

## **CHAPTER 1**

### **INTRODUCTION**

This chapter discusses the background of the study, research questions, purposes of the study, and the significances of the study. Furthermore, it presents an overview of the importance of character education through the integration of the Pancasila Student Profile within English language learning. Moreover, The role of textbook as essential educational tools for character education.

#### **1.1 Background of Study**

In recent years, the government has encouraged strengthening the character education system to shape students who are globally competitive, while still required to adhere to national values. The function of national education is to develop capabilities and build character, which will influence efforts to educate the nation's life (Romhaningsih et al., 2023). The Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of (2018) emphasizes that strengthening character education to reinforce students' character is part of the National Mental Revolution Movement (known as GNRM). This regulation highlights the need to integrate character education into school subjects. In line with the National Mental Revolution Movement, the four educational pillars established by UNESCO also emphasize the values of character education. The four pillars of UNESCO highlight education aim to give students strong character (learning to be) and the capacity to live in harmony with others (learning to live together), in addition to knowledge (learning to know) and skills (learning to do)

(Retnowati, 2020). Therefore, achieving national education goals requires a strong emphasis on character education.

Character education is part of the material that students are expected to teach, learn, and apply in their everyday lives (Aniah et al., 2024). Character education is a program that has been socialized by the Indonesian government since 2010. Implementation is achieved by integrating it into the curriculum. Since the curriculum plays a crucial role in education, integrating character enhancement is an essential part of its implementation (Dewi, 2021). Therefore, character education remains a priority and continues to be created, reinforced, and implemented today, especially in the independent curriculum through the Pancasila Student Profile.

The Pancasila Student Profile is used in the Independent Curriculum to describe character education. Pancasila was selected by Indonesia as the national student profile because it embodies principles consistent with the cultural heritage of the Indonesian people and is easy to apply, making it a strong foundation for forming the country's future generation with Pancasila character (Srirahmawati & Hunaifi, 2022). The Pancasila Student Profile represents Indonesian students as lifelong learners who possess global competencies and act in alignment with its six main principles: faith in God, noble character, mutual cooperation, independence, creativity, critical reasoning, and global diversity (Kemendikbudristek, 2022). It is expected that these qualities will help students develop strong moral and social integrity in addition to their intellectual abilities. By fostering these qualities, education extends beyond simply imparting knowledge and developing skills. It

shapes individuals who are aware of their responsibilities as citizens and equipped to make meaningful contributions to society.

The current Pancasila Student Profile can be implemented primarily through character education to shape characters, not just transfer knowledge (Susilowati et al., 2023). The Pancasila Student Profile serves as a framework that helps students build a strong character foundation, ensuring they develop ethical awareness and social responsibility within diverse global influences. Students' character must be a concern, especially in the current era (Romhaningsih et al., 2023). In the 21st century's industrial revolution 4.0, education plays a crucial role in preparing the next generation with the critical, creative, and moral thinking skills needed to thrive in an era of intense global competition (Arifin et al., 2024). As technological advancements continue to shape various aspects of life, the need for value and character education becomes increasingly urgent to maintain a balance between technological progress and the students' ethical development.

However, the implementation of the Pancasila Student Profile in education remains suboptimal due to various obstacles, one of which is educators' lack of understanding and guidance for students on applying these values in daily life (Kahfi, 2022). Furthermore, research conducted by Wibiyanto and Muhibbin (2021) in Agus et al. (2024) found that the low achievement of the Pancasila Student Profile is caused by a lack of understanding and knowledge regarding strategies for instilling these values. As a result, students often underestimate these values, potentially leading to a decline in moral values and a lack of awareness of the Pancasila Student Profile in their lives.

This finding is further supported by research from Nurmala et al. (2025) that emphasizes one of the main issues in implementing the Pancasila Student Profile is the limited availability of educational resources and materials needed, such as a lack of textbooks that incorporate Pancasila Student Profile values, relevant learning materials, and adequate supporting facilities. Therefore, strengthening the values of the Pancasila Student Profile in education is crucial, including in English language learning, through textbooks that serve as one of the sources of instruction in the teaching and learning process.

To enhance the effectiveness of the teaching and learning process, essential components such as the syllabus, lesson plan, learning materials, and textbook must be properly integrated (Gunawan et al., 2022). Among these components, textbooks play a crucial role, providing a foundation for instructional activities and guiding both teachers and students in achieving learning objectives. Textbooks should provide students with opportunities to develop functional language skills necessary for academic, professional, and social interactions. Textbooks must be tailored to students' needs, equip them to use language for their own goals, support the learning process, and serve as a transparent medium between the learner and the target language (Mahendra et al., 2022). By addressing these aspects, textbooks become more than just instructional materials.

Textbook as teaching and learning materials, provide students with opportunities to learn independently and serves as guides to students' expected behaviours (Crawford, 2002). In addition to providing students with organized material, English textbooks also expose them to moral standards, social norms, and

cultural values, as they often include narratives, dialogue, and activities that reflect moral issues and encourage particular attitudes. Thus, they play a key role in character development, in addition to language proficiency.

Several studies have been conducted on character education and textbook analysis. The first study conducted by Permana & Agusta (2023) revealed that the Pancasila Student Profile was presented in the English textbook “My Next Words” for elementary school. All aspects of the Pancasila Student Profile portrayed in the textbook, with critical reasoning as the most frequent occurrence category. However, the creativity dimension accounts for only 4.30% in this textbook. The second study conducted by Suryantari (2022) revealed that all dimensions of the Pancasila Student Profile were incorporated into the English textbook for 10th grade senior high school students. However, the study was limited to the reading section only. This finding shows a gap in the proportional integration of the Pancasila Student Profile in English textbook. The unequal distributions appeared in the critical thinking dimension, which was implemented only 2 times, and in the creativity dimension, which was implemented only 1 time. Moreover, not all of the elements of each dimension are implemented.

Another study on textbook analysis was conducted by Hasana et al. (2023), which examined the representation of character education in an English textbook for junior high school students. The study revealed that the PPK program of the Indonesian Ministry of Education identifies five-character education values, which are represented in the textbook. One value that is rarely represented in each chapter of the textbook is cooperation values, which is also one of the Pancasila Student

Profile dimensions. However, the study focused only on visual elements and use another framework not Pancasila Student Profile framework. A study conducted by Liani et al. (2024) analysed the reading materials in the English textbook “Life Today” for 12<sup>th</sup> grades based on teacher views, and found that the materials are of high quality. However, the study analyses only the textbook's reading materials. Therefore, there is a need for a more complete evaluation of the “Life Today” book in other aspects of English language learning.

Previous studies have contributed to the exploration of character education and textbook analysis. However, there is still a gap in exploring the representation of the Pancasila Student Profile in English textbooks, particularly in the Life Today textbook for twelfth-grade students. While prior research has shown that English textbooks represented the Pancasila Student Profile, the findings also highlight unequal representation across its dimensions. Furthermore, one study has primarily focused on analysing the reading materials of "Life Today" textbook without assessing the implementation on Pancasila Student Profile. Therefore, this study aims to fill this gap by investigating the representation of Pancasila Student Profile values in the "Life Today" textbook.

## **1.2 Research Questions**

Based on the background of the study, the research questions of this study are as follows:

1. What are the Pancasila Student Profile values represented in the English textbook entitled “Life Today” for 12<sup>th</sup> grade?

2. How are the Pancasila Student Profile values represented in the English textbook entitled “Life Today” for 12<sup>th</sup> grade?

### **1.3 Purposes of The Study**

Based on the research questions above, the purposes of this study are:

- 1) To identify the Pancasila Student Profile values represented in the English textbook entitled “Life Today” for 12<sup>th</sup> grade students.
- 2) To analyse how these values are represented throughout the textbook’s content, including texts, activities, conversations, and pictures.

### **1.4 Scope of The Study**

This study focuses on investigating Pancasila Student Profile values in the English textbook entitled “Life Today” for 12<sup>th</sup> graders. The analysis focused on the book’s full chapter and used the framework of Pancasila Student Profile values proposed by Kemendikbudristek (2022).

### **1.5 Significance of The Study**

This study contributes to the field of character education, specifically in Pancasila Student Profile values in Learning English. In a theoretical way, it can serve as a reference for future studies examining how Pancasila Student Profile values is embedded in English textbooks. By analysing the representation of these values, this study provides insights into how educational materials can foster students’ moral and ethical development alongside their linguistic competence. Additionally, education stakeholders, curriculum developers, and researchers can use the findings to understand the extent to which English textbooks align with national educational goals and how they contribute to students’ character formation.

In practice, this study is expected to raise awareness among educators and textbook developers about the importance of integrating Pancasila Student Profile values into English language learning. and offering findings that can guide improvements in textbook content to enhance both language proficiency and national values. Teachers can benefit from this research by adopting more effective instructional strategies that reinforce character education while teaching English, and enable them to reinforce these values in the classroom. Additionally, they can be more selective when choosing materials that emphasize character education. In turn, students may gain a deeper understanding of the values of the Pancasila Student Profile.

