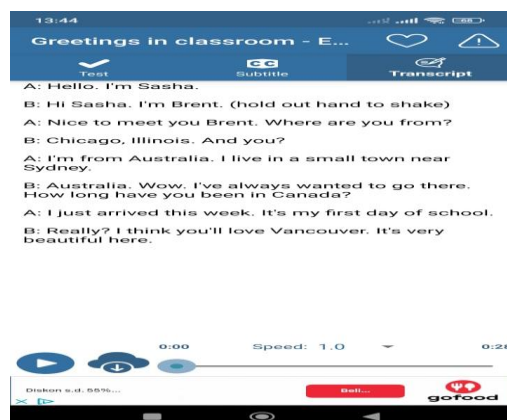


Figure 3: Transcript and Subtitle features in the Listen English Daily application

The Transcript and Subtitle features in the Listen English Daily Practice application are very valuable in the English learning process. Transcripts provide a complete copy of the audio material that makes comprehension and vocabulary learning easier, while subtitles provide visual support that helps students follow and understand the audio material better. These two features, when used together, enrich the learning experience and support improved listening skills and overall English comprehension.

The Listen English Daily Practice application, which is available on Play Store and AppStore, offers features designed to enhance the English learning experience. With a variety of topics, subtitles, transcripts, the ability to download audio, and a favorites list feature, this app provides useful tools to help students improve their listening skills effectively. These features not only make understanding and accessibility easier, but also encourage student engagement and motivation to continue learning and growing in English.

2. METHOD

This research involves a qualitative and descriptive approach to understand and explain how character values (such as mutual cooperation, independence, and creativity) can be embedded in the design of projects aimed at strengthening the Pancasila Student Profile, then action research can be a suitable method because it aligns with the goal of improving educational practices. Researchers gained a thorough understanding of the project design to improve the Pancasila Student Profile through in-depth analysis (Yana et al., 2022). The research location was carried out at the Muhammadiyah University of Lampung, English Language Education study program. The qualitative descriptive method is a good choice to explore and explore in depth a phenomenon, such as learning media innovation. In this case, the choice of this method seems to be based on the belief that this method can provide a comprehensive description of the Listen English Daily Practice application and how this application is applied in the learning context, especially in relation to the Pancasila student profile.

Researchers used various techniques and important steps in this research to collect and analyze data and ensure the results were reliable. Systematic data collection and processing techniques, as well as the application of good credibility tests, this research seeks to ensure that the findings obtained are accurate and reliable. Thus, it is hoped that this research can provide reliable and useful information about the design of the project to strengthen the

Pancasila Student Profile and how effective the project is in instilling character values. Three main stages are involved in the data analysis techniques in this research: data reduction, data presentation, and drawing conclusions. By using this data analysis technique, researchers are expected to be able to produce an in-depth understanding of the use of the Listen English Daily Practice application as a learning media innovation and its contribution to the profile of Pancasila students.

3. FINDINGS AND DISCUSSION

Based on data collected by researchers, the following is an analysis of the design for strengthening the Pancasila Student Profile: Design is considered very important for instilling character values such as creativity, independence and mutual cooperation. Observations show that the informant's understanding of the project design is key in its implementation. A strengthened Pancasila Student Profile is an important tool for instilling the values of independence, creativity and collaboration in the educational environment. This research shows that effective project design and a good understanding of project objectives and implementation are the keys to success in implementing the character values in the Pancasila Student Profile.

Thanks to technological advances that influence various aspects of education, digital learning has become the main paradigm in modern learning. Here are some key points regarding how digital learning is changing and influencing the world of Education. Digital learning can be a very effective tool for improving the quality of education and maximizing student potential by understanding and applying these principles. If technology is used correctly, learning will become more efficient, interesting and relevant to the demands of today's world.

Learning innovation through technology requires the use of relevant and strategic media to achieve optimal results. Educators play an important role in maximizing the use of digital devices by considering their respective urgency. The following are several points that can help educators in presenting learning innovations through technology. assume that the use of media in learning has a significant impact on student effectiveness and engagement. The right media can help convey teaching material more optimally and increase students' interest and understanding. The following are several reasons and strategies to ensure the right media selection in the learning process.

a. Pre-Listening, Listening, and Post-Listening Phases

1. The first meeting:

Pre-Listening Phase

Activity Objective: The teacher conveys the objective of the listening comprehension activity to students, explaining what is expected of them during the listening activity. **Topic Introduction:** Students are introduced to a familiar topic, namely "Being Vegetarian," which is adapted to the material to be heard. **Listening Instructions:** The teacher provides instructions for students to play the audio twice to ensure better understanding.

Listening Phase

Audio Playback: Students follow the instructions to play the audio twice. Opinion Writing: Students write their opinions about the topics they have heard and present them in front of the class. Assignment Recording: Students record their assignments and opinions in books.

Post-Listening Phase

Assignment Review: Student assignments are reviewed by teachers to provide feedback. Transcript Check: Students are instructed to check the audio transcript in the app to clarify their understanding. Reflection: Students write reflections about their learning process.

2. Second meeting:

Pre-Listening Phase

Initial Stimuli: Teachers provide stimuli to students to arouse their interest and readiness to learn. Activity Objectives: The teacher conveys the objectives of the listening activities that will be carried out. Topic Introduction: Students are introduced to the topic "Why I Want to Be a Mathematics Teacher," which is similar to the approach in the first meeting.

Listening Phase:

Audio Playback: Students follow the instructions to play the audio twice. Transcript Reading: Students read audio transcripts aloud to practice pronunciation and comprehension.

Post-Listening Phase:

Reflection: Students write reflections about their listening and comprehension processes.

The listening phase in both meetings demonstrated the use of effective techniques to improve students' listening skills. Activities that focus on active participation and the use of mobile applications as learning media are in accordance with theory Rost (2013) and Suryanto (2019) by involving students directly through writing answers on the blackboard and reading transcripts aloud. This activity helps make learning better, interactive and interesting.

This research shows that the use of applications such as Listen English Daily Practice, together with student-centered learning methods, can make listening learning activities more interesting, effective and enjoyable.

Student Responses to the Listen English Daily Practice Application

a. Positive Response

Based on interviews with 14 students, positive responses to the Listen English Daily application were more dominant than negative responses. Here is a breakdown of the positive responses found:

1. Familiar Topics: Students feel comfortable with familiar topics in the application. This makes it easier for them to understand and engage in the learning material.

2. **Interesting Features:** The application has various interesting features, such as subtitles, transcripts and favorite buttons, which make the learning process more interesting and interactive.
3. **Fun Learning Process:** Students enjoy the learning process using this application, which makes the listening learning experience more enjoyable.
4. **Ease of Use:** This application is easy to use, making it easier for students to access existing materials and features.
5. **Pronunciation and Comprehension:** Students can recognize the same words or sounds as native speakers (pronunciation) and get messages from audio better.
6. **Understanding the essence and meaning:** The application helps students understand the essence of the conversation and the meaning of the words from the audio they listen to.
7. **Message Memory:** This application makes it easier for students to memorize messages from what they hear, which strengthens their understanding of the material.

b. Negative Response

Several negative responses from 6 students also emerged from the interviews:

1. **Lack of Vocabulary:** Students experience difficulties due to lack of vocabulary, which affects their understanding of the material. The inability to understand new words hinders their learning process.
2. **Disinterest in English:** Some students expressed a lack of interest in learning English, which was an additional challenge in the learning process. Learning a new language, especially listening, can be a difficult task and requires extra effort.

c. Handling Negative Feedback:

To overcome the problem of lack of vocabulary, teachers can provide additional supporting materials, such as digital dictionaries or vocabulary exercises. Providing a glossary or explaining new vocabulary in context can also help students. To encourage students' interest in English, teachers can use more engaging approaches, such as gamification, providing rewards, and linking material to students' interests. Using various media such as videos, songs or language games can also make learning more interesting.

The Listen English Daily application has a significant positive impact on the listening learning process, as shown by students' positive responses. The interesting features and ease of use of this application make learning more fun and effective. However, some challenges such as lack of vocabulary and student disinterest need to be addressed to maximize the effectiveness of the app in improving students' listening skills. With proper handling of this problem, this App is very useful for learning English.

4. CONCLUSION

Based on this research, it seems that there are several important points that need to be emphasized. This research shows that character values such as independence, creativity and mutual cooperation can be instilled in activities to strengthen the Pancasila Student Profile. Therefore, using the Listen English Daily application in the project to strengthen the Pancasila Student Profile can be an effective approach to improving students' listening skills while instilling important character values in them. The results of the analysis carried out show that the project design instills character values such as independence. However, to ensure that the cultivation of these character values can take place optimally, the project design needs to continue to be developed and refined. Based on the explanation regarding the implementation of Listen English Daily Practice in the classroom, the learning process follows the stages of pre-listening, while listening, and post-listening. This application functions as an effective learning medium, considering that Listen English Daily Practice as a mobile application offers an efficient method to help students improve their listening comprehension in class. Thus, Listen English Daily Practice can be considered a very useful learning medium in the context of listening comprehension in the classroom. This app not only makes the learning process easier, but also encourages active engagement and improves students' listening skills. The use of this application shows good teaching performance and supports the achievement of learning goals more effectively.

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