

## ANALYZING PROFIL PELAJAR PANCASILA VALUES IN ELEMENTARY SCHOOL TEXTBOOK

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### Abstract

This study aimed at investigating *Profil Pelajar Pancasila* Values in English textbooks “My Next Words” for elementary school students of *Merdeka* Curriculum. This analysis was really needed to explore the character education material proposed in the *Merdeka* Curriculum to form elementary students with noble values. A content analysis technique was employed in this current study. The result of the study showed that the existence of *Profil Pelajar Pancasila* values related to *Critical Reasoning* as the most frequent occurrence category. Then, there were character values related to *Having Faith*, *Fearing God*, *Having Character* and *Being Independent*. In internalizing *Profil Pelajar Pancasila* Values, teachers must be active in making integration character values from texts and pictures in the textbook with their lesson plan. These findings lead to the conclusion that the upcoming textbooks should pay attention in the distribution of character values and the role of the teachers in teaching the characters should be maximized.

**Keywords:** Character education, content analysis, English textbook

## INTRODUCTION

Since a person is born without literacy, numeracy skills, or knowledge of cultural norms and achievements, the goal of education is to mold the individual. Dewey (1897) defined education as an unconscious process where individual is shaped with the intellectual and moral resources through their experiences and intercatations with their environment. People have the opportunity to find and realize their potential through education, allowing them to develop into well-thought-out persons who have positive attitudes and behaviors (Naziev, 2017). All stakeholders, including family-based informal educational institutions, community-based non-formal educational institutions, and especially formal educational institutions like schools and universities, are accountable for character-based education (Permana et al., 2018). Schools plays a crucial role as social institution, they not only provide academic education but also serve children’s social and emotional development while children spend a significant amount of time in school (Lickona, 2012; Astuti, 2019).

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In reality, even though character education is a part of education since in elementary level, moral degradation among the youth in the modern era cannot be avoided. Generally, Lickona (2012) concludes there are ten troubling youth trends, one of them is violence. In the Indonesian context, the case of a child's bullying in Tasikmalaya, West Java which resulted in death due to depression. There is also similar case happen in Lubuklinggau, an 11-year-old boy died of depression and murder by 'WW', a Junior High School student. These two examples are the reason why character education is extremely needed. Character education aims to develop individuals with virtuous beliefs, ethical behavior, and moral deeds, it must be implemented as soon as possible in the educational institution in order to prevent similar occurrences from occurring in the future (Thompson, 2002).

Character-based education in Indonesia already exists since Independence Day. It indicates that the government realized the importance of character in education. It was reflected in the last three curriculums that contained with three competencies, namely attitude, knowledge, and skill aspect. While the recent curriculum, called *Merdeka Curriculum*, also consist of character education in it. It is knows as *Profil Pelajar Pancasila* that proposed to form a generation with specific character of *Pancasila* which consists of six characters, namely 1) believing God and having good character; 2) diversity; 3) working together; 4) mindfulness/creativity; 5) critical reasoning, and 6) being independent (The Ministry of Education and Culture, 2022). Indonesia educational system explicitly arranged in the Act of Republic Indonesia Number 20/2003, as follows:

“National education functions to develop the capability, character, and .....; who possess morals and noble character; .....” (The Act of Republic Indonesia Number 20/2003, Chapter 2 Article 3)

First, it is clear from the Act that the goal and main purpose of education is to unlock students' potential. In other words, education serves as a tool to help students develop their potential, particularly their intellectual capacities, which have the potential to evolve into future human resources. Second, the Indonesian government is aware that science and learner nature should be on an equal footing. Therefore, it is believed that education will produce students with positive character traits. After the character has been developed, it is anticipated that the students would be accustomed to understanding and putting the character values into reality. Last, but not least, the overall goal of Indonesian education is to create well-being, polite, and well-behaved citizens who will help improve the country. Since the 2013 Curriculum and *Merdeka Curriculum* were built on character and competences, it is

anticipated that its implementation would result in the development of inventive, creative, productive, others' talents, and social skills of human resources development.

In academic context, this is the role of the hidden curriculum which underlying messages, values, norms and attitudes to students (Cubukcu, 2022). It cannot be neglected that hidden curriculum as important as an actual curriculum in determining educational goals (Mei, 2015; Afriani, et.al., 2020). The hidden curriculum transmitted messages and values that embedded in the daily activities in school and it is often unconscious, for the examples, all implicit materials and concepts like group activities in the classroom and communication and interaction among students (Permana et al., 2018). Besides that, the hidden curriculum also often appears in a textbook. Theoretically, textbooks are designed and reflected from a written curriculum.

A textbook is a part of teaching materials used as a learning resource for students to enrich their knowledge and a guide for a teacher in the classroom. A textbook is a resource and a reference for students, a syllabus which reflects learning objectives, and a source for teachers who have less experience and those who have no confidence yet (Cunningsworth, 1995). Hence, selecting a textbook to use in the classroom is essential for teachers in the classroom because it should reflect the three competencies proposed by the *Merdeka* Curriculum. Among various existing textbooks, a textbook for Elementary School is an interesting part to study, especially the existence of the textbooks for elementary school in Lubuklinggau since character education should be taught as soon as possible as mandated from the law. It is inline with Gunawan (2017), it is important to build character of children from an early age. In Indonesia, English subject can be found in Elementary School Level in *Merdeka* Curriculum.

In relation to the issues above, it is necessary that a textbook is considered as an essential medium in the teaching and learning activity as well as character education content in it. In Government Regulation No. 32 Year 2013 about National Education Standard Article 1 No. 23, it is mentioned that the textbook is the main learning source to achieve basic and core competence in the curriculum. Therefore, a research in potraying *Profil Pelajar Pancasila* in EFL textbooks for elementary school needs to be conducted especially in Lubuklinggau Regency.

## METHODOLOGY

### Research Design

This study used a content analysis technique to analyze the data. Cohen, Manion, and Morrison (2007) proposed four steps in content analysis, namely Coding, Categorizing, Comparing, and concluding. The object of this study was “My Next Words” for fourth grader, an EFL textbook that commonly used by elementary teachers in Lubuklinggau regency. This EFL textbook was a reflection of the recent curriculum in Indonesia, *Merdeka Curriculum*. In collecting the data, that textbook has been collected as the source to investigate the *Profil Pelajar Pancasila* Values by using the checklist. Next, the steps such as data reduction, data display, and making a conclusion used as the data analysis (Miles and Huberman, 1994).

### Object and Subject of the Study

The object of this study was the English textbook of *Merdeka Curriculum* used by fourth grader elementary Schools “My Next Words” that have applied *Merdeka Curriculum* in Lubuklinggau and the subjects of this study were 5 English teachers in elementary schools. Those teachers were Mrs. ADS (12 Years Work Experience), Mrs. AA (14 Years Work Experience), Mrs. JAP (7 Years Work Experience), Mrs. NA (11 Years Work Experience) and Mrs. DRA (17 Years Work Experience). These teachers were chosen by the headmaster of each school. All teachers which were interviewed by the researchers were used to gain the information about English textbooks they were using from the teachers’ perspectives.

### Procedures

The data for this study was collected through the documentation, checklist, and interview. In data analysis, it contained three stages: (1) data reduction (done by doing coding); (2) data display (e.g., charts and graphs); and (3) making a conclusion and verifying them into percentage analysis. In analyzing the data from the textbooks, first, the researchers observed the textbooks in the term of character values. Second, the researchers constructed the character values content checklist. Third, the researchers constructed the guidelines for coding.

## FINDINGS AND DISCUSSION

### *Profil Pelajar Pancasila* Values Portrayed in the Textbook of Fourth Grader Elementary School

Table 1 focuses on *Profil Pelajar Pancasila* in *Merdeka Curriculum* values that proposed by the government:

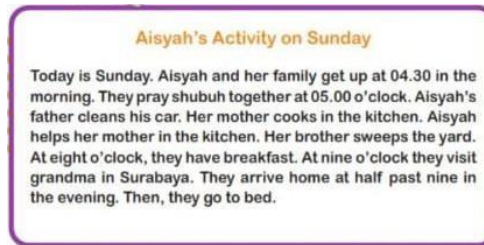
**Table 1. The Result of *Profil Pelajar Pancasila* Values Portrayed in the Textbook**

No	Category / Value	Frequency (F)	Percentage (P)
<b>Having Faith, Fearing God, and Having Character.</b>			
1	Religious morality	2	1.07%
2	Personal morality	14	7.52%
3	Morality toward other human being	5	2.68%
4	Morality toward nature	2	1.07%
5	State morality	3	1.61%
<b>Total</b>		<b>26</b>	<b>13.97%</b>
<b>Global Diversity</b>			
6	Knowing and respecting culture	2	1.07%
7	Intercultural communication	19	10.21%
8	Reflecting and being responsible for diversity	2	1.07%
<b>Total</b>		<b>23</b>	<b>12.36%</b>
<b>Mutual Cooperation</b>			
9	Collaboration	14	7.52%
10	Caring	2	1.07%
11	Sharing	2	1.07%
<b>Total</b>		<b>18</b>	<b>9.67%</b>
<b>Independent</b>			
12	Self-awareness	24	12.90%
13	Self-regulation	2	1.07%
<b>Total</b>		<b>26</b>	<b>13.97%</b>
<b>Critical Reasoning</b>			
14	Obtaining and processing information and ideas	23	12.36%
15	Analyzing and evaluating reason	18	9.67%
16	Reflecting	36	19.35%
17	Making decisions	8	4.30%
<b>Total</b>		<b>85</b>	<b>45.69%</b>
<b>Creative</b>			
18	Generating own ideas	4	2.15%
19	Producing original works and actions	4	2.15%
<b>Total</b>		<b>8</b>	<b>4.30%</b>

The explanation of the table above which is used as the evidences of *Profil Pelajar Pancasila* values in the textbook were presented in the section below:

#### ***Having Faith, Fearing God, and Having Character.***

Based on the finding, Having Faith, Fearing God, and Having Noble Character were stated several times. *Pancasila* students must believe in one God (The Ministry of Education and Culture, 2020). This element can be presented into personal morality, moral for others, nature and nation. (The Ministry of Education and Culture, 2020). The examples are presented as the following:



**Picture 1. Religious Moral**

In this chunk, the textbook put religious moral value where Aisyah's family doing praying subuh together. This picture delivered relation to God is one of part in daily activities. Therefore, this textbook had in line with *Profil Pelajar Pancasila* in *Merdeka* Curriculum. This kind of sentences and animations in the textbooks taught students to believe in the existence of Almighty God which is in line with the national principle of Indonesia, *Pancasila*, as it stated "Belief in One and Only God". Believing in one religion is mandatory in Indonesia. The act of believing the Almighty God could be done like it was presented in the textbooks. Students can learn that every action that they do should be started by praising His name so every activity they do will always be endowed. A teacher also needs to explain to students that every single activity can count as merit for students if they have good intention of doing certain activity. Based on the finding in the textbook, the value of spiritual only limited to giving examples of attitudes and submissive behavior in carrying out the teachings of religion. In contrast, it forgot to promote implementing tolerance toward the practice of other religions and living in harmony with other religions which it is stated by The Ministry of Education (2020).



**Picture 2. Personal Moral**

In picture 2, it showed a child that was taking toothbrush in order to make his teeth and mouth stayed fresh and health. This picture was a part of direct example in taking care of self physically. It was in line with personal moral value that stated in *Profil Pelajar Pancasila* in *Merdeka* curriculum. In some pages, the pictures also showed taking care of self physically, but there was no picture that showed value in taking care of self mentally and spiritually.

Meanwhile, Picture 3 below showed a child was watering flower. It showed concern for plants, especially flowers. The picture above already showed that the environment needed to be maintained and cared for so that it will give harmony in the surrounding environment as living things.



**Picture 3. Morality toward Nature**

Environmental awareness is an understanding of natural surrounding to prevent nature from damage that caused from human activity (The Ministry of Education, 2010). The materials in the textbook about *Environmental awareness* were well presented. In general, the Environmental awareness values in the textbooks were divided into some topic, such as to keep the environment clean and tidy, to water plants and, to plant trees, and so on. These all topic in the textbooks were in line with environmental education that demanded by the world. UNESCO (2007) states that ‘environmental education’ is a process that aims to create a world society that has a concern for the environment and caring for the issues involved and having the knowledge, motivation, commitment and skills to work, either individually or collectively in searching for alternatives or providing solutions to current environmental problems and avoiding the emergence of new environmental problems.

### ***Global Diversity***

This value, *Pancasila* students are loving their own culture and nation, can be called as nationalism, respecting other cultures, and interacting between cultures (The Ministry of Education and Culture, 2020).



**Picture 4. Knowing and appreciating culture**

In this chunk, the textbook put knowing and appreciating value where Aisyah and Cici are dancing *Tari Piring* from West Sumatera, Indonesia. The picture above gave other students from other culture in participating the class. It showed harmony in diversity of culture had been implemented in this textbook. In this category, it found that Nationalism and Patriotism existed in the textbooks. Nationalism is the ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.

### ***Mutual Cooperation***

In this chunk, the textbook put collaboration activity in a team. The students are playing football and this picture showed team work activity which needed collaboration. The examples were like playing together. Students as social beings will inevitably need help from others, they cannot live alone without being cooperative with others. In life, it is very important to build a good cooperation. Cooperation can teach students to achieve common goals. With the value of *Cooperation*, students were expected could handle certain situation easier because they have friends to exchange ideas so whatever they do could finish quickly with the maximum results. Through cooperate and associate with others, students also could learn about team work, responsibility, and respect.



**Picture 5. Collaboration**

### ***Independent***

*Independent*, through the examples students were expected to take care and control of themselves even though they could have hand from others. The representation of independent students who can solve problem by having initiative and able to make their goal happen. Being independent students mean they could offer their solutions and methods to solve problems on their own and face challenges as and when they come up.





On sunday morning, I will taje a bath. But the bathroom is very dirty. So I clean it first.

**Picture 6. Self-Awareness**

From picture 6, a boy can understand his environment, paying attention to a dirty bathroom so he takes the initiative to clean it. this shows that this book has provided a self-regulation in dealing with a situation.

### ***Critical Reasoning***

*Critical Reasoning* is the process of thinking clearly and rationally. It is really needed in learning process for students. Through the learning instruction (observing activity) students can develop their critical reasoning to create meaningful learning process and help students to acquire knowledge. In addition, critival reasoning can start through observing that can lead students to become good observers toward their surrounding environment since the materials in the textbooks were related to their real life (contextual learning). *Critical Reasoning* make students more critical in observing their surrounding which it means that through the value of Curiosity students will learn more than what they are expected.



Made and his family go to their grandparent's house in the village by car. In the middle of their trip, the rain falls very hard. They stop in an empty house. Made opens the door and see mice and cockroaches. The mice shocked me. Can you see them?

**Picture 7. Critical Reasoning**

In this chunk, the students were invited to think critically from the picture shown in the textbook. Students were asked to create description text from the picture.

## Creativity

*Creativity* is the process of thinking and doing something to recognize alternatives or possibilities. *Creativity* is useful to help students to solve problems and enabling to produce innovative products. In the textbooks, the value of *Creativity* was presented in the learning exercises and the learning materials. In textbooks, students did some task. The value of *Creativity* could be promoted through the task since it asked students to work on their own to make a card. Students asked to freely express what they wanted for their card. Thus, it gave students a chance to promote their creativity that limited in term of aesthetic.



**Picture 8. Creativity**

The picture above showed four pictures which consisted blank space to filled out. This textbook derived student to create their own ideas which expressed their thinking and feeling about those pictures. Students who think critically are capable of objectively processing information on both a qualitative and quantitative level, establishing relationships between disparate pieces of information, analyzing, evaluating, and concluding on that information. Critical reasoning consists of the following components: acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on one's own thoughts and thought processes, and making decisions.

## Teachers' Perception about *Profil Pelajar Pancasila* Values Portrayed in the Textbooks

The data from the interview about *Profil Pelajar Pancasila* Values in the textbook and its implementation, all the elementary teachers agreed that the texbook "My Next Words" promoted *Profil Pelajar Pancasila* Values in it. Teachers asserted that character education was important for producing better future generations of children and that it was the answer to the moral decline that was occurring in society. This is similar with by Qoyyimah (2015) who revealed that character education can answer social problem. In addition, character education is the only way to change person from bad to good (Permana et al, 2020).

Furthermore, all teachers also agreed that building students character should be taught as soon as possible. As Thompson (2002) said that the goal of character education is to develop morally upright individuals who behave honourably. They believed that character education might impart to kids certain moral principles that were crucial for them to live by in society, particularly in a school setting.

The substantial role of teachers is to internalize character values becoming students' character in their daily life. The integration of character values into subjects (i.e. actual curriculum) is not only related to words or pictures in the textbook but also connects the words and realities of student life (i.e. hidden curriculum) by providing meaningful experience. A teacher needs a systematic understanding about character education development phase to internalize in teaching plan to create conducive learning interactions. Teachers also prepare lesson plan to determine directions and goals that are beneficial for the development of student potential.

## CONCLUSION AND SUGGESTION

This study analyzed the content of character values based on *Profil Pelajar Pancasila* values portrayed in English textbook “My Next Words” for fourth graders of elementary School published by The Ministry of Education and Culture. It can be summarized that the presence of *Profil Pelajar Pancasila* values related to critical reasoning as the most frequent occurrence category. Then, it was followed by character values related to Having Faith, Fearing God, and Having Character and Being Independent. In general, the material presentation of the character values contained in the textbooks is limited to the inculcation approach (value-added). It can be seen from all materials that presented kinds of character values (i.e. knowing) but its presentation has not yet reached the stage of cognitive moral development of students based on Kohlberg's theory which requires students to think actively and critically about moral issues or decision-making. Last, teachers' argumentation fully agreed that character education was essential in creating good individual with noble characters to tackle moral degradation.

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