

**PANCASILA STUDENT PROFILE VALUES IN ENGLISH TEXTBOOKS  
FOR 10<sup>TH</sup> GRADERS IN SMK NEGERI 40 JAKARTA**



*Mencerdaskan dan  
Memartabatkan Bangsa*

**Rifa'atul Mahmudah**

**1202619004**

**A Skripsi Submitted as Partial Fulfilment of the Requirements for the Degree  
of "Sarjana Pendidikan"**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME**

**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS NEGERI JAKARTA**

**2023**

## LEMBAR PENGESAHAN

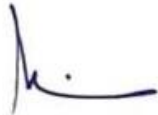
Skripsi ini diajukan oleh:

Nama : Rifa'atul Mahmudah  
No. Registrasi : 1202619004  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : Pancasila Student Profile Values in English Textbooks for 10<sup>th</sup> Graders in SMK Negeri 40 Jakarta

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

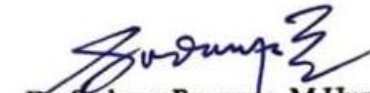
### DEWAN PENGUJI

**Ketua Penguji/Pembimbing I**



Prof. Dr. Ilza Mayuni, M.A.  
NIP. 195906221986022001

**Pembimbing II**



Dr. Sudarya Permana, M.Hum.  
NIP. 197404032001121004

**Penguji Ahli Materi**



Prof. Dr. Muchlas Suseno, M.Pd  
NIP. 195706111985031004

**Penguji Ahli Metodologi**



Dr. L. Rizdika Mardiana, M.Pd.  
NIP. 198206022022032001

Jakarta, 20 Agustus 2023

**Dekan Fakultas Bahasa dan Seni**



Dr. Liliana Muliastuti, M.Pd.  
NIP. 19680529 199203 2001

## LEMBAR PERNYATAAN ORISINALITAS

Yang bertanda tangan di bawah ini:

Nama : Rifa'atul Mahmudah  
No. Reg : 1202619004  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Bahasa dan Seni  
Judul Skripsi : *Pancasila Student Profile Values in English Textbooks  
for 10<sup>th</sup> Graders in SMK Negeri 40 Jakarta*

Menyatakan bahwa skripsi ini ialah benar hasil karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya mencantumkan sumber sesuai dengan ketentuan yang berlaku. Saya bersedia menerima sanksi dari Fakultas Bahasa dan Seni Universitas Negeri Jakarta apabila saya terbukti melakukan tindak plagiasi.

Jakarta, 30 Agustus 2023



**Rifa'atul Mahmudah**

No Reg. 1202619004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN  
UNIVERSITAS NEGERI JAKARTA  
UPT PERPUSTAKAAN

Jalan Rawamangun Muka Jakarta 13220  
Telepon/Faksimili: 021-4894221  
Laman: [lib.unj.ac.id](http://lib.unj.ac.id)

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini, saya:

Nama : Rifa'atul Mahmudah  
NIM : 1202619004  
Fakultas/Prodi : Bahasa dan Seni/Pendidikan Bahasa Inggris  
Alamat email : 14mahmudah@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada UPT Perpustakaan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

Skripsi     Tesis     Disertasi     Lain-lain (.....)

yang berjudul :

*Pancasila Student Profile Values in English Textbooks for 10<sup>th</sup> Graders in SMK Negeri 40 Jakarta*

Dengan Hak Bebas Royalti Non-Eksklusif ini UPT Perpustakaan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 30 Agustus 2023

Penulis

Rifa'atul Mahmudah

## ABSTRACT

**Rifa'atul Mahmudah. 2023.** *Pancasila Student Profile values in English Textbooks for 10<sup>th</sup> Grade in SMK Negeri 40 Jakarta.* A Skripsi. English Language Education Study Program, Faculty of Language and Arts, State University of Jakarta.

Character building are parts of literacy which is essential to shape students' character. The Ministry of Education and Culture of Indonesia developed character-building values that Indonesian students should apply, namely Pancasila Student Profile (*Profil Pelajar Pancasila*) in the latest Indonesian education curriculum called Merdeka Curriculum. Hence, several studies integrated the Pancasila student profile values in learning materials. However, there are likely few studies have investigated the incorporation of *Profil Pelajar Pancasila* in English textbooks, especially for Vocational High School students. This study aims to examine whether Pancasila Student Profile values are integrated in English textbooks and investigate how Pancasila Student Profile values are integrated in English textbooks for 10<sup>th</sup> Graders in SMK Negeri 40 Jakarta. This qualitative study used content analysis or document review to analyse English textbooks as learning materials for 10<sup>th</sup> graders. The researcher collected two English textbooks from 10<sup>th</sup> grade teacher in SMK Negeri 40 Jakarta. The English textbooks were analysed using the framework of Pancasila Student Profile values proposed by *Kemdikbudristek* (2022). The result shows that 14 out of 20 (70%) indicators of Pancasila Student Profile values are integrated in the English textbooks. The Dimension of Critical Thinking is the most prominent with 36 samples out of 117 (31%). Meanwhile, the Dimension of Global Diversity is the least prominent with 5 samples out of 117 (4%). It is indicated that the government implemented the values of Pancasila Student Profile to form the next generation into competent lifelong learners.

**Keywords:** Character Building, Pancasila Student Profile values, English textbooks, SMK Negeri 40 Jakarta, tenth grade.

## ABSTRAK

**Rifa'atul Mahmudah. 2023.** *Nilai-Nilai Pendidikan Pancasila dalam Buku Teks Pelajaran Bahasa Inggris Kelas X di SMK Negeri 40 Jakarta*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Pendidikan karakter merupakan bagian dari literasi yang sangat penting untuk membentuk karakter siswa. Kementerian Pendidikan dan Kebudayaan Indonesia mengembangkan nilai-nilai pembangunan karakter yang harus diterapkan oleh siswa Indonesia, yaitu Profil Pelajar Pancasila dalam kurikulum pendidikan Indonesia terbaru yang disebut Kurikulum Merdeka. Oleh karena itu, beberapa penelitian mengintegrasikan nilai-nilai Profil Pelajar Pancasila dalam materi pembelajaran. Namun, mungkin hanya sedikit penelitian yang menyelidiki penggabungan Profil Pelajar Pancasila dalam buku pelajaran bahasa Inggris, terutama untuk siswa Sekolah Menengah Kejuruan. Penelitian ini bertujuan untuk menguji apakah nilai-nilai Profil Pelajar Pancasila diintegrasikan dalam buku pelajaran bahasa Inggris dan menyelidiki bagaimana nilai-nilai Profil Pelajar Pancasila diintegrasikan dalam buku pelajaran bahasa Inggris untuk siswa kelas 10 di SMK Negeri 40 Jakarta. Penelitian kualitatif ini menggunakan analisis isi atau telaah dokumen untuk menganalisis buku pelajaran bahasa Inggris sebagai bahan pembelajaran untuk siswa kelas 10. Peneliti mengumpulkan dua buku pelajaran bahasa Inggris dari guru kelas 10 di SMK Negeri 40 Jakarta. Buku teks bahasa Inggris tersebut dianalisis dengan menggunakan kerangka kerja nilai-nilai Profil Siswa Pancasila yang diusulkan oleh Kemdikbudristek (2022). Hasil penelitian menunjukkan bahwa 14 dari 20 (70%) indikator dari nilai-nilai Profil Pelajar Pancasila diintegrasikan dalam kedua buku teks bahasa Inggris tersebut. Dimensi Berpikir Kritis adalah yang paling menonjol dengan 36 sampel dari 117 sampel (31%). Sementara itu, Dimensi Keberagaman Global adalah yang paling sedikit dengan 5 sampel dari 117 (4%). Hal ini mengindikasikan bahwa pemerintah mengimplementasikan nilai-nilai Profil Pelajar Pancasila untuk membentuk generasi penerus menjadi pembelajar sepanjang hayat yang kompeten.

**Kata kunci:** Pendidikan karakter, nilai Profil Siswa Pancasila, buku teks bahasa Inggris, SMK Negeri 40 Jakarta, kelas sepuluh

## ACKNOWLEDGEMENTS

Alhamdulillah, all praise belongs to Allah SWT., the All-Merciful, the All-Compassionate, who is also the Lord of the Worlds. Praises and peace be upon His servant and messenger, Muhammad SAW.

I must begin by expressing my unending gratitude to Allah SWT, the Ever-magnificent, the Ever-Grateful, for providing me the chance, bravery, and energy to carry out and finish the entire *skripsi* entitled, “Pancasila Student Profile Values in English Textbooks for 10<sup>th</sup> Graders in SMK Negeri 40 Jakarta” submitted in partial fulfilment of the requirements for the Bachelor Degree in English Language Education Study Programme in Faculty of Language and Arts, Universitas Negeri Jakarta. I am incredibly grateful for the strength He has given to me from the beginning to the end.

First and foremost, my deepest gratitude and appreciation goes to my parents: *Almarhumah* Mama and Bapak. Mama had provided me with everything I needed in terms of my physical and mental demands. The one who brought me to this world, my place to pour out everything that I felt, she had been my greatest strength because of the endless support she had given to me. Unfortunately, she cannot attend my graduation, the culmination of the entire process she had been waiting for. Mama, I dedicated this to you, I still remember the day you told me that you really wanted to see me achieve my bachelor degree, as the only daughter you had, that was the only thing that you asked. I hope the Angels up there deliver this good news and make you smile, or even happier than ever. It also applies to Bapak, the

one who always provided me with anything that I need. He is the reason why I am capable of completing this study.

For my brothers and sisters-in-law, *Ka Ubay*, *Ka Ibnu*, *Ka Nana*, and *Ka Nabil*, thank you for all the support that you have given to me and for always being there for me. For my aunt and cousin, *Nce* and *Ka Nunur*, thank you for always bringing me joy and trying to cheer me up whenever I needed it.

Then, I would like to express my deepest gratitude to my first advisor, Prof. Dr. Ilza Mayuni, M.A. for her excellent advice, feedback, guidance, and support. Thank you for your kindness, patience, and support during my writing process. My learning and completion of this *skripsi* were greatly aided by all of your efforts. The honor also belongs to my second advisor, Dr. Sudarya Permana, M.Hum. for guiding me up until the end of the process. I am also grateful for all the lecturers and staffs in English Language Education Study Programme. Thank you for the invaluable information, helps, and experiences they have provided over the last four years.

To my beloved best friends, *Kurniawan Aji Subianto* and *Octa Friliyana*. Thank you for being my emergency calls, always trying your best to do anything for me, for always be there for me when I'm in my lowest point in life, for always encouraged and convinced me to complete this thesis on time, and for the endless support. I couldn't imagine my life without both of you.

To all my *Grup Cagur* (*Afifah*, *Aji*, *Azka*, *Bening*, *Faza*, *Ibnu*, *Prima*, *Sara*, *Sarah*, and *Ocan*) mates, I adore each and every one of you. I have always enjoyed myself and learned a lot of interesting yet so funny stuff whenever you guys are



around. I am beyond blessed to be surrounded by such good-hearted friends like all of you. Thank you for all the laughs and tears we shared together. Thank you for allowing me to enjoy all of the positive experiences and educational opportunities with you throughout my time in college by embracing me exactly as I am. I am so happy that we can pass this journey together. I am eagerly to look forward for the exciting trips ahead and hope you all the best in the future.

More of my friends that I would like to give my appreciation is to *Adelia*, *Bening*, and *Najma*. Thank you for your support by saying that we are able to finish this *skripsi* just in time. Thank you for always listen to my ups and downs story and for the insightful discussion during my *skripsi* writing process.

I would also like to give my appreciation to my *anabul*, *Beky* and *Gula* for always cheer me up, comfort me, and keep me sane only by their existence. Thank you for doing a lot of silly things.

Last but not least, to all my English Language Education Study Programme 2019 friends, especially those who are in the 19DB Class. I have enjoyed our best times over the past four years and I am in honour to be a part of insanely fun class. It would be definitely exciting if we had another opportunity and share our journey together in the same room. Thank you for all the beautiful memories and I cannot wait to hear your successful journey.

In my final remarks, I would like to thank everyone who helped this *skripsi* come to realization, whether directly or indirectly. Although this study is far from perfect, it is hoped that both the readers and the researchers who are interested in

the same topic would find it informative. For this reason, constructive criticism and recommendations are greatly valued and accepted.

Jakarta, July 2023

Rifa'atul Mahmudah



## TABLE OF CONTENTS

<b>LEMBAR PENGESAHAN .....</b>	<b>ii</b>
<b>LEMBAR PERNYATAAN ORISINALITAS .....</b>	<b>iii</b>
<b>LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS .....</b>	<b>iv</b>
<b>ABSTRACT .....</b>	<b>v</b>
<b>ABSTRAK .....</b>	<b>vi</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS .....</b>	<b>xi</b>
<b>LIST OF TABLES, FIGURES, AND CHARTS .....</b>	<b>xiii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER I .....</b>	<b>1</b>
1.1. Background of the Study .....	1
1.2. Research Question .....	5
1.1. Purpose of the Study .....	5
1.2. Scope of the Study .....	5
1.3. Significance of the Study .....	5
<b>CHAPTER II .....</b>	<b>7</b>
2.1. Pancasila Student Profile .....	7
2.1.1. Dimensions of Faith, Fear of God Almighty and Noble Character .....	8
2.1.2. Dimension of Global Diversity .....	10
2.1.3. Dimension of Cooperation .....	12
2.1.4. Dimensions of Independent .....	14
2.1.5. Dimensions of Critical Thinking .....	15
2.1.6. Dimensions of Creativity .....	16
2.2. Learning Materials .....	18
2.2.1. The Definition of Learning Material .....	18
2.2.2 Learning Material for Vocational High School .....	19
2.3. Conceptual Framework .....	20
<b>CHAPTER III .....</b>	<b>22</b>
3.1. Research Design .....	22
3.2. Data and Data Source .....	22
3.3. Research Instrument .....	25

3.4 Data Collection Procedure .....	28
3.5. Data Analysis Procedure.....	29
<b>CHAPTER IV.....</b>	<b>30</b>
4.1. Findings.....	30
4.1.1 Pancasila Student Profile Values that are Integrated in English Textbooks.....	30
4.1.2. The Way Pancasila Student Profile Values are Integrated in English Textbooks.....	41
4.2. Discussion.....	45
<b>CHAPTER V .....</b>	<b>48</b>
5.1. Conclusion .....	48
5.2. Recommendation .....	49
<b>REFERENCES.....</b>	<b>51</b>
<b>APPENDICES .....</b>	<b>55</b>



## LIST OF TABLES, FIGURES, AND CHARTS

Table 3.1. The Description of English Textbooks .....	23
Table 3.2. The Data of The Study .....	24
Table 3.3. The Research Instrument .....	26
Table 4.1. Number of Dimension of Faith, Fear of God Almighty, and Noble Character in English Textbooks.....	32
Table 4.2. Number of Learning Materials in Dimensions of Global Diversity ....	34
Table 4.3. Number of Learning Materials in Dimensions of Cooperation .....	35
Table 4.4. Number of Learning Materials in Dimensions of Independent .....	37
Table 4.5. Number of Learning Materials in Dimensions of Critical Thinking ...	38
Table 4.6. Number of Learning Materials in Dimensions of Creativity .....	40
Figure 4.1. The Number of Pancasila Student Profile Values that Integrated in the English Textbooks.....	31
Figure 4.2. The Percentage of Pancasila Student Profile Values that Integrated in the English Textbooks .....	31
Figure 4.3. The Number of the Way Pancasila Student Profile Values are Integrated in the English Textbooks .....	42
Figure 4.4. The Percentage of the Way Pancasila Student Profile Values are Integrated in the English Textbooks.....	42

## LIST OF APPENDICES

Appendix 1. English Text Book: <i>Bahasa Inggris</i> “Work in Progress”	54
Appendix 2. English Text Book: SPLASH (Smart Path to Learning English)	54
Appendix 3. Pancasila Student Profile Values Implemented by <i>Kemdikbudristek</i>	55
Appendix 4. Capaian Pembelajaran Umum SMK	56
Appendix 5. Table of Analysis Pancasila Student Profile Values in English Textbooks	57
Appendix 6. The Number of Pancasila Student Profile Values Integrated in the English Textbooks	60
Appendix 7. The Number of the Way Pancasila Student Profile Values Integrated in the English Textbooks	63
Appendix 8. Table of Data Analysis	65
Appendix 9. An infographic about “End hunger, Achieve Food Security, and Improved Nutrition, and Promote Sustainable Agriculture.”	117
Appendix 10. An infographic about “Protect, Restore, and Promote Sustainable Use of Terrestrial Ecosystems, Sustainably Manage Forests, Combat Desertification, and Halt, and Reverse Land Degradation, and Halt Biodiversity Loss.”	118
Appendix 11. An infographic about “Promote Sustained, Inclusive, and Sustainable Economic Growth, Full, and Productive Employment, and Decent Work for All.”	119
Appendix 12. “Do You Know” Section.	119
Appendix 13. “Enrichment” Section.	120
Appendix 14. “Prologue” Section.	120
Appendix 15. “For Your Information” Section.	121
Appendix 16. “Grammar Corner” Section.	123
Appendix 17. “Question to Think About” section.	123

Appendix 18. “Exercises” section.	123
Appendix 19. “Critical Thinking Tasks” section.	124
Appendix 20. “Reflection” section.	125
Appendix 21. “Think and Plan” section.	126
Appendix 22. “Writing” section.	126
Appendix 23. “Let’s Write” and “Publish Your Writing”	127
Appendix 24. “Mini Project” section.	128
Appendix 25. Infographic of “Tips for Taking Care of Your Mental Health” and “7 Healthy Habits for Weight Loss.”	129

