



Development and Validation of Project-Based English Teaching Materials for Physical Education, Health, and Recreation Students at Universitas Negeri Medan

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ABSTRACT

Teaching materials are important for supporting competency-oriented English learning in higher education. This study aimed to develop and validate Project-Based Learning (PjBL) teaching materials for English courses for Physical Education, Health, and Recreation students at Universitas Negeri Medan. The study employed a Research and Development (R&D) approach using the ADDIE model, consisting of Analysis, Design, Development, Implementation, and Evaluation. The participants were 300 second-semester students, with 100 students involved in the needs analysis. Data were collected using needs analysis questionnaires, expert validation instruments, and student response questionnaires and analyzed descriptively using a five-point Likert scale. The needs analysis showed that 100% of students reported that the “Break-Down” technique was not difficult, 70% were willing to use the developed materials, and 90% were interested in PjBL-based materials. Expert validation resulted in feasibility scores of 94% for content and 88% for media. Product trials involved 30 students in the limited trial, 90 in the operational trial, and 300 in the large-scale trial, with response scores of 45%, 75%, and 92%, respectively. In the large-scale implementation, 85% of students achieved the required passing grade on the MyEnglishScore test. The developed materials provide project-based activities, sports-related cases, collaborative tasks, OBE-aligned assessment rubrics, and digital supplementary materials. The findings indicate that the materials were feasible based on expert validation and received increasingly positive student responses across the trial stages



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INTRODUCTION

Teaching materials are important components of higher education because they provide structured content, learning activities, and guidance that support students in achieving intended learning outcomes. Effective teaching materials should be aligned with students' characteristics, course objectives, and the competencies required in academic and professional contexts (Prastowo, 2015 ; Febrina et al., 2022) In English language learning, instructional materials are expected not only to present linguistic knowledge but also to provide opportunities for students to apply language skills through meaningful and contextual activities. Previous studies have shown that developed and digital-based teaching materials can support student engagement, motivation, and learning processes when their content and activities are appropriately aligned with learner needs (Farhana et al., 2021; Armawan, 2023)

The need for competency-oriented instructional materials is particularly relevant in higher education institutions implementing Outcome-Based Education (OBE). OBE emphasizes the alignment of learning activities, assessment, and instructional resources with clearly defined learning outcomes (Spady, 1994) . In English language education, this alignment requires learning activities to provide opportunities for students to demonstrate language competencies rather than merely complete course content. Recent evidence from Indonesian higher education indicates that the implementation of OBE remains challenging, particularly in translating intended learning outcomes into appropriate teaching strategies, learning materials, and assessment instruments. Similarly, research on OBE-oriented English learning has demonstrated the importance of aligning learning activities and digital resources with measurable language competencies and student engagement (Sriyanto et al., 2024). Therefore, the development of English teaching materials needs to consider not only content coverage but also learning outcomes, authentic activities, and appropriate assessment.

The relevance of contextualized English instruction becomes more apparent in sports-related higher education. Students in Physical Education, Health, and Recreation are expected to encounter English in academic and professional situations involving sports terminology, training instructions, scientific information, competitions, coaching, and professional communication. Recent research involving sport students in Indonesia found that students require listening, speaking, reading, writing, vocabulary, and grammar skills, with particular needs for sports-specific terminology and contexts. The same study also reported students' preference for collaborative, authentic, and project-based learning activities (Sari et al., 2025). These findings suggest that English instruction for sport students should be connected to their disciplinary contexts rather than relying predominantly on general English topics.

Project-Based Learning (PjBL) provides a potential pedagogical approach for contextualizing English learning because students learn through investigation, collaboration, problem solving, and the production of meaningful outcomes. PjBL has been associated with active student engagement and meaningful learning experiences (Almulla, 2020). In ESP contexts, project-based activities can connect language learning with discipline-specific tasks and professional communication. These characteristics make PjBL relevant for developing contextualized English learning activities that are aligned with students' academic and professional needs.

Although PjBL has been investigated in general English and several ESP contexts, its application to English learning for sport students remains comparatively less developed. Sari et al., (2025) specifically demonstrated that sport students need contextualized English and expressed preferences for project-based learning involving authentic activities such as simulations, discussions, video production, and podcasts. However, their study primarily examined students' language needs and preferred learning approaches rather than developing and validating a complete instructional material product. Other studies have developed project-based English resources, including project-based e-modules and digital teaching materials, but these studies have focused on different disciplines or language-learning contexts (Rika et al., 2024 ; Handayani et al., 2024). Thus, existing research provides evidence for the relevance of PjBL, ESP, and contextualized English learning, but these strands have not been sufficiently translated into validated teaching materials specifically designed for Physical Education, Health, and Recreation students.

The existing literature therefore shows three related but distinct research directions. First, studies on PjBL have demonstrated its potential to support engagement, communication, collaboration, and discipline-related learning (Purnami & Widiadnya, 2024). Second, ESP studies have emphasized the importance of aligning English instruction with students' academic and professional needs (Hariyanto et al., 2022 ; Pradana et al., 2022 ; Dewi & Subekti, 2024). Third, research on sport students has identified specific language needs and preferences for contextualized and project-based learning (Sari et al., 2025). However, these research directions have generally been examined separately. Less attention has been given to the systematic development and validation of an English teaching material product that combines sports-related contexts, project-based activities, collaborative tasks, and OBE-aligned assessment within a single instructional resource for Physical Education, Health, and Recreation students.

In response to this gap, the present study develops Project-Based Learning teaching materials for English courses for Physical Education, Health, and Recreation students at Universitas Negeri Medan. The contribution of the study is not merely the combination of PjBL, ESP, and OBE concepts, but the development of a structured instructional product that incorporates sports-related case studies, project activities, collaborative learning tasks, assessment rubrics aligned with OBE principles, and supplementary digital materials. Previous research has examined the implementation of Project-Based Learning in higher education and highlighted its potential to engage students through project-oriented learning activities (Riyanti, 2023). PjBL has also been considered in ESP course design to connect language learning with discipline-specific content and vocational contexts (Elmin & Fitia, 2023). In addition, the integration of outcome-based elements into English learning materials emphasizes the alignment of learning activities and materials with intended competencies (Pulungan et al., 2024). The materials are developed systematically through the ADDIE model to provide a coherent sequence from needs analysis and instructional design to development, implementation, and evaluation. This product-oriented contribution distinguishes the study from previous research that has primarily investigated students' needs, PjBL implementation, or project-based resources without specifically developing and validating an integrated English teaching material for Physical Education, Health, and Recreation students.

Based on the identified gap, this study aims to develop and validate Project-Based Learning teaching materials for English courses for Physical Education, Health, and Recreation students at Universitas Negeri Medan. The study focuses on the development process, the feasibility of the resulting materials, and students' responses during the product trials. Needs analysis is an important foundation for developing ESP materials because it helps identify learners' academic, occupational, and communicative requirements (Azhar & Masyi'ah, 2023). Accordingly, the research questions are: (1) How are Project-Based Learning teaching materials for English courses developed for Physical Education, Health, and Recreation students using the ADDIE model? (2) How feasible are the developed

teaching materials based on expert validation? and (3) How do students respond to the developed teaching materials across the product trial stages?.

METHOD

This study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The model was used to systematically develop Project-Based Learning (PjBL) teaching materials for English courses for students in the Physical Education, Health, and Recreation program at the Faculty of Sports Science, Universitas Negeri Medan. The development process focused on integrating English learning with sports-related contexts through project activities, collaborative tasks, contextual cases, and learning assessments aligned with Outcome-Based Education (OBE).

The study involved second-semester students enrolled in the English course. A total of 300 students participated in the study, while different groups were involved at the needs analysis and product trial stages. The sampling technique used was random sampling. The needs analysis involved 100 students, followed by a limited trial involving 30 students, an operational trial involving 90 students, and a large-scale trial involving 300 students. In addition, the developed teaching materials were evaluated by two content experts and two media experts. The distribution of participants and experts was determined according to the stages of the product development process.

The development process began with the Analysis stage. At this stage, a needs analysis was conducted to identify students' learning needs, difficulties, interests, and expectations regarding English learning in sports-related contexts. Data were collected from 100 students using a questionnaire consisting of 10 items. The questionnaire addressed students' perceptions of the difficulty of existing English materials, their willingness to use developed teaching materials, their interest in project-based learning, the relevance of sports-related English materials, their interest in project assignments, confidence in using English in sports contexts, the need for digital learning materials, and their perceptions of the contribution of PjBL to English learning. The results of this stage were used as the basis for determining the content and characteristics of the teaching materials.

The Design stage involved planning the structure, content, learning activities, project assignments, and assessment components of the teaching materials. The materials were designed to provide students with opportunities to apply English in contextual sports situations through project-based and collaborative activities. The design also incorporated learning outcomes and assessment activities consistent with the principles of OBE. Based on this design, the Development stage was conducted by producing the initial version of the teaching materials. The materials included English explanations, sports-related examples and cases, project activities, collaborative assignments, exercises, and assessment components.

The initial product was then evaluated by two content experts and two media experts. Each group of experts used a 20-item validation instrument with a five-point Likert scale. Content experts assessed the suitability and quality of the instructional content, while media experts assessed aspects related to the presentation and characteristics of the developed teaching materials. The results of the expert validation were used to identify aspects requiring revision before the product was tested with students. The study therefore used a total of 20 items for content validation and 20 items for media validation.

Following expert validation and revision, the Implementation stage was conducted through three product trial stages. The limited trial involved 30 students, the operational trial involved 90 students, and the large-scale trial involved 300 students. Student responses to the developed teaching materials were collected using a 20-item questionnaire based on a five-point Likert scale. The successive trials were conducted to obtain information regarding students' responses to the developed materials and to support improvements before the final implementation.

At the final implementation stage, the English proficiency of 300 students was also assessed using MyEnglishScore. The results of this assessment were used to describe students' achievement in English proficiency after implementation of the developed materials. The MyEnglishScore results were treated as an additional implementation outcome and were not used as evidence of a causal effect of the developed teaching materials because the study employed descriptive analysis rather than a pretest-posttest or controlled experimental design.

The Evaluation stage was conducted throughout the development process. Information obtained from the needs analysis, expert validation, and student trials was used to identify aspects of the product that required improvement. Revisions were therefore made progressively before the final version of the teaching materials was established. This process ensured that the final product was based on identified student needs, expert assessments, and student responses obtained during the successive trial stages. Data collected through the questionnaires were analyzed using descriptive percentage analysis. The percentage score was calculated using the following formula:

$$P = \frac{X}{X_{max}} \times 100\%$$

Where PP represents the percentage score, XX represents the score obtained, and $X_{\text{max}}X_{\text{max}}$ represents the maximum possible score. The resulting percentages were used to describe the needs of students, the feasibility of the teaching materials based on expert validation, and student responses during the product trials. The MyEnglishScore results were analyzed descriptively by calculating the number and percentage of students who achieved and did not achieve the specified passing grade. The instruments and data collection procedures used in the study consisted of a 10-item needs analysis questionnaire, 20-item content validation questionnaire, 20-item media validation questionnaire, and 20-item student response questionnaire, all using a five-point Likert scale

RESULTS

Needs Analysis

The needs analysis was conducted to identify students' perceptions, learning needs, and preferences regarding English learning materials in sports-related contexts. Data were collected from 100 second-semester students using a 10-item questionnaire. The results showed generally positive responses toward the development of Project-Based Learning (PjBL) teaching materials.

The highest response was related to students' interest in project-based teaching materials, with a mean score of 4.28 or 85.6%. Students also showed strong interest in English materials focusing on sports contexts, with a mean score of 4.22 or 84.4%. The perception that PjBL could help students understand English materials reached 83.6%, while the need for digital learning materials reached 83.2%. In addition, 82.0% of students considered English materials related to sports to be more interesting, and 81.6% perceived that PjBL could support the development of their English skills.

The lowest percentage was observed in students' confidence in using English in sports contexts, which reached 72.8%. This finding indicates that although students generally expressed positive perceptions toward contextual and project-based English learning, confidence in using English in sports-related situations remained an area that could be addressed through the developed teaching materials.

Overall, the needs analysis produced an average score of 81.32%, indicating a high level of need and positive orientation toward the development of project-based English teaching materials. The complete results of the needs analysis are presented in [Table 1](#).

Table 1. Results of the Needs Analysis

Nu.	Indicator	Mean	Percentage
1	Difficulty of English materials using the Break-Down technique	4.12	82.4%
2	Willingness to use the developed teaching materials	3.92	78.4%
3	Interest in project-based teaching materials	4.28	85.6%
4	PjBL helps students understand English materials	4.18	83.6%
5	English materials related to sports are more interesting	4.10	82.0%
6	Interest in project-based assignments	3.96	79.2%
7	Confidence in using English in sports contexts	3.64	72.8%
8	Need for digital teaching materials	4.16	83.2%
9	Interest in sports-focused English materials	4.22	84.4%
10	PjBL can improve English skills	4.08	81.6%
Average		4.07	81.32%

Expert Validation

Following the development of the initial teaching materials, expert validation was conducted to evaluate the content and media aspects of the product. Two content experts and two media experts participated in the validation process. Each validation instrument consisted of 20 items using a five-point Likert scale.

The content validation results showed that the first content expert awarded a score of 92%, while the second content expert awarded 96%. The average content validation score was therefore 94%. This result indicates that the developed teaching materials received a high feasibility assessment from the content experts. For media validation, the first media expert awarded a score of 86%, while the second media expert awarded 90%. The average media validation score was 88%. These results indicate that the developed materials were also considered feasible from the media and presentation aspects. The detailed validation results are presented in [Table 2](#).

Table 2. Expert Validation Results

Validation Aspect	Validator	Score	Percentage
Content	Content Expert 1	92/100	92%
Content	Content Expert 2	96/100	96%
Content Average		94/100	94%
Media	Media Expert 1	86/100	86%
Media	Media Expert 2	90/100	90%
Media Average		88/100	88%

The expert validation results provided the basis for revising the teaching materials before their implementation in the student trial stages.

Product Trial Results

After expert validation and revision, the developed teaching materials were tested through three stages: limited, operational, and large-scale trials. The limited trial involved 30 students, the operational trial involved 90 students, and the large-scale trial involved 300 students. Student responses were collected using a 20-item questionnaire.

In the limited trial, 5 students (16.7%) categorized their responses as Very Good, 8 students (26.7%) as Good, 11 students (36.6%) as Fair, and 6 students (20.0%) as Poor. No students were categorized as Very Poor. Thus, the responses at this initial stage were distributed across several categories, with the Fair category representing the largest proportion.

Table 3. Student Responses in the Limited Trial

Category	Frequency	Percentage
Very Good	5	16.7%
Good	8	26.7%
Fair	11	36.6%
Poor	6	20.0%
Very Poor	0	0%
Total	30	100%

In the operational trial involving 90 students, 24 students (26.7%) were categorized as Very Good, 43 students (47.8%) as Good, 18 students (20.0%) as Fair, and 5 students (5.5%) as Poor. No students were categorized as Very Poor. The distribution indicates a greater concentration of positive responses compared with the limited trial.

Table 4. Student Responses in the Operational Trial

Category	Frequency	Percentage
Very Good	24	26.7%
Good	43	47.8%
Fair	18	20.0%
Poor	5	5.5%
Very Poor	0	0%
Total	90	100%

The large-scale trial involved 300 students. The results showed that 138 students (46.0%) were categorized as Very Good, 124 students (41.3%) as Good, 32 students (10.7%) as Fair, and 6 students (2.0%) as Poor. No students were categorized as Very Poor. Thus, the Very Good and Good categories accounted for the majority of student responses at the large-scale trial stage.

Table 5. Student Responses in the Large-Scale Trial

Category	Frequency	Percentage
Very Good	138	46.0%
Good	124	41.3%
Fair	32	10.7%
Poor	6	2.0%
Very Poor	0	0%
Total	300	100%

Across the three trial stages, the distribution of student responses shifted toward the Good and Very Good categories. This pattern indicates an increase in student acceptance and perceived usability of the teaching materials across the successive trial stages. However, these response patterns should be interpreted as evidence of acceptability and usability rather than as direct evidence of improved English proficiency, because the study did not employ a pretest-posttest comparison or a control group.

MyEnglishScore Implementation Outcome

At the final implementation stage, 300 students participated in the MyEnglishScore assessment. The results showed that 255 students (85.0%) achieved the specified passing grade, while 45 students (15.0%) did not achieve the passing grade.

Table 6. MyEnglishScore Results

Result	Frequency	Percentage
Achieved passing grade	255	85.0%
Did not achieve passing grade	45	15.0%
Total	300	100%

The 85.0% passing rate provides a descriptive overview of students' English proficiency achievement at the final implementation stage. However, this result does not by itself demonstrate that the developed teaching materials caused an improvement in English proficiency. No baseline MyEnglishScore result, pretest score, comparison group, or inferential statistical analysis was available in the present study. Therefore, the result is interpreted as an implementation outcome rather than evidence of a statistically significant intervention effect.

Based on the needs analysis, expert validation, and successive product trials, the final teaching materials were developed as Project-Based Learning materials for English courses in the Physical Education, Health, and Recreation program. The materials integrate English learning with sports-related contexts and provide students with project activities, contextual cases, collaborative tasks, exercises, and assessment activities.

The development process resulted in teaching materials that were assessed positively by both content and media experts and received increasingly positive student responses across the three product trial stages. The final product therefore represents a teaching-material development outcome supported by expert feasibility assessments and student response data.

DISCUSSION

The findings indicate that the developed Project-Based Learning (PjBL) teaching materials were aligned with students' needs for contextualized English learning. The needs analysis reached 81.32%, with strong interest in project-based materials and sports-focused English. This finding supports the importance of developing teaching materials that are relevant to learners' academic contexts (Prastowo, 2015; Febrina et al., 2022; Armawan, 2023). The integration of sports contexts also reflects the principles of English for Specific Purposes (ESP), in which learning activities are connected to learners' disciplinary and communicative needs.

The expert validation results showed high feasibility, with scores of 94% for content and 88% for media. These findings indicate that the developed materials were considered appropriate in terms of content and presentation. The use of project activities, contextual cases, collaboration, and outcome-oriented assessment is consistent with previous studies emphasizing the potential of PjBL to support active and meaningful learning (Almulla, 2020; Anugraha & Padmadewi, 2022; Purnami & Widiadnya, 2024). However, these results represent product feasibility, not direct evidence of improved English competence.

Student responses also became more positive across the three trial stages. In the limited trial, the largest proportion was in the Fair category (36.6%), while the Good category dominated the operational trial (47.8%), and the Very Good category reached 46.0% in the large-scale trial. This pattern suggests increased acceptance and perceived usability following product revision. However, differences in participant characteristics, self-reported perceptions, and the novelty of the materials may also have influenced these responses. Therefore, the increase should not be interpreted as direct evidence of instructional effectiveness.

The contextualization of PjBL in sports-related English learning may provide opportunities for students to use vocabulary, interpret information, collaborate, produce written work, and communicate project results. This reflects constructivist and experiential learning principles in which students learn through meaningful activities and active participation (Trianto, 2014; Sukerti & Susana, 2019). Nevertheless, the MyEnglishScore results, in which 85% of students achieved the passing grade, should be interpreted cautiously. Because the study did not include baseline

scores, pretest-posttest comparisons, a control group, or inferential statistical analysis, the result cannot establish that the teaching materials caused an improvement in English competence.

The study has several limitations. The participants were drawn from a single study program, student responses relied substantially on self-report, and the product trials did not employ an experimental comparison design. Therefore, the findings primarily support the feasibility and acceptance of the developed PjBL teaching materials rather than causal claims of learning effectiveness. Future research should incorporate pretest-posttest measurements and, where possible, a comparison group to provide stronger evidence of changes in English competence.

CONCLUSION

This study developed Project-Based Learning (PjBL) teaching materials for English courses for Physical Education, Health, and Recreation students using the ADDIE model. The development was based on students' identified needs and resulted in teaching materials integrating sports-related contexts, project activities, collaborative tasks, and outcome-oriented assessment. Expert validation indicated that the materials were feasible in terms of content and media, with scores of 94% and 88%, respectively. The successive product trials also showed increasingly positive student responses, indicating good acceptance and perceived usability of the developed materials.

The findings therefore support the conclusion that the developed teaching materials are feasible and well-received by students for use in contextualized English learning. At the final implementation stage, 85% of the 300 students achieved the specified MyEnglishScore passing grade. However, this result should be interpreted as an implementation outcome rather than evidence that the materials directly or significantly improved English competence, because the study did not include pretest-posttest comparisons, a control group, or inferential statistical analysis. Thus, the effectiveness of the materials in producing measurable learning gains cannot be established from the present design.

The main limitation of this study is that the participants were drawn from a single study program and student responses relied substantially on self-reported data. Future research should examine the materials using a quasi-experimental or pretest-posttest design, involve students from different sports-related study programs and institutions, and conduct longitudinal evaluations to determine whether the use of the materials produces sustainable improvements in English competence.

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