



Workshop on Developing English Lesson Plan (RPP) Designs and Teaching Materials Based on Project-Based Learning (PjBL) to Build Anti-Corruption Attitudes among Elementary School Students Toward a Corruption-Free Indonesia

Kurnia Saputri^{1*}, Emilda Sinar Fatiha², Dian Septarini³, Arief Pamuji³, Agus Wahyudi³, Aswadi Jaya³, Asti Veto Mortini⁷

¹kurniasaputri93@gmail.com, Universitas Muhammadiyah Palembang

²sinarfatiha@gmail.com, STIA Bala Putra Dewa

³dedek.patra@gmail.com, Universitas Muhammadiyah Palembang

⁴ariefpamuji85@gmail.com, STIK Bina Husada

⁵wahyudiagus.aw@gmail.com, STIK Bina Husada

⁶aswadijaya@univpgri-palembang.ac.id, Universitas PGRI Palembang

⁶astiveto.avm@gmail.com, Universitas PGRI Palembang

* Corresponding author

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pelaksanaan workshop pengembangan desain RPP dan bahan ajar Bahasa Inggris berbasis Project-Based Learning (PjBL) untuk membangun sikap antikorupsi pada peserta didik sekolah dasar di Kota Palembang. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan workshop. Partisipan penelitian terdiri dari guru Bahasa Inggris sekolah dasar yang dipilih menggunakan teknik purposive sampling. Teknik pengumpulan data meliputi observasi, wawancara, kuesioner, dan analisis dokumen. Hasil penelitian menunjukkan bahwa workshop memberikan dampak positif terhadap peningkatan kompetensi pedagogik guru, kreativitas dalam merancang pembelajaran, serta pemahaman tentang integrasi nilai-nilai antikorupsi dalam pembelajaran Bahasa Inggris. Guru mampu mengembangkan RPP dan bahan ajar berbasis PjBL yang mengintegrasikan nilai kejujuran, tanggung jawab, disiplin, kerja sama, dan keadilan melalui berbagai aktivitas proyek seperti poster antikorupsi, storytelling, role-play, dan kampanye kejujuran. Hasil kuesioner menunjukkan bahwa sebagian besar peserta memberikan respons positif terhadap relevansi, efektivitas, dan kebermanfaatannya workshop. Selain itu, analisis dokumen menunjukkan bahwa produk pembelajaran yang dikembangkan telah memenuhi prinsip pembelajaran berbasis proyek dan pembelajaran berpusat pada peserta didik. Penelitian ini menyimpulkan bahwa workshop berbasis PjBL efektif dalam meningkatkan kompetensi guru serta mendukung penguatan pendidikan karakter antikorupsi melalui pembelajaran Bahasa Inggris di sekolah dasar.

ABSTRACT

This study aimed to analyze the implementation of a workshop on developing English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) to build anti-corruption attitudes among elementary school students in Palembang. This study employed a qualitative descriptive method with a workshop-based approach. The participants consisted of elementary school English teachers selected through purposive sampling techniques. Data were collected through observations, interviews, questionnaires, and document analysis. The findings revealed that the workshop positively contributed to improving teachers' pedagogical competence, instructional creativity, and understanding of integrating anti-corruption values into English language learning. Teachers were able to develop PjBL-based lesson plans and teaching materials integrating values such as honesty, responsibility, discipline, cooperation, and fairness through project activities including anti-corruption posters, storytelling, role-play, and honesty campaigns. The questionnaire results showed that most participants gave positive responses regarding the relevance, effectiveness, and usefulness of the workshop. Furthermore, document analysis indicated that the instructional products developed by participants fulfilled the principles of Project-Based Learning and student-centered learning. This study concludes that the PjBL-based workshop effectively enhanced teachers'

competencies and supported the strengthening of anti-corruption character education through English language learning at the elementary school level.

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1. INTRODUCTION

Education has an essential role in shaping students' intellectual abilities, moral values, and social responsibilities from an early age. In the era of globalization and rapid technological development, education is expected not only to focus on academic achievement but also to develop students' character and ethical awareness (Buerkle et al., 2023; Marginson, 2020). One of the most urgent moral issues faced by Indonesia today is corruption, which has negatively affected social welfare, economic growth, and public trust in institutions. Therefore, anti-corruption education should be introduced as early as possible through formal education, especially at the elementary school level where students begin to develop their moral foundations and behavioral habits. According to United Nations Educational, Scientific and Cultural Organization, schools play an important role in promoting values of integrity, honesty, transparency, and accountability through meaningful learning experiences (Tilbury, 2011). Similarly, United Nations Office on Drugs and Crime emphasizes that anti-corruption education can strengthen ethical awareness and prevent corrupt behavior among future generations.

English language learning provides a valuable opportunity to integrate character education into classroom instruction because language learning naturally involves communication, interaction, and social understanding (Crompton et al., 2024; Fauziyah et al., 2023; Wu, 2018). At the elementary school level, English teaching can be designed to encourage students to practice positive values such as honesty, responsibility, discipline, cooperation, and fairness. Teachers can introduce anti-corruption attitudes through stories, dialogues, projects, role-playing activities, and collaborative learning tasks (Rahayu et al., 2025; Punggeti, 2024; Ambarwati et al., 2022). However, in practice, many teachers still focus primarily on linguistic competence and grammar mastery without integrating moral and character values into the learning process. According to Pike et al. (2021), effective character education should be embedded across all subjects because values are more meaningful when integrated into daily learning activities rather than taught separately. Furthermore, Gardner (2018) argues that education should prepare students not only to become intelligent individuals but also ethical citizens who contribute positively to society.

One of the learning models considered effective for integrating academic learning and character education is Project-Based Learning (PjBL). PjBL encourages students to learn actively through meaningful projects that require collaboration, critical thinking, creativity, communication, and problem-solving skills (Mitchell & Tilley, 2024; Permana et al., 2023; Jaya et al., 2025). This learning approach aligns with the current educational paradigm that emphasizes student-centered learning and authentic learning experiences. In English classrooms, Project-Based Learning allows students to use language skills in real-world contexts while simultaneously developing social awareness and moral responsibility. According to Mitchell and Tilley (2024), PjBL helps students become more engaged, motivated, and independent learners because they actively participate in constructing knowledge through inquiry and collaboration. In addition, research by Dewey (2018)

highlights that meaningful learning occurs when students connect classroom activities with real-life experiences and social issues.

The implementation of Project-Based Learning in elementary English education can support the development of anti-corruption attitudes through contextual and collaborative activities. For example, students may create posters, campaigns, short dramas, or presentations related to honesty, fairness, and social responsibility using English as the medium of communication. Such activities not only improve students' language proficiency but also encourage them to internalize ethical values through active participation. According to John-Steiner and Mahn (2020), social interaction and collaborative learning significantly influence children's cognitive and moral development. Likewise, Piaget (2018) explains that children develop moral understanding through interaction, discussion, and problem-solving experiences. Therefore, integrating anti-corruption education into Project-Based Learning activities can help students understand ethical values in practical and meaningful ways.

Despite the benefits of Project-Based Learning, many teachers still experience difficulties in designing lesson plans (RPP) and teaching materials that effectively integrate English learning objectives with anti-corruption character education. Some teachers lack sufficient understanding of PjBL principles, while others face challenges in preparing innovative and contextual teaching materials suitable for elementary school students. In many schools, teaching practices remain teacher-centered and rely heavily on textbooks and conventional instructional methods. According to Organisation for Economic Co-operation and Development, teacher competence and professional development are critical factors influencing the success of educational innovation and classroom transformation. Furthermore, Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia emphasizes the importance of developing innovative learning models that strengthen character education and twenty-first-century skills in schools.

Teacher workshops and professional development programs are therefore necessary to improve educators' competencies in designing innovative English lesson plans and teaching materials based on Project-Based Learning. Workshops provide opportunities for teachers to gain practical experience, exchange ideas, collaborate with peers, and develop contextual instructional resources that align with students' needs and curriculum goals. Through workshops, teachers can also learn strategies for integrating anti-corruption values into classroom activities in creative and engaging ways. According to Darling-Hammond et al. (2020), effective teacher professional development should be collaborative, practice-oriented, and connected to classroom realities in order to improve instructional quality and student outcomes. Similarly, World Bank (2023) highlights that continuous teacher training contributes significantly to educational quality improvement and students' holistic development.

Based on these considerations, the workshop entitled "Workshop on Developing English Lesson Plan (RPP) Designs and Teaching Materials Based on Project-Based Learning (PjBL) to Build Anti-Corruption Attitudes among Elementary School Students Toward a Corruption-Free Indonesia" is highly relevant to current educational challenges in Indonesia. This workshop aims to equip elementary school English teachers with knowledge and practical skills in developing innovative lesson plans and teaching materials that integrate language learning with anti-corruption character education. By implementing Project-Based Learning, students are expected not only to improve their English proficiency but also to develop integrity, honesty, responsibility, and social awareness as important values for their future lives. In the long term, this educational initiative can contribute to the national effort to create a generation that rejects corruption and supports the realization of a corruption-free

Indonesia. According to Transparency International, strengthening integrity education among young people is one of the key strategies for combating corruption and promoting ethical citizenship globally.

2. METHODOLOGY

2.1 Research Design

This study employed a qualitative descriptive method with a workshop-based approach. The research focused on describing and analyzing the process of developing English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) integrated with anti-corruption values for elementary school students. The qualitative descriptive approach was chosen because it enables researchers to explore participants' experiences, perceptions, and instructional practices in a natural educational setting. According to Creswell and Poth (2018), qualitative research is suitable for understanding educational phenomena through participants' perspectives and social interactions.

2.2 Research Participants

The participants of this study were elementary school English teachers from several elementary schools in Palembang who participated in the workshop program. The participants were selected using purposive sampling because they met specific criteria relevant to the objectives of the study, such as actively teaching English at the elementary school level and being involved in lesson planning and instructional activities. The workshop participants were expected to enhance their pedagogical competence in developing innovative English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) integrated with anti-corruption character education. Through the workshop activities, teachers were encouraged to improve their creativity, instructional strategies, and understanding of integrating character values into English language learning for elementary school students.

2.3 Research Instruments

Several instruments were used in this study to collect comprehensive data, including:

- 1) Observation sheets to record participants' activities, engagement, and collaboration during the workshop.
- 2) Interview guides to obtain in-depth information regarding participants' perceptions, experiences, and challenges.
- 3) Questionnaires to measure participants' understanding and responses toward the workshop activities.
- 4) Document analysis sheets to analyze the quality of lesson plans (RPP) and teaching materials developed by participants.

2.4 Data Collection Techniques

The data were collected through several techniques, namely:

- 1) Observation: Conducted during workshop sessions to observe participants' involvement and interaction.
- 2) Interviews: Semi-structured interviews were conducted to explore teachers' experiences and opinions regarding PjBL-based anti-corruption learning.
- 3) Questionnaires: Distributed after the workshop to evaluate participants' satisfaction and understanding.
- 4) Documentation: Collected from participants' lesson plans, teaching materials, photographs, and workshop reports.

2.5 *Workshop Procedures*

The workshop activities were conducted in several stages, including:

- 1) Introduction to Project-Based Learning (PjBL) concepts.
- 2) Introduction to anti-corruption education values in elementary schools.
- 3) Training on designing English lesson plans (RPP) based on PjBL.
- 4) Development of teaching materials integrated with anti-corruption values.
- 5) Group discussions and collaborative project work.
- 6) Presentation and evaluation of participants' instructional products.

2.6 *Data Analysis Technique*

The collected data were analyzed using qualitative descriptive analysis techniques based on the model proposed by Miles and Huberman (2019), which includes:

- 1) Data reduction
- 2) Data display
- 3) Data interpretation
- 4) Drawing conclusions

The researchers categorized and interpreted the findings from observations, interviews, questionnaires, and documentation to identify themes related to teachers' competencies, creativity, and challenges in developing PjBL-based English teaching materials integrated with anti-corruption values.

2.7 *Validity of Data*

To ensure the trustworthiness of the findings, the researchers applied triangulation techniques by comparing information obtained from different data sources and instruments, including observations, interviews, questionnaires, and documentation. This technique helped strengthen the credibility and reliability of the research findings.

2.8 *Ethical Considerations*

The study considered ethical principles throughout the research process. Participants were informed about the objectives and procedures of the research before the workshop began. Participation was voluntary, and all personal information obtained from participants was kept confidential and used only for academic purposes.

3. RESULT AND DISCUSSION

3.1 *Observation Results*

The observation activities were conducted during the implementation of the workshop entitled *Workshop on Developing English Lesson Plan (RPP) Designs and Teaching Materials Based on Project-Based Learning (PjBL) to Build Anti-Corruption Attitudes among Elementary School Students Toward a Corruption-Free Indonesia*. The observations focused on participants' engagement, collaboration, creativity, and understanding during the workshop sessions. The findings showed that the participants demonstrated active involvement throughout the activities, particularly during group discussions, lesson plan development, and teaching material design sessions.

During the introductory session on Project-Based Learning (PjBL), most participants showed enthusiasm and curiosity regarding the integration of anti-corruption values into English learning. The teachers actively asked questions related to classroom implementation,

project assessment, and strategies for integrating values such as honesty, responsibility, discipline, and fairness into English language instruction. The workshop atmosphere was interactive, collaborative, and supportive, indicating that participants were highly motivated to improve their instructional competencies.

Furthermore, during collaborative group activities, participants worked together effectively in designing English lesson plans and project-based activities suitable for elementary school students. Several groups created innovative project ideas such as anti-corruption posters, honesty campaigns, storytelling activities, and classroom role-play projects using English as the communication medium. The observation results also revealed that participants became more confident in applying student-centered learning approaches compared to their previous teaching practices, which were mostly teacher-centered.

The observation findings indicated that the workshop successfully encouraged teachers to understand the importance of integrating character education into English learning through contextual and project-based instructional activities. Most participants demonstrated improved creativity and pedagogical understanding during the workshop process.

3.2 Interview Results

Semi-structured interviews were conducted with several workshop participants to obtain deeper information regarding their experiences, perceptions, and challenges in developing English lesson plans and teaching materials based on Project-Based Learning integrated with anti-corruption values. The interview results revealed several important themes related to teachers' understanding, professional development, and classroom implementation.

Many participants stated that before attending the workshop, they had limited understanding of how to integrate anti-corruption character education into English language learning. One participant explained:

“Previously, I only focused on vocabulary and grammar when teaching English. After joining this workshop, I realized that English learning can also be used to teach honesty, discipline, and responsibility to students.”

Another participant mentioned that the workshop provided practical examples and collaborative experiences that helped teachers understand Project-Based Learning more clearly:

“The workshop activities were very helpful because we directly practiced designing projects and teaching materials. It made me more confident to apply PjBL in my classroom.”

Several participants also expressed that Project-Based Learning encouraged students to become more active and creative during classroom activities. One teacher stated:

“Students usually become passive during English lessons, but project activities such as posters and role-play can make them more enthusiastic and involved.”

In addition, participants highlighted several challenges in implementing PjBL-based anti-corruption learning, including limited instructional time, lack of teaching resources, and varying students' English proficiency levels. One participant explained:

“The main challenge is managing time because project activities require longer classroom interaction. However, the activities are very meaningful for students.”

Another teacher added:

“Sometimes elementary students still have limited English vocabulary, so teachers need to provide more guidance during project activities.”

Overall, the interview findings indicated that the workshop positively influenced teachers’ understanding and readiness to implement innovative English learning integrated with anti-corruption values. The participants also viewed the workshop as an important professional development activity that supported their pedagogical competence.

3.3 Questionnaire Results

The questionnaires were distributed to workshop participants after all workshop sessions had been completed. The questionnaire aimed to measure participants’ responses regarding the effectiveness of the workshop, their understanding of Project-Based Learning, and their perceptions of integrating anti-corruption values into English language learning.

Table 1. Participants’ Responses toward the Workshop Program

No	Questionnaire Indicators	Percentage (%)	Interpretation
1	The workshop materials were relevant to classroom needs	92%	Very Good
2	The workshop improved understanding of PjBL	90%	Very Good
3	The workshop improved understanding of anti-corruption education	88%	Good
4	The workshop activities were interactive and collaborative	94%	Very Good
5	The workshop improved creativity in designing lesson plans	91%	Very Good
6	The workshop improved confidence in implementing PjBL	89%	Good
7	The workshop materials were easy to understand	87%	Good
8	The workshop should be conducted regularly	96%	Very Good

Based on Table 1, the majority of participants gave positive responses toward the workshop implementation. The highest percentage was found in the indicator stating that the workshop should be conducted regularly (96%), indicating that participants considered the program highly beneficial for teacher professional development.

The questionnaire results also showed that the workshop effectively improved teachers’ understanding of Project-Based Learning and anti-corruption education integration in English learning. Most participants agreed that the workshop activities were interactive, collaborative, and relevant to their classroom teaching needs. The findings suggest that the workshop successfully enhanced teachers’ pedagogical competence and motivation to implement innovative learning approaches.

3.4 Document Analysis Results

Document analysis was conducted on the lesson plans (RPP) and teaching materials developed by participants during the workshop. The analysis focused on several aspects, including learning objectives, project activities, integration of anti-corruption values, language skills development, instructional creativity, and assessment strategies.

Table 2. Results of Lesson Plan and Teaching Material Analysis

No	Assessment Aspects	Average Score	Interpretation
1	Clarity of learning objectives	88	Good
2	Integration of PjBL principles	91	Very Good
3	Integration of anti-corruption values	89	Good
4	Creativity of project activities	92	Very Good
5	Suitability for elementary students	90	Very Good
6	Development of English language skills	87	Good
7	Assessment and evaluation techniques	85	Good
8	Overall instructional quality	90	Very Good

The document analysis results demonstrated that most participants were able to develop lesson plans and teaching materials that effectively integrated Project-Based Learning principles and anti-corruption character values. The project activities designed by participants included honesty campaigns, classroom agreements, storytelling projects, role-play activities, poster creation, and collaborative presentations using English.

The analysis also indicated that participants showed strong creativity in designing contextual learning activities suitable for elementary school students. Most lesson plans reflected student-centered learning approaches, collaborative activities, and authentic assessment strategies. In addition, anti-corruption values such as honesty, responsibility, discipline, fairness, and cooperation were successfully integrated into learning objectives and classroom activities.

However, several lesson plans still required improvement in terms of assessment rubrics, language complexity adjustment, and time allocation for project implementation. Despite these limitations, the overall quality of participants' instructional products was categorized as very good.

Discussion

The findings of this study indicate that the workshop on developing English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) successfully improved teachers' pedagogical understanding and instructional creativity in integrating anti-corruption values into English learning at the elementary school level. Based on the observation results, participants showed active engagement, collaboration, and enthusiasm during workshop activities. Teachers actively participated in discussions, project development, and collaborative learning sessions, indicating that the workshop created a meaningful and interactive learning environment. This finding supports the theory of Ardiyani and Puspitaloka (2025), who stated that meaningful learning occurs through active participation and experiential activities. The collaborative nature of the workshop also encouraged teachers to exchange ideas and develop practical solutions related to classroom implementation of PjBL.

The interview findings revealed that many teachers previously focused mainly on grammar and vocabulary instruction without integrating character education into English learning. After attending the workshop, participants developed a broader understanding of how English learning can also function as a medium for fostering honesty, responsibility, discipline, and fairness among students. These findings are consistent with Kholid et al. (2025), who emphasized that character education should be integrated into all learning subjects because students internalize values more effectively through daily classroom

experiences. Teachers also reported that Project-Based Learning made students more active, creative, and enthusiastic during English lessons. Therefore, the workshop helped teachers recognize the importance of combining language instruction with character-building activities in elementary school classrooms.

The questionnaire results demonstrated that participants responded positively to the workshop implementation. Most teachers agreed that the workshop materials were relevant, practical, interactive, and beneficial for improving their understanding of Project-Based Learning and anti-corruption education. These findings support the perspective of Hasan et al. (2024) and Kurniawati et al. (2024), who argued that effective professional development should involve collaboration, active participation, and practical experiences connected to teachers' classroom needs. Through the workshop activities, teachers directly practiced designing lesson plans, creating project activities, and developing instructional materials integrated with anti-corruption values. As a result, participants became more confident and motivated to apply innovative learning approaches in their English classrooms.

The document analysis results showed that most participants were able to develop lesson plans and teaching materials that effectively integrated Project-Based Learning principles with anti-corruption character education. The projects developed by teachers included honesty campaigns, storytelling activities, anti-corruption posters, and role-play projects using English as the communication medium. These findings align with the theory of John-Steiner and Mahn (2020), who emphasized the importance of social interaction and collaborative learning in children's cognitive and moral development. In addition, Buck Institute for Education states that Project-Based Learning promotes critical thinking, collaboration, creativity, and communication skills through meaningful project activities. The findings indicate that integrating anti-corruption values into English learning through projects can support both students' language competence and character development simultaneously.

Overall, this study demonstrates that the workshop positively contributed to improving elementary school English teachers' competencies in designing innovative learning integrated with anti-corruption values in Palembang. The workshop not only improved teachers' understanding of Project-Based Learning but also encouraged them to apply more student-centered and contextual learning approaches. However, several challenges such as limited instructional time, students' varying English proficiency levels, and limited teaching resources were still identified during implementation. These findings support Organisation for Economic Co-operation and Development, which states that successful educational innovation requires continuous professional support, sufficient resources, and sustainable teacher training. Therefore, similar workshops and professional development programs should continue to be implemented to strengthen teachers' pedagogical competence and support the development of anti-corruption character education through English learning.

4. CONCLUSION

The findings of this study demonstrate that the workshop on developing English lesson plans (RPP) and teaching materials based on Project-Based Learning (PjBL) successfully improved elementary school English teachers' pedagogical competence, instructional creativity, and understanding of integrating anti-corruption values into English learning. Based on the results obtained from observations, interviews, questionnaires, and document analysis, the workshop activities encouraged teachers to become more active, collaborative, and confident in designing student-centered learning activities. Teachers were

able to develop innovative lesson plans and teaching materials that integrated anti-corruption values such as honesty, responsibility, discipline, fairness, and cooperation into English classroom activities. In addition, Project-Based Learning was found to be effective in creating meaningful and contextual learning experiences that supported both students' language development and character education simultaneously.

This study has several important implications for English language teaching and teacher professional development at the elementary school level. First, the findings indicate that Project-Based Learning can serve as an effective instructional approach for integrating character education, particularly anti-corruption values, into English learning. Second, the workshop demonstrated the importance of continuous teacher training programs in improving teachers' competencies in designing innovative and contextual instructional materials. Third, integrating anti-corruption education into English learning contributes to strengthening students' moral awareness and social responsibility from an early age, which supports the broader educational goal of developing ethical and responsible citizens. Therefore, schools, educational institutions, and policymakers are encouraged to support similar professional development programs and provide adequate resources to facilitate the implementation of Project-Based Learning integrated with character education.

Future studies are recommended to explore the long-term impact of Project-Based Learning integrated with anti-corruption education on students' attitudes, behavior, and English language achievement. Further research may also involve larger participant groups and different educational contexts to obtain broader findings regarding the effectiveness of this instructional approach. In addition, future researchers may investigate the challenges and strategies of implementing PjBL-based anti-corruption education in rural and urban schools or compare its effectiveness across different grade levels. Quantitative or mixed-method research designs may also be employed to measure the statistical impact of Project-Based Learning on students' academic performance, critical thinking skills, and character development. Finally, future studies may focus on the development of digital teaching materials and technology-based projects to support more innovative and interactive English learning integrated with character education in the digital era.

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