TEACHER AGENCY IN INTEGRATING PANCASILA VALUES INTO ENGLISH LANGUAGE TEACHING: PERSPECTIVES AND CHALLENGES FROM RURAL INDONESIA

Santi Farmasari[1] Desi Herayana[2], Hartati Suryaningsih[3], La Ode Alfin Aris Munandar[4], Aril Eka Rizki[5], Alzena Aristawidya[5]
[1,2,3,4,5,6] Faculty of Teacher Traning and Education, University of Mataram
Email: santifarmasari@unram.ac.id

Abstract
This study examines the agency of English teachers in incorporating the *Pancasila* Student Profile (PSP) values into English Language Teaching (ELT) under Indonesia's Independent Curriculum. Despite the PSP's major role in curriculum reform, there is less understanding of how EFL teachers exert agency in implementing national character education objectives within language teaching methods, especially in rural settings. This qualitative study, informed by the ecological concept of teacher agency, included ten English teachers from five regencies on Lombok Island, Indonesia. Data were gathered through semi-structured interviews, narrative reflections, and document analysis, and were examined using thematic analysis. The findings indicate that instructors viewed PSP integration to assert agency through pedagogical decision-making, multidisciplinary cooperation, and instructional innovation. Nonetheless, their agency was hindered by restricted curricular understanding, inadequate assessment literacy, workload demands, and financial constraints. This study enhances the literature on teacher agency by illustrating how agency is simultaneously facilitated and restricted by personal, structural, and relational factors during curricular reform. The results underscore the necessity for ongoing professional development, collaborative educational environments, and supporting institutional policies to enhance teachers' ability to incorporate national values into English Language Teaching.
Keyword: *Integration, Pancasila, National Values, Perceptions, Challenges*

INTRODUCTION

The Indonesian latest Independent Curriculum mandates the *Pancasila* (the Indonesian national ideology) Strengthening Project (PSP hencefort) in a project-based learning program oriented to develop and strengthen the *Pancasila* values within secondary school students' character-building initiation. This critical, yet underexplored facet of educational reform, include six fundamental *Pancasila* values from religious to critical thingking and creativeness, namely faithfulness and devotion to God Almighty, independence, cooperation, global diversity, critical thinking, and creativity. Some schools were recorded to not implement the Independent Curriculum (IC) due to confusion for the implementation including the difficulties of accessing government guidance, platforms and professional training (Rohmah et al., 2024) within school management supports (Muhyi et al., 2022). For a specific subject such as English, a critical task for English teachers is to interprete the national educational objectives served as the primary reference and framework for educators in developing students' character and competencies with the six national values. Eventhough studies indicate that the PSP project may substantially improve students' thinking critically and character development, provided that these issues are mitigated via focused instruction and resource distribution (Nuraeni, Y., Fahtoni, A., Syfa, D., Agustin, E. R., Lubis, R. D., & Azzahra, 2025), the implementation of PSP in Indonesia encounters numerous substantial obstacles that impede its efficacy in educational environments.

These issues arise from multiple factors, including educator readiness(Fauza, R., Pebrina, R., Trisoni, R., & Maimori, 2024), resource accessibility (Waruwu, E., Sinulingga, A., Sitepu, A., & Sugiyana, 2024), and evaluation techniques (Yustina, Y., Wahyuni, R., Suhara, S., Darmawati, D., Wulandari, P., & Saputra, 2024). Besides, a significant number of educators have a constrained comprehension of project-based learning (PBL) and the PSP idea, which impairs their capacity to execute the curriculum successfully (Nurhadi, H., Zahra Saifi, A. F., Jaenudin, E., Supiana, S., & Zakiyah, 2024). This may have caused by a significant deficiency in training for educators to acquire essential abilities in developing instructional modules and utilising varied teaching methodologies (Fauza, R., Pebrina, R., Trisoni, R., & Maimori, 2024; Ling et al., 2024) In addition, educational institutions frequently encounter a deficiency of resources, encompassing inadequate infrastructure, instructional resources, and laboratory equipment, which hinders the PSP activities (Virijai et al., 2024).

The time limitations within the curriculum also hinder the efficient implementation of PSP activities, restricting student engagement and the depth of projects (Maula, A., Amelia, V., Mudoyip, F., Zuhri, S., & Hidayat, 2024; Nuraeni, Y., Fahtoni, A., Syfa, D., Agustin, E. R., Lubis, R. D., & Azzahra, 2025). Another issue arises from assessment side in which student performance within the PSP framework is frequently less thorough, predominantly depending on conventional evaluation techniques instead of progressive, project-based assessments (Chang et al., 2024). Teachers were also reported to frequently experienced difficulties to supervise interactions among learners and teamwork, which are crucial for effective project-based learning (DeLisi et al., 2023; Unciti, O., & Palau, 2023).

In this vein, teachers' involvement as agents of change (Ghiasvand et al., 2023) is highly instructed in responding to the PSP mandates. Teachers' responses to transitions and changes in their educational environment represent a crucial element of teaching and teacher education (Wang & Zhang, 2021) and can significantly influences the quality of pedagogy, the decision-making process, and the learning outcomes of students (Ashton, 2022; Kusters et al., 2024). In the development of the six PSP mandated values, teacher agency is pivotal to ensure that each individual evolves into a competent, principled, lifelong learner who embodies the values of *Pancasila* through integration in the subject taught. In the Independent Curriculum, ELT is aimed at enabling students to respond to written and verbal information, maintaining conversations, using verbal and written English to communicate opinions, ideas, information, and intentions by considering situtations, purposes, and targetted audience. However, very little known how educators comprehensibly integrate and organize the six dimensions of the PSP to ELT and assisted learners' proficiency in the target language. The PSP values may be integratted with ELT during the acquisition of intercultural communication skills, and enhancement of comprehension about associated communication knowledge and values underwhich teacher agency is demanded.

Despite the expanding research on the implementation of the Pancasila Student Profile and the heightened focus on teacher agency in curriculum reform, few studies have investigated how EFL teachers exercise agency in incorporating national character education values into language teaching practices. Current research predominantly emphasises the implementation issues of PSP projects, teacher preparedness, or curriculum execution, with insufficient focus on teachers' professional decision-making, autonomy, and ability to navigate pedagogical demands in ELT classrooms. This disparity is especially pronounced in rural areas where institutional resources and

professional development opportunities are frequently scarce. This study enhances the literature by examining how rural EFL teachers perceive and exercise their agency in incorporating PSP values into English Language Teaching, as well as the challenges that influence this agency. Specifically, this study is guided by two research questions, (1) what is the perception of rural EFL teachers regarding their agency in incorporating Pancasila Student Profile values into English Language Teaching?, (2) what obstacles affect teachers' autonomy in incorporating PSP values into English Language Teaching practices?

METHOD

This study is a descriptive qualitative research, utilising verbal and descriptive data to elucidate meaning and social phenomena in a specific context (Bergin, 2024; Silverman, 2016) The research data comprises (1) teachers' perceptions of their agency on the integration of ELT with PSP activities and values, (2) challenges that the English teachers encounter when exercising their agency on the integration of ELT into the PSP learning activities and values. The participants comprised of ten teachers from five regencies/cities in the island of Lombok: Mataram City, West Lombok, Central Lombok, East Lombok, and North Lombok, all of whom evenly represent rural and urban schools and work. The participants were established purposively by considering (1) the teachers' familiriaty with the PSP program, (2) their school have implemented the PSP program, and (3) they have experiences in integrating PSP with ELT. Having met the critera, the participants were conveniencely selected (Loseke, 2024) from the available population to prioritise the ease of access for respondents, facilitating their involvement in this study (Braun & Clarke, 2021).

Research Instruments, Given the study's objective and qualitative nature, various qualitative instruments were employed. The research instruments included an open-ended interview (intv.), a narrative framework (nr.) and documents collection (dc).

Interviews, Individual interviews (intv.) were conducted both in-person and through WhatsApp calls. Open-ended questions which provided respondents with the opportunity to convey things that are not covered in the questions (Braun & Clarke, 2021; Panke, 2024) were carefully crafted by utilising the current literature in ELT, teacher agency and added with questions related to the implementation of Independent Curriculum and PSP. Questions enquired about the teachers' perception about their agency on the integration of PSP with ELT and the challenges they encountered to exercise their agency. The interview consisting of three sections: (A) Informed Approval, which established respondents' agreement in writing for ethical adherence, (B) Demographics data which collected data such as age, gender, teaching experience, and educational background, professional development program participated in the past and school context, and (C) six Open-Ended Interview Questions which explored participants' perceptions of agency and challenges of agency on the integration of PSP with ELT. To determine the content validity of the open-ended questions, two ELT educators with teacher agency knowledge evaluated the questions for linguistic and content quality. These experts, recognised for their scholarly contributions in the field, provided critical evaluation of clarity, relevance, and suitability. The questions were also piloted to 5 non-participant teachers to check for readibility and comprehensibility of the questions. Their enquiries were refined based on insights to elevate their quality and efficacy in eliciting significant participant feedback.

Narrative framework**,** This study employed narratives (nr.) to document the firsthand experiences (Loseke, 2024) and perspectives of teachers, aiming to provide

a comprehensive understanding of their agency on ELT and PSP accordingly. This narrative method enabled an in-depth examination of participants' experiences (Bhangu et al., 2023) in their educational environments. The study examined personal experience narratives, in which participants reflected on their experiences and offered extensive accounts (Busetto et al., 2020) of perceptions and challenges of their agency on the integration of PSP with ELT, arising from their profesional experiences. The narrative inquiry included five queries (Appendix 2) designed to elicit reflective and comprehensive replies from participants The participants were urged to provide specific examples and ideas to enhance their narratives, facilitating a thorough analysis of their experiences. To ascertain the validity of content, two ELT experts with teacher agency knowledge assessed its congruence with the research objectives and its potential to encapsulate the nuanced experiences of the teachers. As for the interveiw, the narrative questions were also piloted to 5 non-participant teachers to check for readibility and comprehensibility of the questions.

Documents, Documents collected include pre-existing materials like curriculum, lesson plans, PSP module, national and school policy documents to uncover themes, patterns, or meanings that are relevant to the research questions (Busetto et al., 2020). The researchers collected documents from school archives, websites, and teachers'personal documents (upon consentation). The documents were selected as they fulfilled relevance, authenticity, meaningfulness and completeness to support data analysis (Panke, 2024). Data Collection Procedure and Analysis, The data were gathered through documents collection, individual interviews followed by a written narrative framework. The dataset was collected via disseminating the open-ended interview transcripts, comprising three primary sections, together with the narratives which were returned through WhatsApp messages. When the participants could not return the narrations during the interview, they were given ten working days for submission. Following data collection, the researchers verified the compiled data from both the transcripts and the narratives for omissions and typographical errors to guarantee completeness and precision. Upon completion of verification, the six steps of thematic analysis (Braun & Clarke, 2021) that involved (1) familiarisation with the data collected, (2) developing codes, (3) themes searching, (4) reviewing for themes, (5) articulating and designating themes and (6) reporting were utilized to examine the participants' responses to the questions.

Thrustwortiness and ethical considerations, Several procedures were implemented to augment the credibility of the findings. Initially, data triangulation was performed by contrasting information acquired from interviews, narrative reflections, and document analysis. Secondly, member checking was conducted by providing participants with summaries of the interpreted findings for verification and validation. Third, peer debriefing was performed with two qualitative research scholars in English Language Teaching to evaluate coding decisions and thematic interpretations. All inconsistencies were deliberated until agreement was reached. The researchers independently coded the data before collaboratively reviewing and refining the codes into broader themes. The coding process was iterative, allowing themes to emerge inductively from the data while remaining informed by the ecological perspective of teacher agency. Ethical approval was secured from the researchers' institution, and all individuals granted informed consent prior to participation. Pseudonyms (T1–T10) were employed to guarantee secrecy and anonymity.

RESULTS AND DISCCUSION

English teachers' perception on the integration of PSP with ELT, The *Pancasila* values in the PSP program mandates six dimensions to be exercised and integrated in the activities and project

completion, namely 1) Faith and compassion for God Almighty, accompanied with virtuous character; 2) Autonomy; 3) Collaborative synergy; 4) Worldwide diversity; 5) Analytical reasoning; and 6) Innovation. The Independent Curriculum stipulates that this PSP can be nurtured and cultivated across all disciplines that educators can monitor throughout the learning process (*Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset*, 2022). The related PSP documents highlighted that the curriculum structure allocates one lesson hour from the total lesson hours of a subject. For instance, in English subject, one hour out of four-hour lessons is designated for PSP. The PSP program is organized thematically, comprising of at least six PSP themes: 1) Sustainable Living, 2) Indigenous Knowledge, 3) Unity in Diversity, 4) Build the Soul and Body, 5) Engineering and Technology, and 6) Entrepreneurship which may be integrated in all subjects taught in secondary schools.

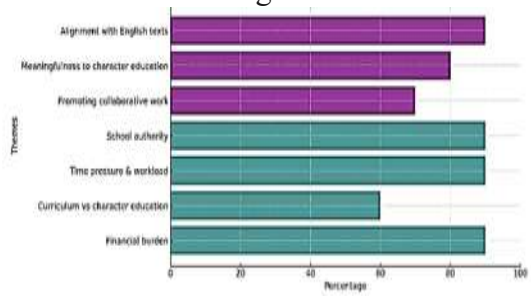
The PSP national policy documents demonstrated two patterns for implementing the PSP at secondary schools, that are implementation driven through a leadership assessment, and an independent scheme (*Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset*, 2022). The first pattern was conducted through an assessment scale for potential driving schools, which includes indicators for school principals who possess a clear vision/mission, demonstrate learning leadership competencies, exhibit coaching or mentoring abilities, foster collaboration, maintain a learning orientation, and display ethical maturity. The second scheme was utilized through a school readiness assessment procedure. The inquiry pertains to the preparedness of educators to execute the Independent Curriuculum. The data show that while the Independent Curriculum (IC) has been operationalized, the earlier 2013 Curriculum remains an alternative for schools during the transition period. As the IC, the 2013 Curriculum prioritises character education as a fundamental aspect of developing well-rounded students which enables the integration with the PSP program. In relation to PSP as a students' character-building program, 60% of the ELT teachers underscored its functions as a framework for incorporating essential elements of Indonesian national identity, values, and national philosophy. These encompass principles such as mutual respect, democracy, social fairness, and unity which can be exercised through PSP activities and projects. In addition, the *Pancasila* phylosophy through PSP were integrated into the 2013 Curriculum throughout multiple courses, and PSP offers a systematic method to guarantee that these values are consistently reinforced throughout the students' educational experiences as voiced by one of the teachers below.

The content of both curriculums remained aligned with students' character-building initiatives, and several components of the Independent Curriculum, particularly the projects, can be integrated with all subjects (T1, intv.) The ten teachers admitted that the fundamentals values of PSP which take a project-based learning approach can be incorporated across all subjects taught. PSP's values are founded on inquiry, collaboration, critical analysis, and experiential learning (Chang et al., 2024; Ling et al., 2024). These qualities can enrich the learning experience across all disciplines, rendering education more comprehensive and interesting. One teacher teaching in a junior high school highlighted that collaboration is an essential component of PSP and is applicable across multiple disciplines.

Collaborating in groups enhances communication, cooperation, and problem-solving abilities, which are essential across all disciplines (T6, nr.). I can see how the coorperative work implemented. They discussed and execute the idea of their project

together in their small group. They can express their idea and creativity. Also, the ability of doing presentation. They become less nervous when do the presentation because some part of doing PSP is doing presentation. (T5, nr.)

Documents, interviews, and narratives indicate that there is a significant potential for incorporating PSP values with ELT. The followings report teachers'perspectives, and obstacles they experience. English teachers' perception about their agency on the integration of PSP with ELT. To address the first research question, an open-ended interview was conducted, yielding the themes regarding the English teachers' agency about their perception regarding the integration of ELT with PSP, both activities and values. Before providing insights about their agency, then ten teachers voiced the positive (purple) and negative sides (green) of PSP implementation in their educational environment as in Figure 1.



Gambar 1. English teachers' perception on the integration of PSP with ELT

One of the most highligted perception, most teachers pertains a negative side of PSP to financial burden on schools, students and parents to provide spaces and materials for PSP projects. The implementation of PSP via project-based learning or community engagement initiatives may necessitate supplementary school facilities or areas for students to participate in collaborative work, community projects, and extracurricular activities. Schools may require expenditures for supplementary classrooms, or outdoor areas that facilitate active learning. As a project-based learning, PSP may also promote the coordination of school-wide activities (Fitriani et al., 2022), including spending for venues, materials, decoration and various logistical charges. We needed money to buy classroom decoration for the debates and simulation of general election projects last time…almost every project requireed extra funding (T10, intv.)

In addition to the financial burden for the PSP projects, school authority has been ranked as a negative perception about the implementation of PSP. Apart from implementation mandates, nearly all participants perceived the limited flexibility that the schools had to alternate the patterns of the PSP implementation. Despite the negative perceptions of the PSP implementation, the majority of the participating English teachers specifically admitted the opportunity of incorporating English texts with PSP values. They attested that PSP values can be effectively merged with English language acquisition with the enhancement of students' character education and national identity. English texts, such as narratives, poetry, articles, or dramas, containing character education can be utilised to examine subjects that directly correspond with *Pancasila* values. Integration is achieved by selecting texts that reflected Indonesian diversity, a key value component of PSP in the Independent Curriculum. An instance of the integration opportunity is apparent in English procedural texts. Students were prompted to create a project on formulating recipes and preparing traditional dishes, which they should subsequently present in English.

One PSP project in Enterpreneur theme was students made a traditional drink or meal. For English I asked them [students] to write the recipes and present them orally in English as a speaking task…(T5, intv.) The opportunities that I had identified in integrating PSP values were my students could collaborate with their team well in doing their assigments, for example they were more attracted in learning notices about trash (grade VIII / second semester) because it was related to the theme of PSP. PSP also helped them to comprehend the topic about favorite food (grade VII) which was related to the PSP Entrepreneurship theme. (T5, nr.)

Besides, each the majority of ELT teachers corresponded to the benefits of PSP to nurture students' character building and collaboration amongst peers. As students were working in teams for project completion, they were involved in collaborative schemes inside and outside regular class times. Simultanously, students also exercised communication skills when they shared ideas and opinions for the projects (Amalia et al., 2024). PSP projects also provided positive impacts on students' mutual cooperation, creativity (Wijayanti & Budi, 2023), critical thinking (Lubis et al., 2020) and awareness (Jeyaraj, 2019). I saw a collaboration as the most crucial character built during the PSP project completion…they [students] shared thoughts regarding the issues and helped each other (T7, intv.)

Integrating PSP values in ELT helped my students share responsibilities to finish the project, communicate in a good way when disagreement happened so they could present their work to others very well. They collaborated to create the best group project, were creative in presenting ideas during the work, and respected each other when they exhibitted their works (T9, nr.) They perceived their agency to be manifested through collaborative initiatives, professional advancement, and participatory methodologies that can empower both teachers and students as shown in Figure 2.

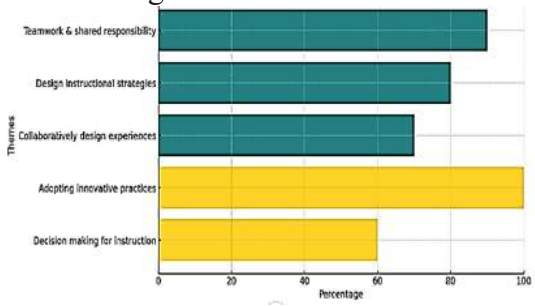


Figure 2. English teachers' perceptions about their agency on the integration of PSP with ELT

As shown in Figure 4, in addition to collaborative impacts on students, 90% of the teachers noted the opportunities for collaboration with English teachers in the school and from different schools. Simultanously, collaboration benefitted communication and creative thinking among educators that were fostered during the English teachers' community meetings, teacher professional development programs and on regular basis, where they delineated learning resources and identified prospective learning competencies in the Independent Curriculum relevant to PSP. Educators recognised that this collaboration greatly improveed their agency in understanding stratagies to implement PSP (Waruwu, E., Sinulingga, A., Sitepu, A., & Sugiyana, 2024) as also mentioned by 80% of the participants.

Challenges to exercise agency on the integration of PSP with ELT, Data show that there were strong intentions of the teachers to effectively teach cross-curricular subjects, PSP activities and values with their ELT practices. Nonetheless, all participating teachers voiced their unfamiliarity with the PSP policy and approaches to integrate them, and their limited knowledge and strategies to identify the English learning outcomes which can be aligned with PSP values and activities as they perceived PSP were only applicable to subjects nurturing character education such as religion and civics.

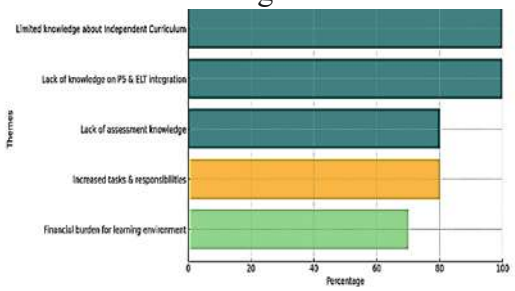


Figure 3. English teachers' perceptions about challenges to their agency on the integration of PSP with ELT

The themes indicated in Figure 5 depict a necessity for focused professional development to enhance curriculum knowledge and teaching competencies. The majority of the ELT teachers reported their incapability to exercise agency on integrating assessment of English with PSP due to lack of school support for further trainings. They demonstrated their assessment practices of English subject

were isolated from their PSP. Teachers encountered difficulties in curriculum implementation, resulting in discrepancies in teaching and learning outcomes. I need to learn more from other colleagues or maybe from trainings [teachers' proffesional development programs] I have no idea how to construct assessment instruments which assess English and PSP simultanously (T2, intv.). I assess English separately from PSP...I don't have the instruments...I don't know how to (T10, intv.)

The narratives also indicated that acommodating students' diverse competency levels as another challenge in integrating PSP with ELT. The teachers revealed the importance of teacher support to significantly influence student satisfaction (Suhandoko et al., 2024), yet this often challenged by their limited pedagogical knowledge and skills. The most challenges I faced when integrating PSP with English language teaching were managing the diverse learning levels within the classroom, ensuring that all students were engaged and adequately supported (T8, nr.) Regarding lack of pedagogical knowledge, the teachers were also challenged by their capabilities on designing interdisciplinary subjects where they could integrate the contents of both PSP and ELT, leaving necessities for further teacher professional development trainings.

A specific skill that I want to develop to improve the integration of PSP with English language teaching is my ability to design cross-curricular activities that seamlessly combine content from both PSP and English (T4, nr.) The specific skill I aim to develop in PSP is in the local wisdom subject, where students can introduce tourism using English. (T7, nr.) The study also revealed augmented tasks and responsibilities or excessive workload which led to teacher's burnout, diminished efficiency, and decreased motivation. Educators under workload pressures may have diminished time to formulate innovative instructional practices (Nitiasih et al., 2021). The necessity to manage several obligations (administrative duties, class preparation, and evaluation) diminished the time available for professional development. Besides, cost emerging from expenditures related to establishing a conducive educational atmosphere for PSP projects, reported by 70% of the teachers, increased the burde

Discussions, The study results demonstrate that English teachers' ability to incorporate PSP principles into ELT was significantly affected by their previous professional experiences, curriculum knowledge, and pedagogical insights. From an ecological standpoint, agency is somewhat influenced by the iterational component, which pertains to how educators utilise their accumulated experiences, attitudes, and professional backgrounds in addressing contemporary educational requirements (Priestley et al., 2015). The participants acknowledged the significance of PSP and conveyed favourable attitudes towards its incorporation; nonetheless, several indicated a lack of awareness with PSP policies, interdisciplinary curriculum development, and evaluation methodologies. The findings indicate that teachers' ability to operate autonomously was limited by a lack of experiential and conceptual resources necessary to convert PSP demands into effective ELT practices. The teachers often drew upon their prior experiences with character education, project-based learning, and other curricular changes while endeavouring to incorporate PSP principles into English instruction.

The shift to the Independent Curriculum necessitated the acquisition of new information and competencies that numerous participants believed they had not fully attained. In alignment with prior research on teacher agency, professional knowledge serves as an essential resource that empowers educators to make informed pedagogical choices and adapt innovatively to curriculum changes (Dasoo, N., &

Muller, 2020). When knowledge is constrained, educators may find it challenging to exert agency, even with a genuine desire to facilitate educational transformation. The research illustrates that teacher agency developed through educators' continuous attempts to navigate opportunities and limitations within their immediate work settings. This practical-evaluative dimension pertains to educators' ability to render judgements and make decisions based on current contextual circumstances (Priestley et al., 2015). Participants identified several chances to exercise agency, especially through collaboration with colleagues, modification of learning materials, and incorporation of PSP topics into English language exercises. These techniques allowed educators to link language acquisition with students' personal experiences while concurrently fostering character development.

Collaboration proved to be a notably important source of agency (Hardiyanto, F., Atmaja, H., & Arsal, 2023). Participants exchanged ideas, reviewed teaching resources, and explored options for incorporating PSP values into ELT through teacher professional communities, informal collegial talks, and professional development events. Collaborative methods correspond with prior studies indicating that agency is not merely an individual attribute but is socially constructed through professional relationships and collective endeavours (Biesta et al., 2017).. Simultaneously, the teachers' agency was limited by several environmental variables. Workload pressures, administrative requirements, restricted flexibility in PSP implementation, and funding constraints related to project activities diminished instructors' capacity to innovate and explore interdisciplinary teaching methods (Pei & Yang, 2019; Suhandoko et al., 2024).. Overwhelming administrative duties depleted time and energy that could have been allocated to lesson planning, reflection, and professional development. These findings endorse ecological theories of agency, asserting that agency is neither completely autonomous nor utterly limited, but is perpetually contested within particular structural and institutional contexts (Schleicher & Schleicher, 2018).

The projective dimension of teacher agency was apparent in educators' ambitions to develop more significant, transdisciplinary, and student-centered learning experiences by incorporating PSP ideals with ELT. Participants demonstrated a robust commitment to cultivating creative pedagogical methods, formulating integrated evaluations, and linking English language acquisition with local culture, entrepreneurship, environmental consciousness, and other PSP issues. These goals illustrate instructors' forward-thinking ability to envision new instructional alternatives that transcend conventional classroom methods. Nevertheless, the data indicate that these ambitions were not consistently aligned with the institutional support required for their actualisation. The ELT teachers consistently emphasised the necessity for ongoing professional development (Unciti, O., & Palau, 2023), practical illustrations of multidisciplinary evaluation, and access to sufficient resources. Their future-oriented objectives relied on the presence of structural support mechanisms capable of converting instructional ideals into classroom realities (Green & Pappa, 2021; Pei & Yang, 2019).

From an ecological standpoint, agency is manifested when educators can link future objectives with current opportunities and prior experiences (Venketsamy & Hu, 2024).. Thus, bolstering teacher agency necessitates not only the augmentation of individual competencies but also the establishment of conducive professional contexts that empower educators to engage in creative pedagogical methods. The data demonstrate that teacher agency in incorporating PSP values into ELT is a dynamic ecological outcome resulting from the interplay of

previous experiences, current contextual factors, and future goals. Educators exhibited significant readiness to serve as curriculum designers and character educators; nevertheless, their capacity to fulfil these responsibilities was contingent upon the accessibility of professional knowledge (Stevens et al., 2024)., collaborative assistance, and institutional resources. This indicates that effective execution of PSP in ELT necessitates a comprehensive approach that acknowledges teachers not just as curriculum implementers but also as proactive agents of educational transformation.

CONCLUSION

This study highlighted the substantial yet intricate function of English teacher agency in incorporating Indonesian national values inherent in the Pancasila Student Profile (PSP) into English Language Teaching (ELT). The results indicate that educators recognise significant chances to integrate national values via interdisciplinary collaboration, creative methodologies, and thoughtful decision-making. Nonetheless, their action is frequently hindered by structural obstacles, including inadequate pedagogical training, lack of curriculum knowledge, systematic task demands, and financial limitations. These obstacles impede the complete implementation of multidisciplinary instruction and thorough assessment processes.

This study theoretically enhances the expanding research on ecological perspectives of teacher agency by situating it within curriculum reform initiatives in Indonesia. It provides a sophisticated comprehension of the dynamic interplay among personal, structural, and relational factors that influence agency in the amalgamation of national character education with English Language Teaching (ELT). The study emphasises the necessity for systematic investment in teacher professional development, collaborative teaching cultures, and supportive school policies. Enhancing teacher agency via these avenues not only improves pedagogical practices but also aids in developing students' character and critical skills in accordance with national educational objectives. These findings support a more enduring and contextually aware approach to curriculum implementation that prioritises teachers as essential agents of educational transformation. This study is constrained by its restricted sample size and concentration on a single geographical region of Indonesia, perhaps hindering its applicability to other situations. Future research may investigate teacher agency in the integration of PSP across various provinces, educational tiers, and urban-rural contexts. Longitudinal research may yield profound insights into the evolution of teacher agency during curricular reform initiatives.

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