

## STUDENT PROFILE OF PANCASILA IN ENGLISH LANGUAGE TEXTBOOKS FROM DIFFERENT PUBLISHERS: A CONTENT ANALYSIS STUDY

CHINDY YULIA PERMATASARI<sup>1</sup>, WISMA YUNITA<sup>2</sup>, ALAMSYAH HARAHAP<sup>3</sup>

Universitas Bengkulu

chindyyulipermatasari@gmail.com, wismayunita@unib.ac.id, alamsyahharahap18@yahoo.com

DOI : <http://dx.doi.org/10.29300/ling.v11i1.5287>

Received: September 9<sup>st</sup> 2024

Accepted: December 6<sup>st</sup> 2024

Published: June 5<sup>th</sup> 2025

### Abstract

The textbooks published in the Merdeka curriculum edition have been prepared based on the Pancasila Student Profile to strengthen Pancasila-based character education. However, English textbooks published by different publishers tend to display western cultural values which can contribute to reducing the character values of Pancasila. For this reason, this research was carried out with the aim of finding out how far the values of the Pancasila student profile are integrated in English textbooks, and to find out teachers' views on books that integrate the values of the Pancasila Student Profile. This research used mixed methods with data sources from two Merdeka curriculum English textbooks are *Bahasa Inggris; Tingkat lanjut* and *Pathway to English* for class XI high school and 3 English teachers who used English books published by the Ministry of Education and Culture and the Erlangga publisher. The research instrument is document analysis checklist prepared based on a grid of results from the six values of the Pancasila Student Profile and interviews about Pancasila values which have been integrated in the book used. The results of quantitative research show that books published by the Ministry of Education and Culture are integrated (72%) and books published by Erlangga are very integrated (81%). The most prominent integrated value in each book is the Critical Thinking dimension which is most prominent, especially in the exercise section. Meanwhile, the independent dimension is the least integrated. Second, the results of teacher interviews show that the highest percentage of integrated Pancasila profile values of students are in the dimensions of faith, fear of god almighty, and noble morals in the second book already presents how students should, by writing letters of gratitude and folk tales about disbelief while in the independent dimension the lowest percentage of integration, this is because the integration of Pancasila student profile values is less concrete and less varied in the application of Self and Situation Understanding and Self-Regulation in everyday life. In conclusion, the integrated scores of the Pancasila student profile in both English textbooks are integrated with different percentage integration levels in each book. This study recommends that book compilers can increase the frequency of the presence of Pancasila student profile values in books, both in terms of content, exercises and visuals.

**Keywords:** English textbook, Merdeka Curriculum, Pancasila Student Profile

### INTRODUCTION

In the learning process, textbooks play an important role in implementing the learning process, including being used as a guide for teachers in delivering English language teaching materials (Wardani et al., 2019; Setyono & Widodo, 2019). However, English textbooks tend to display western values which can reduce the character values of Pancasila (Mumpuni, 2018). In other hand, Utari & Afendi, (2022), stated that this will give birth to a generation that loses the values of politeness and politeness and lacks sympathy and empathy (Ambarini, 2012). One of the impacts of losing morals can be seen from cases of bullying between students (Permana & Augusta, 2023). This is what makes character education very necessary. All efforts made by the government to overcome this character problem include making changes to the curriculum

(Ravyansah & Abdillah, 2021). However, the problem faced by this curriculum change, as stated Permana & Agusta, (2023), is that there are still many students who have not been able to receive the information or knowledge provided by educators because of the curriculum implemented in education in Indonesia. To support the implementation of the curriculum, it is necessary to provide textbooks that are in accordance with the curriculum (Alanur et al., 2023). English books are still found to not meet the standards for English language textbooks which contain Pancasila character education (Nurhayya & Tamela, 2021). To strengthen Pancasila-based character education, the Indonesian government then implemented the Independent Curriculum which was formulated in the Pancasila Student Profile. So it is hoped that Students have global abilities and character in accordance with the needs of the values contained in Pancasila. Thus, students are not influenced by globalization and western culture (Sabon et al., 2022).

There are several researchers who have conducted research regarding the analysis of the value of the Pancasila Student Profile in English textbooks. At the final level of stage E or high school, Suryantari, et al studied the character of Pancasila presented in the English textbook published by the Ministry of Education and Culture of the Republic of Indonesia for grade 10 (Suryantari, 2022). In other hand, Untari & Marlina, (2023) researcher studied the theme of PPKn textbooks in terms of their values and content, to strengthen the civic character of Al-Izzah IT High School students, Ciruas District. Apart from that, the D or SMP stage research in the teaching and learning process began with Alanur's research to find out the description of the value content in the Pancasila student profile in the Independent Curriculum class VII PPKn textbook published by the Ministry of Education and Culture. Meanwhile, Saputri, et al. analyzed the application of character education in the Pancasila student profile in the Class VII Indonesian language book (Saputri et al., 2023). Then Ravyansah & Abdillah, (2021) also analyzed the content of the character values of the Pancasila Student Profile in the Pancasila and Citizenship Education textbook Class IX. Next, in stage C learning at the elementary level, Rochmiyati's research aims to evaluate character education to realize the Pancasila Student Profile in the Class 4 Independent Curriculum for Indonesian Language Textbooks in Indonesia (Kamal & Rochmiyati, 2022). Early Childhood Education Permana & Agusta (2023) investigated the Profile of Students' Pancasila Values in the English textbook "My Next Words" for Independent Curriculum Elementary School students.

In addition, Masitah et al., (2023) states the examines the effectiveness of the Garuda Book which contains a means of instilling the Pancasila Student Profile in early childhood education based on the Merdeka Indonesia Curriculum. Previous research studies, several studies analyzed the values of the Pancasila Student Profile in textbooks. However, there is still little research that explores the preparation of Pancasila Student Profiles in English textbooks, especially for high school students. This is because most research analyzes Indonesian language books or Citizenship Education books.

Based on the background above, the researcher formulated the following research questions: (1) To what extent are the values of the Pancasila Student Profile integrated in books published by the government and books published by private publishers such as Erlangga publishers? (2) What are teachers' views on the values of the Pancasila Student Profile integrated in English textbooks?. The two research questions are to answer the research objectives, namely: (1) To find out to what extent the Pancasila student profile is integrated in books published by the government and books published by private publishers such as Erlangga publishers. (2) To find out teachers' views on English textbooks published by the Merdeka Curriculum used in teaching based on the Pancasila Student Profile. Therefore, by analyzing the values of the Pancasila Student Profile in English textbooks in the Merdeka Curriculum edition from various publishers, it will help teachers to use teaching materials that are more

relevant to the character of Pancasila-based education, especially for grade XI students by using the Pancasila Student Profile value framework recommended by the Ministry of Education and Culture.

This study offers a solution to the above problems by analyzing the extent to which the values of the Pancasila Student Profile that have been set by the Indonesian Ministry of Education and Culture are integrated into the English textbooks of the Merdeka Curriculum edition. The Pancasila Student Profile is one of the implementations of Indonesian students who are continuously expected to have global abilities and characters according to the values contained in Pancasila (Istianah et al., 2021). The Pancasila Student Profile can be a guideline and reflection for students to cultivate Pancasila as the national identity that is always in line with the culture of the Indonesian people (Srirahmawati & Hunaifi, 2022). This is intended to form a generation with Pancasila character, which consists of six values: 1) faith and devotion to God Almighty and noble character, 2) global diversity, 3) cooperation, 4) creativity, 5) critical thinking, and 6) independence (Ministry of Education and Culture, 2022).

The Research GAP of this study lies in the research method. The results of literature studies in previous studies such as Srirahmawati & Hunaifi, (2022) examined the Pancasila character presented in English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia for grade 10 (Hadna Suryantari, 2022). Moreover, Untari & Marlina, (2023) examined the theme of the PPKn textbook in terms of its values and contents, to strengthen the citizenship character of students at SMA IT Al-Izzah, Ciruas District. Meanwhile Saputri et al., (2023) analyzed the application of character education to the Pancasila student profile in the Indonesian Language textbook for Class VII. Then the study Ravyansah & Abdillah, (2021) also analyzed the contents of the Pancasila Student Profile character values in the Pancasila and Citizenship Education textbook for Class IX. Based on this previous study, it is known that there is still little research that examines the preparation of the Pancasila Student Profile in English textbooks, especially for high school students. This is because most studies analyze Indonesian language books or Civic Education books. The distinguishes this study from the three previous studies is that the level of books analyzed is English language books for grade XI. In other words, this study analyzes two English language books from different publishers. In addition, this study will determine the views of teachers who use textbooks during English learning on the presentation of Pancasila student profile values between two books, namely books published by the Ministry of Education and Culture and books published by major publishers such as Erlangga. The difference in terms of research methods, this study will use a combination research approach while previous studies used a content analysis approach with a qualitative approach.

## ***Curriculum***

Character education is essential in curriculum preparation in developing the curriculum. According to Singh, (2019), character education is a conscious effort to build noble morals based on fundamental good values for each person and society. Consequently, teachers as educators must convey knowledge and noble morals to their students in the teaching and learning process. Furthermore, in teaching English, character education must be taught. In Indonesia, the government has socialized character education since 2010 (Khumairoh, 2022). To strengthen character education, the Indonesian government then implemented the 2013 Curriculum, which emphasizes the development of students' noble morals. With the implementation of the 2013 Curriculum, every teaching and learning process must be integrated with character education (Mahendra et al., 2022). By developing this character, harmony is created between attitudes, knowledge, skills and feelings of achievement and the golden vision of Indonesia's generation in 2045 is realized (Muslem et al., 2021).

Furthermore, the government's efforts to improve the quality of education are proven by changes to the curriculum to create a national education system. Besides that, Saa, (2024) stated that technological transformation and the threat of globalization caused the Indonesian government to change the 2013 Curriculum to the Independent Learning Curriculum. In this new curriculum, the creators prioritize Pancasila-based character values as a breakthrough that helps the teaching and learning process of teachers and schools so that learning becomes relevant, deep and enjoyable through character education. This is in line with Veryawan et al., (2023) who stated that the Merdeka Curriculum was developed as a more flexible curriculum framework while remaining focused on essential material and developing the character and competencies of students.

### ***Merdeka Curriculum***

In the Merdeka curriculum, character education is formulated in the Pancasila Student Profile. The Pancasila values included are an effort to continue implementing character education for students. The Pancasila Student Profile according Istianah et al., (2021) is one implementation of Indonesian students who are continuously expected to have global abilities and character per the values in Pancasila. The essential aspect of the "Pancasila Student Profile" is that a student should have a personality that reflects the character of his country and can survive in the era of globalization (Sabon et al., 2022). The Pancasila Student Profile can be a guide and reflection for students to cultivate Pancasila.

### ***Pancasila Students Profile***

Pancasila is pointed out since it is found as a national identity that always goes along Indonesians' culture (Srirahmawati; & Hunaifi, 2022). This character is intended to figure generation with the character of Pancasila, which consists of six characters, including 1) faith and piety to God Almighty and having noble character, 2) global diversity, 3) cooperation, 4) creative, 5) critical reasoning, and 6) independent (Ministry of Education and Culture, 2022). By integrating the Character of Pancasila Students in the Independent Learning Curriculum, it is expected that the next generations of Indonesia are all set to realize the nation's vision and face challenges in the future (Suryantari, 2022). Hence, with the development and changes to the curriculum, components of teaching materials such as syllabi and textbooks (Renette et al., 2021) are being reorganized and developed. One of the essential learning tools that must be developed and rearranged according to the applicable curriculum is textbooks.

### ***Textbooks***

Textbooks play an essential role in the teaching and learning process (Wardani et al., 2019). This is seen as a means of conveying and strengthening character education (Widodo, 2019). According to Mahendra et al., (2022), textbooks present the values of character education through organized material and can be used as a source of learning experiences. In addition, Serasi et al., (2021) states that, textbooks can make it easier for students to understand the subject matter. In addition to the teacher's explanations in class, textbooks offer written content that has been organized methodically to aid students in understanding the subject matter. it provides valuable options in teaching and learning processes that allow students to understand character education as they engage during the school period (Utami et al., 2021; Rahmat et al, 2021). In English teaching, several types of texts are studied in high school, according to Permendiknas 22 (2006), namely descriptive texts, procedure texts, recount texts, narrative texts, and recount texts. Therefore, English textbooks at the high school level are urgent because of the novelty and relevance of curriculum renewal. In this way, the character values of the Pancasila Student Profile are used as a necessity in teaching character education according to Pancasila values. Therefore, textbooks are essential in facilitating student learning at school (Ravyansah & Abdillah, 2021). In English books, textbooks based on applying the Pancasila student profile are developed around Pancasila character values to arouse students'

interest in becoming good and intelligent citizens. Cultivate a sense of caring through community problems or challenges, such that deep concern and active participation develop citizenship skills. As a result, English textbooks based on applying Pancasila values are designed to foster an understanding of scientific knowledge by encouraging students to pay attention, ask questions, collect data, and associate and communicate knowledge by the objectives of the Merdeka curriculum.

## **METHOD**

This research used a mixed methods design (Cresswell, 2014;(Creswell 2014; Schoonenboom,2017), stating that this research method combines elements of qualitative and quantitative research. Then for quantitative data is used to analysed the integration of 20 indicators in both books by data document checklist. Meanwhile, qualitative data was obtained through interviews and documentation with 3 English teachers at Bengkulu City High Schools to find out the teachers' perspectives regarding the integration of Pancasila Student Profile values in the English books that teachers have used qualitative data analysis steps according to (Miles, Huberman 2018).

### **Instruments and Technique Collecting the Data**

The researcher used two English textbooks based on the Merdeka curriculum used by grade XI high school students in Bengkulu. The first book entitled English: Advanced Level published by the Ministry of Education and Culture and written by Rida Afrilyasanti in 2021 consisting of 5 chapters and a total of 202 pages. Furthermore, the second book entitled Pathaway to English published by Publisher Erlangga consisting of 6 chapters and a total of 214 pages written by Sudarwati and Gracein. The researcher chose these two books because of the observation results that high schools in Bengkulu Province used these two books in one semester during the researcher's research period. This second book has almost the same number of pages, which is more than 200, so based on the number of pages, these two books are not significantly different. The instrument in this study used a document checklist, namely an instrument in the form of a checklist table for each dimension of the six Pancasila student profile values which are divided into 20 value indicators and compiled by the Ministry of Education and Culture (2022). In addition, the document checklist develops the theory of cultural dimensions in textbooks as explained in the framework by Cortazzi and Jin (1999) with a focus on content analysis. Descriptively quantitative results from processing checklist document data.

In the qualitative method, a semi-structured interview method consisting of 8 questions was used. The interview guideline was based on the theory of Cortazzi and Jin (1999) on the presentation of textbook content and referred to the Pancasila student profile value indicators. Three English teachers at Bengkulu High School were interviewed to determine the teachers' perspectives on the integration of Pancasila Student Profile values in the English textbooks that teachers have been using. The teachers' answers were recorded using a recording device and documentation. Then, the researcher processed the interview transcript data using qualitative data analysis steps according to Miles, Huberman (2018).

### **Data analysis**

Then the students give an assessment score with an interval scale of 1 to 4. The results of the assessment scores are then added up by calculating the percentage scale which is then classified into an interval scale with a scale of five adapted by the (Nurgiyantoro, 2018) assessment and for the reliability of the research results using cohen-cappa involving a co-rater

who is a graduate of a master's degree in English education at the University of Bengkulu in (2022) and is currently an English teacher at SMP 22 Bengkulu Tengah as well as a driving teacher. One of the factors that caused the researcher to choose the teacher as coder 2 (co-rater) in this study is because he is an English teacher as well as an active driving teacher and has the ability to analyze and combine the character of Pancasila students with the textbooks that will be used by the teacher. This can be proven by having participated in the Teacher Mover Education, including courage training, workshops, conferences, and mentoring for 6 months. The co-rater was asked to analyze the values of the Pancasila student profile in English textbooks from various publishers at the high school level of grade XI, using research instruments. With the indicators used as a reference in analyzing the values of the Pancasila English Textbook Student Profile, in analyzing primary sources a formula is used to calculate percentages to determine values 1 to 4. The formula is as follows:  $P = \frac{F}{N} \times 100\%$ .

The results of the research calculations in the form of percentages will then be adjusted to the standards used to determine integrity. Adapted from the scale five percentage classification by (Nurgiyantoro, 2018)

Percentage Interval	Criteria
85%-100%	Very Integrated
69%-84%	Integrated
53%-68%	Quite Integrated
37%-52%	Less Integrated
0%-36%	Very Less Integrated

Data analysis of qualitative research techniques according to Miles, Huberman (2018) in this study, namely; 1) Data collection and obtaining comprehensive information and various types of data needed for research in the field, then documenting all data based on field observations and study notes, 2) Data reduction by summarizing the material collected from interview transcripts. Using the research problem as a guide, the researcher will select and reject content from the interview transcripts, 3) Data presentation in this study in the form of details of English teachers' views on English textbooks integrated with the values of the Pancasila Student Profile, Independent Curriculum edition from various publishers. In the process of drawing conclusions as research findings, the researcher will present the facts in narrative form. The interview data that has been collected previously is then described descriptively, 4) Conclusions and data verification by utilizing the data obtained, the researcher will describe and classify to ensure similarities and differences in teachers' perspectives on English textbooks that incorporate Pancasila values.

The goal is to obtain accurate evidence in the study. So that researchers can provide accurate and valid reports. Then the researcher uses member checking by conducting in-depth interviews with respondents and bringing back the findings to ask respondents directly about the accuracy of the researcher's findings in the teacher's view of English textbooks that integrate Pancasila values. This aims to determine the extent to which the data obtained is in accordance with the data provided by the respondents. If the data obtained by the researcher is appropriate and acceptable to the respondents, then the data that has been obtained is said to be valid.

## FINDINGS

### **Pancasila student profile that are integrated in two English textbooks published by the government and published by Erlangga Publisher**

The results of quantitative research show that books published by the Ministry of Education and Culture are integrated (72%) and books published by Erlangga are very integrated (81%). This indicates that every English textbook published by these two publishers has integrated the

Pancasila Student Profile values in content in all book chapters even though the assessment categories are integrated and very integrated. It can be used as a teaching material for teachers in educating students' character and as a reflection for students so they can avoid bad foreign cultures that are encountered when studying a foreign language. Moreover, the percentage results of the final assessment to measure how far the values of the Pancasila Student Profile are integrated in the English textbook published by the Ministry of Education and Culture and Erlangga publisher are presented in the table 1.1 and table 1.2 below:

Table 1. The Frequency in English Textbooks

Pancasila Student Profile Values	Sub-Values	Located in Content			
		Book of Kemendikbud		Book of Erlangga	
		F	P	F	P
<b>Dimension of Faith, Fear of God Almighty, and Noble Character</b>	Religious Moral	17 (53%)	Very Less Integrated	5 (16%)	Very Less Integrated
	Personal Moral	18 (56%)	Quite Integrated	12 (39%)	Very Less Integrated
	Humanity Moral	17 (53%)	Very Less Integrated	10 (32%)	Very Less Integrated
	Moral to Nature	25 (78%)	Integrated	31 (100%)	Very Integrated
<b>Dimension of Global Diversity</b>	Moral as Citizens	17 (53%)	Very Less Integrated	14 (45%)	Very Less Integrated
	Culture Appreciation	17 (53%)	Very Less Integrated	44 (100%)	Less Integrated
	Intercultural Communication	17 (53%)	Very Less Integrated	23 (52%)	Very Less Integrated
	Reflect and Responsible	3 (9,3%)	Very Less Integrated	4 (9%)	Very Less Integrated
<b>Dimension of Cooperation</b>	Social Justice	1 (3,1%)	Very Less Integrated	7 (16%)	Very Less Integrated
	Collaboration	4 (12,5%)	Very Less Integrated	12 (39%)	Less Integrated
	Caring	25 (78%)	Integrated	29 (93)%	Very Integrated
	Sharing	32 (100%)	Very Integrated	31 (100%)	Very Integrated
<b>Dimension of Independent</b>	Self and Situation Understanding	13 (40,6%)	Less Integrated	14 (61%)	Less Integrated
	Self- Regulation	17 (53%)	Quite Integrated	23 (100%)	Very Integrated
<b>Dimension of Critical Thinking</b>	Obtaining andProcessing Information and Ideas	29 (90,6%)	Very Integrated	39 (100%)	Very Integrated
	Analyse andEvaluate Reasoning	25 (78%)	Integrated	11 (28%)	Very Less Integrated
	Reflect and Evaluate OwnThinking	17 (53%)	Very Less Integrated	11 (28%)	Very Less Integrated
<b>Dimension of Creativity</b>	Produce Original Ideas	9 (28%)	Very Less Integrated	3 (33%)	Very Less Integrated
	Produce Original Works and Actions	11 (34%)	Very Less Integrated	9 (100%)	Very Integrated

Having an Adaptable Thinking	8 (25%)	Very Less Integrated	4 (44%)	Less Integrated
------------------------------	------------	----------------------------	------------	--------------------

Then, the assessment score can be determined based on what is stated in the assessment results of the checklist document in the all of dimensios in the following book can be seen in the table below:

Table 2 The Score Assessment Criteria in English Textbooks

Pancasila Student Profile Values	Sub-Values	Located in Content							
		Kemendikbud'Book				Erlangga' Book			
		1	2	3	4	1	2	3	4
<b>Dimension of Faith, Fear of God Almighty, and Noble Character</b>	Religious Moral			✓		✓			
	Personal Moral			✓			✓		
	Humanity Moral			✓			✓		
	Moral to Nature				✓				✓
	Moral as Citizens			✓			✓		
TOTAL			20%				14%		
<b>Dimension of Global Diversity</b>	Culture Appreciation			✓					✓
	Intercultural Communication				✓			✓	
	Reflect and Responsible	✓				✓			
	Social Justice	✓				✓			
TOTAL			11%				11%		
<b>Dimension of Cooperation</b>	Collaboration	✓					✓		
	Caring				✓				✓
	Sharing				✓				✓
	TOTAL		11%				13%		
<b>Dimension of Independent</b>	Self and Situation Understanding		✓				✓		
	Self- Regulation			✓					✓
	TOTAL		6%				7,5%		
<b>Dimension of Critical Thinking</b>	Obtaining andProcessing Information and Ideas				✓				✓
	Analyse andEvaluate Reasoning			✓			✓		
	Reflect and Evaluate OwnThinking			✓			✓		
	TOTAL		13%				13%		
<b>Dimension of Creativity</b>	Produce Original Ideas		✓				✓		
	Produce Original Works and Actions			✓					✓
	Having an Adaptable Thinking	✓					✓		
	TOTAL		11%				10%		
TOTAL VALUES			72% (Integrated)				81% (Very Integrated)		

Based on the table above, the first research question in this study is to what extent the Pancasila student profile is integrated in English textbooks published by the government, namely and Erlangga's Book published by private book publishers. The results of the research show that the values of the Pancasila student profile in the two books on average are integrated with different percentage each publisher. It can be seen that the dimensions of faith, piety and noble character are the highest dimensions in each content chapter of the preparation material with a percentage in the Ministry of Education and Culture book (20%) and in the Erlangga book (14%). whereas The dimension with low integration in both books is the Independent



dimension, namely in the first book (6%) and the second book (7,5%). After adding up the scores for each book, it can be seen that the Ministry of Education and Culture's English textbook has a score of 72% which is converted to an interval scale because the assessment results are categorized as integrated. Furthermore, the Erlangga English textbook with a total assessment percentage of 81% is categorized as very integrated. The following is some evidence of indicators integrated in the Erlangga English textbook entitled *Bahasa Inggris;Tingkat Lanjut* and Pathway to English by Erlangga publisher on twenty dimensions, namely:

1) Religious Moral

I thank God that at my middle age, I am in perfect health and not obese. (B2/U1/P26)

The student uses the words "I thank God" to show his thanks to God for his family's good health. Pancasila students express their worship through prayer, repentance, and gratitude

2) Personal Moral

Rayner: I've been told if you go down and climb up, your breath will be affected. So be sure you have good shoes, enough water and a good condition before you go down. (B2/U2/P42)

The highlighted sentence emphasizes how crucial it is to maintain a safe distance, wash your hands, and wear protective footwear. is an illustration of how to look after your physical health.

3) Humanity Moral

Tom : Oh, thank so much, Najib. You are my best friend as always. (B1/U4/P143)

In addition to expressing gratitude, the emphasized phrase "thank so much" demonstrates that Pancasila students must value the gifts of others.

4) Moral to Nature

Nina plants some orchid flowers. It seems that her orchid plants have not bloomed for a long time. Nina gets frustrated. (B2/U5/P147)

Nina, one of the characters in the words below, understands that it is their responsibility as humans to protect and preserve nature since it is God's creation. By planting flowers, Nina preserves the environment so that all living things can live there both now and in the future.

5) Moral Citizen

In my opinion, dedication to our country is working together to create a community in which every resident has all that they need to live well, for example food, shelter, health, peace and equal rights and duties. (Jenn Monroe, Ireland) (B2/U5/P178)

The underlined sentence demonstrates the significance of preserving national security by safeguarding future generations, cooperating to exercise rights and fulfill civic duties equitably, and being accustomed to putting the good of the public before one's own interests as a sign of faith in God Almighty.

6) Culture Appreciation

Abdul Wait...wait... Do you actually remember the tagline "Cintailah Produk dalam Negeri"? If we don't love Indonesian products, then we don't appreciate our country. If we don't love Indonesia then how can it ever be developed more? Come on! Think about it. (B2/U6/P184)

When the character Abdul is advising on the value of respect for one another in promoting culture by demonstrating it in conduct with Indonesian-made goods, the underlined sentence demonstrates the growth of culture and cultural identity.

7) Intercultural Communication Ability in Interacting with Others

DO YOU KNOW? You might find that internet English is different from casual English. There are many strange phrases, abbreviation and words on the Internet such as OMG, LOL(B2/U3/P85)

The sentence that is underlined demonstrates the importance of intercultural communication skills in social interactions. In this instance, Pancasila students are

instructed to be able to communicate in many cultures, such as through everyday English and online English. It is expected of students to recognize the distinctiveness of every culture.

8) Reflect and Responsible to the Experience of Diversity

But she is too young, and you, my dear Ani, you are different. After the trouble with your aunt, I'm worried that people would never trust you as the rumors of you being a animal-speaker have sunk too deep," said the queen. (B1/U2/P45)

In order to discourage bullying, intolerance, and violence, Quuen's concern for Ani, who speaks a different language, is expressed in the underlined sentence. This suggests that Pancasila students should use their knowledge and experience of diversity in a reflective manner to avoid prejudice and stereotypes about differences.

9) Social Justice

The campaigns for loving Indonesian products were promoted through the song "I Love Made in Indonesia". It was played on radio and TVRI in the 1980s. I believe this is an attempt to instill an attitude of patriotism in everyday lives. (B2/U6/P197)

The statement that is underlined demonstrates care and involvement in achieving social justice at the national level in order to create a society that is inclusive, peaceful, and focused on sustainable development while utilizing Indonesian goods.

10) Collaboration

Children played together outdoor and they had a lot of physical activity (B2/U3/97)

The sentence that is underlined demonstrates that Pancasila students are expected to possess collaboration skills, specifically the capacity to work with others while experiencing joy when doing so and displaying a positive attitude toward others, such as when playing together.

11) Caring

Happily, Bawang Putih agreed and helped that old woman. She cooked some food for her, looked for firewood, picked some vegetables for grandma's tomorrow's food, cleaned the house, and washed grandma's clothes(B1/U3/P112)

Because she is sensitive to the circumstances in her surroundings—in this case, elderly grandmothers—Bawang Putih demonstrates caring qualities in the emphasized sentence. She tries to assist him in cooking and cleaning the old grandmother's home since she knows how other people feel and believes that building ties with individuals from different cultures is a crucial aspect of global diversity.

12) Sharing

"I'll put flowers in a vase and give them to my mother. I'll place them on the small table beside her bed" I thought. (B2/U1/P11)

The character who sent flowers to her mother in the underlined statement demonstrates the ability to share and the willingness to offer and receive items that are valued by peers, members of his immediate family, and the larger community.

13) Self and Situation Understanding

Gita is able to differentiate between rational decision making and emotional impulse. (B2/U1/P20)

Gita is the character in the emphasized passage, are examples of autonomous Pancasila students who consider their own circumstances, strengths, and limitations.

14) Self- Regulation

Daisy is capable of managing her temper and anger without violation or destruction

(B2/U1/P21)

Daisy can control her thoughts, emotions, and conduct to accomplish her self-development objectives and avoid hurting other people, as the underlined passage illustrates. This demonstrates that controlling emotions is one approach to demonstrate the importance of self-control.

15) Obtaining and Processing Information and Ideas

Michele: How about next holiday? We can go together. It will be great. (B2/U2/P42)

The underlined demonstrates a readiness to gather information that could refute one's own views or ideas and base decisions appropriately on it.

16) Analyze and Evaluate Reasoning

Arjuna: You bet! According to an economical expert, Peter, an ambition drives us to advance and accomplish our goals. (B2/U3/P76)

Peter and I, the characters in the underlined sentences, analyze and assess the ideas and information they receive in order to make decisions and take actions that follow the principles of logic and science. He may provide pertinent justifications based on the outcomes of his arguments and findings.

17) Reflect and Evaluate Own Thinking

Try to talk with them about the problems and see what we can suggest. I think I should be able to find some facts from other classes by making a simple survey what makes our class the lowest rank (B2/U3/P93)

In the example above, where surveys are used to identify class problems, the sentence above demonstrates that Pancasila students who reflect and assess their own thinking value must understand that they can continue to develop their capacity through reflection, efforts to fix problems, and persistence in trying to find solutions.

18) Produce Original Ideas

Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results. (B1/U5/P153)

The sentence that is emphasized demonstrates the creative value of coming up with unique ideas and applying them appropriately to solve problems and provide a variety of different solutions.

19) Produce Original Works

Some teachers develop experimental ways of lecturing, and these new methods tend to show promising results. (B1/U5/P153)

The value of producing original work is demonstrated by the underlined statement, in which the instructor comes up with unique concepts and actions that demonstrate their inventiveness in identifying teaching strategies.

20) Having an Adaptable Thinking

Professors had been writing down their lectures, and students had been keeping notes after their teachers (B1/U5/P151).

In the sentence "The lecturer has written down the lecture, and the students have taken notes after the teacher" which is underlined, shows Having an Adaptable Thinking value through ideas and knowledge obtained from lecturers, students take notes again as an alternative so that material and knowledge is not lost.

### **The Teacher's View on the Pancasila Student Profile Integrated in English Textbooks**

Based on the interviews, the researcher discovered that the three English subject teachers—the first teacher (TED) from MAN 1 Bengkulu, the second teacher (TFA) from SMA

10 Bengkulu, and the last teacher (TA) from MA 01 Darussalam Kepahiang—had both similar and different points of view, which were explained in response to the interviewee's questions and responses. There is a similarity in perception between the three teachers where the teacher believes that the dimension faith, fear of god almighty, and noble character is dominant integrated and found in books but with different frequencies in each book. For the global diversity dimension, teachers think the material is more integrated. The examples of greetings characteristic of many countries and regional cultures. On the independence dimension, teachers agree that the lowest dimension of independence is integrated. Both teachers had the same opinion that there was more integration in the training section, while a teacher was of the opinion that the Ministry of Education and Culture's books contained more content in the material section. The advantage of the Erlangga book in titled *Patway to English* is that the topic is more up to date and relates to the daily life of Pancasila student profiles so it is more interesting, but the disadvantage is that this book is difficult to access for free. The advantage of the Ministry of Education and Culture Books in titled *Buku Bahasa Inggris; Tingkt Lanjut* is that the language is simple and easily, accessible for free, but the supporting materials and images are still not connected to students. Suggestions for images and supporting materials are adapted, especially to the Ministry of Education and Culture's books. Meanwhile, hopefully Erlangga will become easier to access for free. In conclusion, the teacher recommends increasing the frequency and proportion of content in each dimension in a balanced manner in order to motivate students to learn English. For instance, the content directly presents the character of independence, which is demonstrated through independent task completion learning.

## DISCUSSION

The first research question in this study is to what extent the Pancasila student profile is integrated in government-published English textbooks, namely *Bahasa Inggris; Tingkat Lanjut* and *Pathway to English* published by Erlangga publishers, showing that the values of the Pancasila student profile in both books are integrated on average with different percentages in each publisher. This is because character and moral education known as the Pancasila Student Profile is only a secondary objective so that the integration of the Pancasila student profile values is very minimal in English textbooks. The dimensions of Piety, Belief in the Almighty God, and Noble Morals are the dimensions with the highest percentage of integration compared to other dimensions in both books. This is in line with Alanur et al (2023) that as a religious state, based on the first principle of Pancasila, national-religious character is important as an effort to increase awareness and empower faith and piety to God Almighty in its implementation to strengthen the existence and survival of the nation. The lowest level of integration is in the dimension of independence. In addition, as research conducted by Istianah et al (2021) found similar results, namely that the Pancasila profile values presented in English textbooks, not all elements and sub-elements of each dimension are integrated in each dimension. In the results of this study, the percentage of integrated independence values is the lowest. This is supported by Saputri et al (2023) with results that appear less frequently, namely the independence dimension. This finding is in line with Kahfi (2022) which examined the Pancasila Student Profile in the Independent Curriculum and found that its implementation was less than optimal because there were various obstacles that caused a lack of explanations provided by educators, one of which was because of the lack of lesson substance that integrated the independence values of the profile.

The second research question then concerns teachers' perceptions of the integration of Pancasila student profile values in English textbooks used in teaching English. The results of interviews with the three teachers can be concluded that the Pancasila student profile values are integrated but with different percentages. Furthermore, in the dimension of Faith, Fear of God Almighty, and Noble Character in both books, it has presented how students should be grateful by writing letters of gratitude and folk tales about disbelief. Furthermore, Sakban & Sundawa (2023) states that strengthening character education in the classroom with daily habituation methods can be done by checking the cleanliness of the classroom every day, reading prayers before studying, and singing the national anthem before going home from school, caring for the surrounding environment. In addition, according to Saputri et al.,(2023) teachers need to have a systematic understanding of the integration of the textbooks used. While in the independent dimension, the lowest percentage of integration is because the integration of Pancasila student profile values is less concrete and less varied in the application of self and situation understanding and self-regulation in everyday life. This is supported by Permana & Agusta (2023) who in his research stated that the integration of independence values into subjects in the Merdeka curriculum should not only be presented with words or pictures in textbooks but must also connect these words with the reality of students' lives, providing daily life experiences that can be demonstrated directly by teachers and students, especially in the independence dimension. In the conclusion of the discussion in this second research question is that to create character education with a Pancasila insight, it is necessary to use textbooks that integrate Pancasila values with a balanced percentage in each dimension.

## CONCLUSION

The results of quantitative research show that books published by the *Kemendikbud* are integrated (72%) and books published by Erlangga are very integrated (81%). Furthermore, he results of interviews with the three teachers this indicates that every English textbook published by these two publishers has integrated the Pancasila Student Profile values in Content, Visual and Exercise in all book chapters even though the assessment categories are less and quite integrated. Thus, it can be used as a teaching material for teachers in educating students' character and as a reflection for students so they can avoid bad foreign cultures that are encountered when studying a foreign language. Based on the results of the integrated assessment of this book, it is important for teachers to first analyze whether the English Textbook has integrated Pancasila Student Profile. However, to further research is recommended to conduct research on the values of the Pancasila Student Profile with different types of research such as comparative studies so that the research becomes more up to date and more detailed. Future researchers can use this research as a reference or comparison related to the values of the Pancasila Student Profile Moreover, the first implication is that teachers must be more creative in integrating textbooks so that the Pancasila student profile can be better understood by students and applied in daily activities. Second, textbook writers should pay attention to the proportion of the presence of the six dimensions. This will help develop the ability to compile teaching materials so that there is no longer one dimension with a very low percentage of integration found in the book. Third, students should be able to immediately implement the Pancasila student profile found in textbooks, for example in the dimensions of faith, devotion to God Almighty and noble morals. Students are honest when doing exams without cheating, besides praying before and after studying and other religious activities.

## REFERENCES

- Alanur, S. N., Jamaludin, J., & Amus, S. (2023). Analysis of Pancasila Student Profiles in Pancasila and Citizenship Education Textbooks of the Independent Curriculum. *Jurnal Pendidikan Kewarganegaraan*, 7(1), 179–190. <https://doi.org/10.31571/jpkn.v7i1.5787>
- Ambarini, R. (2012). Integration of Character Education - Religious and Thematic Learning in Grammar Teaching. *Lensa: Kajian Kebahasaan, Kesusastraan Dan Budaya*, 7, 150–166.
- Cresswell. (2004). *Research Design* (V. Knight (ed.); 4th ed., Issue December). SAGE Publications Ltd.
- Istianah, A., Mazid, S., Hakim, S., & Susanti, R. P. (2021). Integration of Pancasila Values to Build the Character of Pancasila Students in the Campus Environment. *Jurnal Politik, Hukum, Sosial Budaya Dan Pendidikan*, 19(1), 59–68.
- Kahfi, A. (2022). Implementation of Pancasila Student Profile and Its Implications for Student Character in Schools. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138–151. <https://doi.org/10.51476/dirasah.v5i2.402>
- Kamal, M., & Rochmiyati, S. (2022). Independence Indicators in the Pancasila Student Profile at the End of Phase C Age Range 12 – 15 Years. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 9(3), 150–171. <https://doi.org/10.21093/twt.v9i3.4734>
- Khumairoh, A. (2022). The Importance of Inculcating Character Education in Facing the Era of Globalization in the 21st Century Generation. *Jurnal Pendidikan Karakter*, 13(1), 27–37. <https://doi.org/10.21831/jpka.v13i1.41787>
- Mahendra, Y., Asari, S., & Asmara, C. H. (2022). Character Education Values on English Textbook for the Ninth Grade of Junior High School. *Journal of English Teaching, Literature, and Applied Linguistics*, 6(1), 25. <https://doi.org/10.30587/jetlal.v6i1.3826>
- Masitah, W., Sitepu, J. M., & Raniyah, Q. (2023). Cultivating the Pancasila Student Profile in Early Childhood Using the Garuda Book: An Innovative Method in Indonesian Educational Practices. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 8(4), 225–237. <https://doi.org/10.14421/jga.2023.84-03>
- Mumpuni, A. (2018). *Integrasi nilai karakter dalam buku pelajaran: Analisis konten buku teks kurikulum 2013*.
- Muslem, A., Zulfikar, T., Astilla, I., Heriansyah, H., & Marhaban, S. (2021). Students' Perception Toward Oral Corrective Feedback in Speaking Classes: A Case at English Education Department Students. *International Journal of Language Education*, 5(4), 244–259. <https://doi.org/10.26858/ijole.v5i4.19010>
- Nurdiyantoro, B. (2013). *Teori Pengkajian Fiksi*. Cet. Keenam. 1–56. <http://staffnew.uny.ac.id/upload/131782844/pendidikan/teori-pengkajian-fiksi.pdf>
- Nurhayya, F., & Tamela, E. (2021). Character Building Values in Student Teacher's Lesson Plans: A Content Analysis. *Stairs*, 2(1), 17–24. <https://doi.org/10.21009/stairs.2.1.3>
- Permana, D. I. O. R., & Agusta, O. L. E. O. (2023). *Analyzing Profil Pelajar Pancasila Values in*. 2069(9), 199–210. <https://doi.org/10.29300/ling.v9i2.11745>
- Rahmat, Y. N., Saputra, A., Hakim, M. A. R., Saputra, E., & Serasi, R. (2021). Learning L2 by utilizing dictionary strategies: Learner autonomy and learning strategies. *Lingua Cultura*, 15(2), 175-181
- Ravyansah, & Abdillah, F. (2021). Tracing “Profil Pelajar Pancasila” Within The Civic Education Textbook: Mapping Values For Adequacy. *Jurnal Moral Kemasyarakatan*, 6(2), 96–105. <https://doi.org/10.21067/jmk.v6i2.5906>
- Renette, R., Safnil, S., & Yunita, W. (2021). A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia. *Jadila: Journal*

- of Development and Innovation in Language and Literature Education*, 1(3), 318–329. <https://doi.org/10.52690/jadila.v1i3.53>
- Saa, S. (2024). Merdeka Curriculum: Adaptation of Indonesian Education Policy in the Digital Era and Global Challenges. *Revista de Gestao Social e Ambiental*, 18(3), 1–24. <https://doi.org/10.24857/rgsa.v18n3-168>
- Sabon, Y. O. S., Istiyono, E., & Widiastuti, W. (2022). Developing “Pancasila Student Profile” instrument for self-assessment. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 26(1), 37–46. <https://doi.org/10.21831/pep.v26i1.45144>
- Sakban, A., & Sundawa, D. (2023). Character Education : Direction and Priority for National Character Development in Indonesia. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 9(3), 794. <https://doi.org/10.33394/jk.v9i3.7843>
- Saputri, N. D., Rufaidah, D., & Principe, R. A. (2023). Implementation of character education of Pancasila Student profile in Indonesian Language Book for Junior High School Grade VII. *Caraka: Jurnal Ilmu Kebahasaan, Kesastraan, Dan Pembelajarannya*, 9(2), 133–146. <https://doi.org/10.30738/caraka.v9i2.14649>
- Serasi, R., Fatimah, L., Hakim, M. A. R., & Anggraini, D. (2021). A Textbook Evaluation On English Textbook Entitled “Grow With English” Used By Students Of MI Nurul Huda Bengkulu City. *Al-Lughah: Jurnal Bahasa*, 10(1), 21. <https://doi.org/10.29300/lughah.v10i1.4561>
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 30(4), 383–397. <https://doi.org/10.1080/14675986.2019.1548102>
- Singh, B. (2019). Character education in the 21st century. *Journal of Social Studies (JSS)*, 15(1), 1–12. <https://doi.org/10.21831/jss.v15i1.25226>
- Srirahmawati, A., & Hunaifi, A. A. (2022). Realizing Pancasila Student Profiles in the Elementary School with Learning Media Based on Local Wisdom “Barongan Masks.” *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 8(2), 375. <https://doi.org/10.33394/jk.v8i2.4758>
- Suryantari, H. (2022). Exploring Character of Pancasila Students in the English Textbook for the Tenth Grade Senior High School Students. *Journal of English Language Learning*, 6(2), 229–243.
- Untari, A. D., & Marlina, L. (2023). Development of civic digital book based on pancasila student profile as strengthening student citizenship character. *Jurnal Pendidikan PKN (Pancasila Dan Kewarganegaraan)*, 4(2), 203. <https://doi.org/10.26418/jppkn.v4i2.69966>
- Utami, P. A. I., Rohmatillah, R., & Kholid, M. R. (2021). Character Values: What Are They and How They Are Integrated in English Textbook Texts? *English Education: Jurnal Tadris Bahasa Inggris*, 14(2), 106–130. <https://doi.org/10.24042/ee-jtbi.v14i2.9881>
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454ri.eduline1280>
- Veryawan, V., Hasibuan, R. H., Anisaturrahmi, A., Rosmiati, R., Fitriani, D., Hafiz, A., & Rahma, R. (2023). Analysis of the implementation of the Merdeka curriculum with Pancasila-profiled learners in early childhood education. *Atfalunā Journal of Islamic Early Childhood Education*, 6(2), 81–95. <https://doi.org/10.32505/atfaluna.v6i2.6517>
- Wardani, E. A., Tasnim, Z., & B, W. E. (2019). Analysis of Character Education Values in the

English Textbook for the Twelfth Grade Senior High School Students: Bahasa Inggris  
Sma/Smk. *Jurnal Pendidikan Karakter*, 9(2), 231–244.  
<https://doi.org/10.21831/jpk.v9i2.26416>