

CHAPTER I

INTRODUCTION

This chapter reveals the background of the study, research questions, purpose of the study, scope of the study, and the significance of the study.

1.1. Background of the Study

Character building are parts of literacy which is essential to shape students' character (Sari, Rejekiningsih, & Muchtarom, 2019). Shaping students' characteristic can be applied through the process of teaching, learning, and practicing the character-building values (Pala, 2011). Hence, in 2010, the Indonesian Ministry of Education and Culture developed character-building values in curriculum 2013 to be applied in every school which consist of 18 characters to be good citizen in the future (Kebudayaan, 2019)

Pancasila serves as the foundation of the nation and the national philosophy that unifies a pluralistic state (Dewantara, Suhendar, Rosyid, & Atmaja, 2019). A significant factor in the evolution of Indonesia is the history of Pancasila. Consequently, Pancasila is known as being extremely sacred and must be learned and followed by all Indonesians (Kaelan, 2007). Pancasila is not just learned in context; it also needs to be applied in everyday life. The goal of education in Indonesia should be in the realization to develop students who can think critically, thoroughly, and proudly about their identity as Indonesian children. (Sulistiyati, Wahyaningsih, & Wijania, 2021).

In this 21st century, there are several skills needed for students to be acquired. Griffin & McGraw (2018) stated that 21st century skills are set of skills, values, knowledge, attitude, and ethics. They separated 21st century

skills into four categories: (1) ways of thinking, (2) ways of working, (3) tools for working, and (4) living in the world (Griffin, 2018).

The Ministry of Education and Culture emphasized the significance of character development on a national level through the Indonesian Education Roadmap 2020–2035. The best human resources were lifelong learners with global proficiency and behaviour compatible with Pancasila's philosophy. The training of excellent human resources must be thorough and not just focus on cognitive abilities. (Kementerian Pendidikan dan Kebudayaan, 2020). Merdeka Curriculum (*Kurikulum Merdeka*), which was developed by the government to overcome the learning loss after pandemic includes character building values namely Pancasila Student Profile values. To develop the nation's future leaders into people with Pancasila character, the ideals from the Pancasila Students are included in the educational system. Pancasila Student Profile originally known as *Profil Pelajar Pancasila* are competent lifelong learners with good characteristics and behave according to the values of Pancasila. The characteristics of the Pancasila Student Profile (PPP) include: 1) Faith to God Almighty and having noble character; 2) Global diversity; 3) Cooperation; 4) Creative; 5) Critical reasoning; 6) Independent (Kementerian Pendidikan dan Kebudayaan, 2020). The implementation can be through learning in class or through habituation at school (Srirahmawati & Hunaifi, 2022).

The Pancasila Student Profile competencies pay attention to related internal factors with national identity, ideology, and ideals of Indonesia as well as related external factors with the context of life and challenges the Indonesian nation faces in the twenty-first century as a result of the industrial revolution

4.0 (Badan Standar Kurikulum dan Asesmen Pendidikan, 2022). It is intended that by using the Pancasila Student Profile, students particularly those in elementary schools, will be able to develop their moral principles and become more connected to good behaviour (Amalia, Artharina, & Kiswoyo, 2022).

Based on the study above, some research have been conducted to reveal Pancasila Student Profile values. A study conducted by Jamaludin et.al (2022) aimed to outline the core values of Pancasila students through a series of 3rd campus teaching activities in 2022. The study demonstrates how mutual collaboration, literacy, and numeracy activities were used to apply the Pancasila Student Profile's values. Flag ceremonies, religious instruction, and extracurricular activities are all common at Islamic board schools. Another study conducted by Kahfi (2022) aims to determine whether the Pancasila Student Profile program's integration into the independent curriculum influences how students develop their character in classrooms. This study discovered that the Pancasila Student Profile wasn't implemented in the best way possible because there were various obstacles that caused the lack of a description that was informed by educators, including the limited time informed by educators, limited time for teaching and learning activities, little lesson substance, and limited knowledge.

Anita et.al (2022) said that Pancasila Student Profile values must be develop start from early childhood. This matter intends to instil in elementary school the fundamental principles and values of Pancasila Student Profile so students can implement it in daily life. The process of learning can incorporate the creation of Pancasila Student Profile ideas. Teachers can create lessons by

incorporating the characteristics from Pancasila Student Profiles. One option is to incorporate the importance of the Pancasila Student Profile into the learning materials used by elementary students in the learning process (Anita et.al, 2022).

Therefore, a study conducted by Hartanto et.al (2022), investigated the inclusion of *Profil Pelajar Pancasila* in digital learning resources for Junior High School students. The outcome demonstrated that the digital learning resources are consistent with the *Profil Pelajar Pancasila* ideals, making it worthwhile to attempt in promoting English language learning at Indonesian Junior High Schools.

Based on the review above, there are studies that integrated Pancasila Student Profile values in learning materials. However, there is still few study that investigate the incorporation of *Profil Pelajar Pancasila* in English textbooks especially for Vocational High School students. Thus, investigating Pancasila Student Profile values in English textbooks as learning materials will be helpful for teachers to enhance their learning materials to be more relevant, especially for Vocational High School students in implementing the Merdeka Curriculum. The current study will therefore close the gap by analysing the Pancasila Student Profile values implemented in English textbooks for 10th Graders in SMK Negeri 40 Jakarta utilizing the framework of Pancasila Student Profile values suggested by the Ministry of Education and Culture.

1.2. Research Question

Based on the background of the study, the research questions:

1. To what extent Pancasila Student Profile values are integrated in English textbooks for 10th Graders in SMK Negeri 40 Jakarta?
2. How are Pancasila Student Profile values classified in English textbooks for 10th Graders in SMK Negeri 40 Jakarta?

1.1. Purpose of the Study

This study aims to determine whether Pancasila Student Profile values integrated in English textbooks for 10th Graders in SMK Negeri 40 Jakarta. This study also attempts to look into how the Pancasila Student Profile values integrated in English textbooks for 10th Graders in SMK Negeri 40 Jakarta.

1.2. Scope of the Study

This study focuses on investigating Pancasila Student Profile values in English textbooks for 10th Graders in SMK Negeri 40 Jakarta and using the framework of Pancasila Student Profile values proposed by the Ministry of Education and Culture.

1.3. Significance of the Study

Theoretically, this study is expected to develop existing studies on the values of Pancasila Student Profile values in English textbooks. This study can be useful as a beneficial resource for other researchers to conduct further research in Pancasila Student Profile values. Practically, the findings of this

study will raise teachers' awareness of incorporating the Pancasila Student Profile values in learning materials, especially English textbooks. Therefore, they will take this into account in order to make their learning materials more relevant and to better equip them to teach Pancasila Student Profile values in the twenty-first century.

