

CHAPTER I

INTRODUCTION

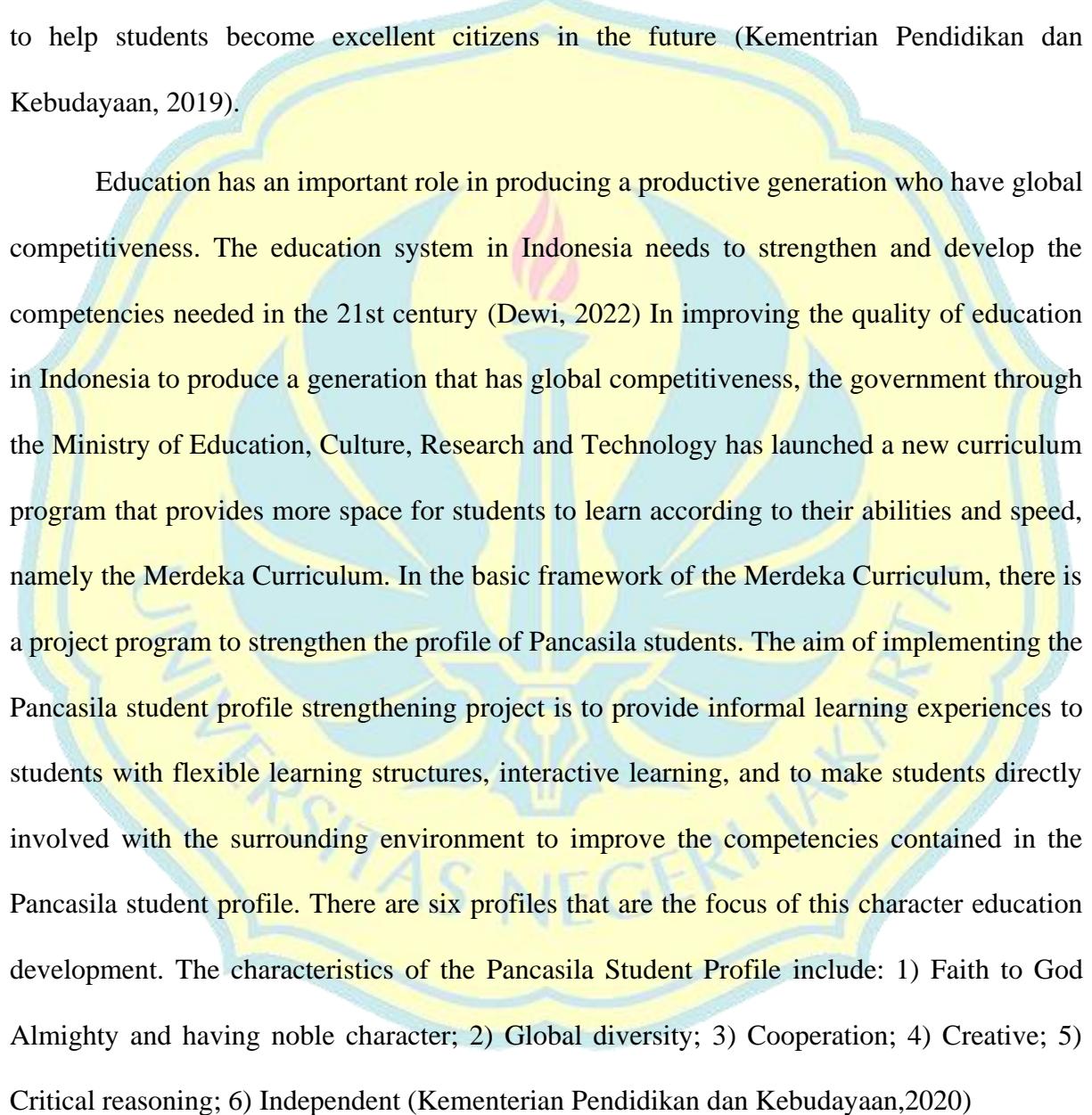
This chapter discusses the background of the study, research questions, the purposes of the study, and the significance of the study. The background of the study provides the reasons why the study is considered to be important. Research questions deal with the problem to be answered through this study. The purpose of study concerns the goal to be achieved through this study. The significance is concerned with the potential contributions, either theoretically and practically toward scientific developments.

1.1 Background of the study

Character education has been considered to be important for reconstructing the country's identity and fostering the development of a new Indonesian society (Handayani et al., 2020). According to Sudrajat (2011), this issue is brought on by the emergence of elements of the country's behavior phenomenon, particularly the younger generation who prioritizes hedonistic traits that are contrary to the social, legal, and cultural norms of Indonesian society.

Character education in Indonesia has been regulated in the UUD 1945 on *pasal 31 ayat ke-3* states that the government will work to set up a national education system that fosters piety and religion as well as high morality to make the country's citizens more intellectual and subject to legal regulations. This regulation indicated that education on a national scale strives for the nation's students to have not only knowledge, but also spiritual and affective aspects. It is even more emphasized because it uses the term noble morals (Lubis, 2019). UU RI 20 Tahun 2003 concerning the National Education System, it is stated that national education functions

to develop abilities and form the character and civilization of a dignified nation and aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Therefore, in 2010, the Indonesian Ministry of Education and Culture created a 2013 curriculum that includes 18 character-building ideals to help students become excellent citizens in the future (Kementerian Pendidikan dan Kebudayaan, 2019).



Education has an important role in producing a productive generation who have global competitiveness. The education system in Indonesia needs to strengthen and develop the competencies needed in the 21st century (Dewi, 2022) In improving the quality of education in Indonesia to produce a generation that has global competitiveness, the government through the Ministry of Education, Culture, Research and Technology has launched a new curriculum program that provides more space for students to learn according to their abilities and speed, namely the Merdeka Curriculum. In the basic framework of the Merdeka Curriculum, there is a project program to strengthen the profile of Pancasila students. The aim of implementing the Pancasila student profile strengthening project is to provide informal learning experiences to students with flexible learning structures, interactive learning, and to make students directly involved with the surrounding environment to improve the competencies contained in the Pancasila student profile. There are six profiles that are the focus of this character education development. The characteristics of the Pancasila Student Profile 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 aim of the Pancasila Student Profile Strengthening Project (P5) is to identify students who have the competencies that the Indonesian educational system seeks to develop. Raising the profile of Pancasila students is centered on instilling in each student the values and

skills necessary for daily living of school culture, extracurricular activities, and initiatives that raise the profile of Pancasila students and work culture (Rahayuningsih, 2021). According to Inayah (2021), the competency profile of Pancasila students considers both external factors related to the context of life and the difficulties facing the Indonesian government in the twenty-first century as a result of the industrial revolution 4.0, as well as internal factors related to the identity, ideology, and ideals of the Indonesian nation.(Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2024)

Concerning the Pancasila Student Profile, a number of studies have been conducted. Suryantari (2022) examines the characteristics of Pancasila students who are stated in a grade 10 English textbook produced by the Republic of Indonesia's Ministry of Education and Culture. The result is all of the Pancasila students' dimensions are integrated in the English textbook as a consequence of the study, making it suitable as instructional material.

A study conducted by Wilsani et al (2023) find out the way elementary school instructors incorporate the Pancasila Student Profile Strengthening Project into the Independent Curriculum. This study shows that when implementing the project to increase the profile of Pancasila students into steps the teachers follow the guidebook to develop their methods of instruction through a number of stages, including understanding the project, designing and managing the project to raise the profile of Pancasila students, processing the assessment, and reporting the project's outcomes.

Another study conducted by Putu & Putra (2024) aims to find the Pancasila student profile policy in order to strengthen the values or characters. The findings show that the Pancasila student profile policy has been shown to be able to strengthen students' characters (faith and devotion to God Almighty, having noble morals, having a cooperative attitude, being creative, independent, and having critical reasoning).

Research on Pancasila student values in the English for Nusantara textbook for seventh grade students was undertaken by Riani & Utami (2024) in order to ascertain the values of Pancasila students and how these values are reflected in the English for Nusantara textbook. This study employs the ideals of the Pancasila student profile and a qualitative methodology with content analysis. Of the six values identified in the discussion script, five are represented clearly by photographs and implicitly by eliciting conditions. Meanwhile, 6 of 6 values are detected in the photos.

Mariyani et al (2024) also conducted the research about implementation of Pancasila Student Profile Values in the package book Indonesian Junior High School Class VII Curriculum Merdeka. The data that was utilized comes from student questionnaires, textbook analyses, and interviews with Indonesian teachers in Yogyakarta. Techniques for gathering data include 1) observation, 2) analysis, 3) classification, 4) reduction, and 5) conclusion. 38 data points encompassing 6 dimensions, 6 elements, and 6 sub-elements were identified in the study's findings. In reality, though, not all educators incorporate Pancasila student profile ideals into textbook instruction.

Despite the increasing number of journal studies examining the integration of Pancasila Student Profile (PSP) values in English language teaching materials, several research gaps remain. Previous journal articles have predominantly focused on government-published textbooks, such as English for Nusantara, or have limited their analysis to specific language skills or sections, particularly reading texts. As a result, these studies tend to provide partial insights into how PSP values are embedded, without examining the full range of textual, visual, and activity-based materials within a textbook. Moreover, many existing studies emphasize the presence of PSP dimensions rather than conducting a systematic analysis at the element and sub-element levels. This limits understanding of how deeply and proportionally each PSP value is represented. Several journal articles also report that certain dimensions, such as global

diversity and moral values—are more dominant, while creativity, independence, and higher-order critical thinking receive less attention. However, these imbalances are rarely discussed in relation to commercial English textbooks, which are widely used in Indonesian classrooms. Therefore, there is a clear need for a comprehensive qualitative content analysis that examines all six PSP dimensions, including their elements and sub-elements, within a non-government English textbook. This study addresses this gap by systematically analyzing Bright: An English Course for SMP/MTs Grade VII to provide a more detailed and balanced understanding of PSP value integration.

1.2 Research Question

1. Does the “Bright. An English for grade VII” textbook facilitates the development of the Pancasila Student Profile values?
 - 1.1 Does the textbook facilitate the development of the dimensions of faith, fear of god almighty and noble character value in students?
 - 1.2 Does the textbook facilitate the development of the dimension of global diversity value in students?
 - 1.3 Does the textbook facilitate the development of the dimension of cooperation value in students?
 - 1.4 Does the textbook facilitate the development of the dimension of independent value in students?
 - 1.5 Does the textbook facilitate the development of the dimension of critical thinking value in students?
 - 1.6 Does the textbook facilitate the development of the dimension of creativity value in students?

1.3 Purpose of the Study

The purpose of this study is to examine whether the English textbook entitled “Bright: An English for Grade VII” facilitates the development of the Pancasila Student Profile values as mandated in the Indonesian curriculum. This study specifically aims to analyze the extent to which the textbook integrates character education through its materials, learning activities, and tasks that reflect the six dimensions of the Pancasila Student Profile, namely faith, fear of God Almighty, and noble character, global diversity, cooperation, independence, critical thinking, and creativity. By analyzing these dimensions, this study seeks to provide a comprehensive understanding of how the textbook supports the implementation of the Pancasila Student Profile within English language teaching at the junior high school level.

1.4 Significance of the Study

Findings of this study should provide better insights into the potential of the textbook in promoting/supporting the development of Pancasila Student Profile values in students and English teachers. English teachers can effectively assign these characters to students by having a thorough comprehension of the characters that are included in the textbook especially Pancasila Student Profile values which is currently implemented in the applicable curriculum additionally, they can be more selective when selecting a textbook or a teaching strategy, paying close attention to the integrated nature. They should also contribute to the limited literature discussion on this topic/area.

This study should be beneficial to author of the book and the publisher of the English textbook in order to know the advantages and disadvantages of published books, and to measure the impact of books on readers and society so that writing strategies can be improved in the future.