

**THE REPRESENTATION OF PANCASILA CHARACTER VALUES IN
ENGLISH FOR NUSANTARA TEXTBOOK: A DOCUMENT ANALYSIS**

THESIS

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Textbook: A Document Analysis

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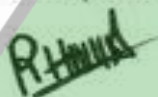
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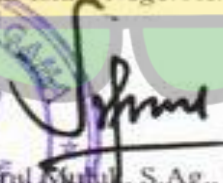


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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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A R - R A N I R Y

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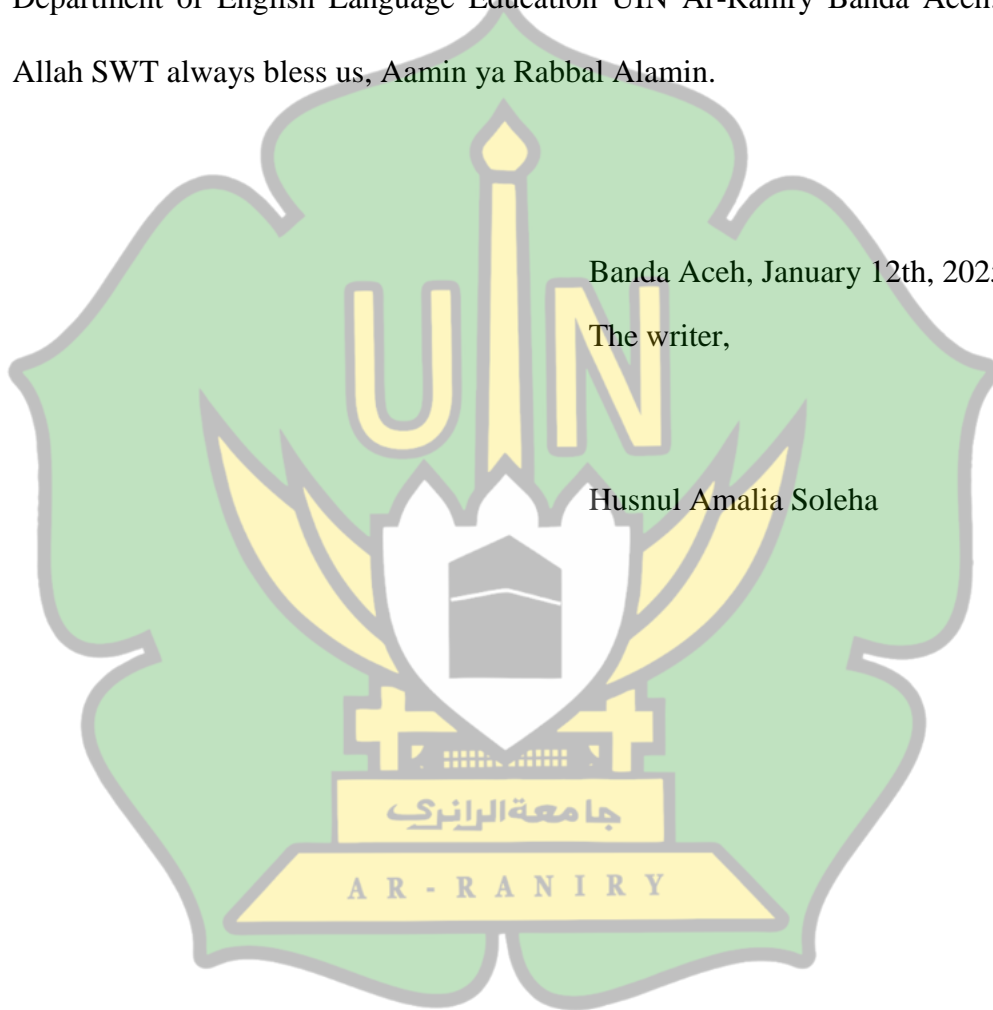
Henceforth, I would like to express my greatest love and thanks to my parents, my father Ismail H Ibrahim , my mother Iin Indrati, my brothers Taufiq Ismail, Iqbal Ismail and Afrizal Ismail, My Beloved friends Tarindu Akmalia, Rila Delvina, and Fariski Adwari their great kindness, endless love, prayers, sacrifice, patience, and everlasting support both moral and financial, so that I could study until this current level. May Allah grant them blessings in this life and the next.

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ABSTRACT

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Educational institutions have a crucial role in developing the character of the next generation. Character education involves the introduction, appreciation, and application of positive traits. The process includes cognitive, emotional, and physical components. Thus, noble character can be carved into mental, emotional, and physical habits. The Pancasila Student Profile describes character education in an autonomous curriculum, and its implementation must apply to all elements of teaching and learning. This study examines the content of character education in reading and conversation texts of the Nusantara English textbook for grade VII students. In addition, this study shows the focus of the textbook's character. The research methodology involves a descriptive qualitative approach and content analysis. The research instruments include researchers and data sheets. The characters in the textbook are arranged into six dimensions of the Pancasila student profile. The results showed that the six dimensions of the Pancasila student profile were identified. The religious dimension, devotion to God Almighty, and noble morals were 33.2%; global diversity was 12.9%; cooperation was 16.7%; independence was 20.4%; critical reasoning was 7.5%; and creativity was 9.3%. Of the 20 aspects in the Pancasila student profile, only 19 were found, with one aspect missing (intercultural communication and interaction). Most of the characters in the novel are implicitly woven together. The main focus dimensions of the English for Nusantara textbook are faith, fear of God Almighty, and noble character. The textbook emphasizes the importance of being polite to others. The textbook received a 95% rating for character education quality, placing it in the very high category.

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CHAPTER I

INTRODUCTION

This chapter describes the primary concept for carrying out the research. It discusses the background of the study, research questions, the aims of the study, the scope of the study, the significance of the study, and terminologies.

A. Background of Study

Demoralization is almost the headline in every mass media today. Many acts of criminalism and thuggery perpetrated by both adults and children are increasing. Corruption and violent behavior have become a trend and culture for every group. Bullying behavior also occurs in various places, both offline and online. Based on data on child protection cases from complaints to the Indonesian Child Protection Commission (KPAI) in 2023, there were 1800 cases (as of September) related to cases of Fulfillment of Children's Rights (PHA) and Special Protection of Children (PKA). Of the 1,800 cases, 563 cases, or 31.3%, were cases of Special Protection for Children (PKA), and 1,237 cases, or 68.7%, were Fulfillment of Children's Rights (PHA). The majority of PHA clusters come from cases of children who are victims of problematic parenting or parental conflict. Meanwhile, in the PKA cluster, there are cases of children as victims of various crimes such as sexual crimes, physical and psychological violence, pornography and cybercrime, drug abuse, deviant social behavior, and other cases.

The large number of demoralizing incidents can certainly threaten national unity and unity. Democracy becomes uncontrollable and anarchy. An ancient Greek philosopher, Plato (427-374), stated that a nation's civilization is determined by its

society's character (Rochmah, 2022). Thomas Lickona also noted that the negative behavior above can influence the destruction of a nation, which originates from the behavior of its people (including school-age children) (Djauhari, 2016). This certainly needs to be corrected so that the destruction of a nation does not occur due to demoralization. Then, developing Pancasila's character values can be a solution to building a good society. It can be started as early as possible in the family, community, and school environments (Syamsurrijal, 2018).

Furthermore, in facing the current demoralization, the government has made various efforts to create a good generation with character. One of the efforts is implementing Pancasila character values in all educational elements. Implementing Pancasila's character values is crucial in shaping a person's personality. Then, based on Peraturan Pemerintah No. 20 Tahun 2003 concerning the National Education System, four dimensions of Pancasila character values are expressed in educational actions, namely: intellectual development, spiritual and emotional development, physical development, and creative development (Putri et al: 2023). Furthermore, the National Education System Law also implies that education is closely related to the development of character and morals in the nation's generation.

Next, the policies in the 2013 curriculum are considered to be able to help students adapt to their environment, which continues to change both physically and socially (Gumilar et al.: 2023). The 2013 curriculum combines three competency domains: attitudes, knowledge, and skills. Thus, a character-based education development program was formed, which was strengthened by the formation of Strengthening Pancasila character values (PPK) as stated in Presidential Decree

Number 87 of 2017. However, as time passed, many questions and difficulties emerged regarding the effectiveness and relevance of the 2013 curriculum to students' ability to adapt to changes in the world today. So, the Merdeka Curriculum was formed, which provides new curriculum ideas that prioritize freedom, innovation, and the ability of students to adapt to the changes occurring in current 21st-century developments. The Merdeka Curriculum seeks to shape students into a strong, independent, and creative generation of the nation through a more open and inclusive approach. In this case, the government's current priority is implementing a curriculum that adapts to current developments by paying attention to and not forgetting the values of Pancasila character values. Therefore, the real effort is to simplify Pancasila's character values into six dimensions called the Pancasila Student Profile Dimensions.

Based on this, implementing simplified Pancasila character values in the dimensions of the Pancasila Student Profile is an essential point in the teaching and learning process. This is because students can grow their habits and gain a more profound understanding through direct application to students. Learning guidebooks can also help educators continue the government's efforts to produce a generation of superior and characterful people. Therefore, a lesson guidebook is needed that covers all the components of Pancasila character values , simplified in the dimensions of the Pancasila Student Profile.

So, based on this explanation, the researcher attempted to identify the completeness of the components of Pancasila character values , which have been simplified through the six dimensions of the *Pancasila* student profile, especially

in the seventh-grade English study guidebook for junior high schools. The reason behind the author's research is that, as a foreign language lesson that is applied in Indonesia, of course, it requires harmonization between the national character that is instilled and the foreign language that is taught. So, it is hoped that students will not be confused about instilling national character values that align with learning foreign languages . Furthermore, almost all schools implementing Curriculum Merdeka have used this English textbook, namely, English for Nusantara. Therefore, the researcher will conduct document analysis research entitled “The Representation Of Pancasila Student Profile Character Values In English For Nusantara Textbook: A Document Analysis.”

B. Research Questions

Based on the discussion above, this research's problem is Pancasila character values, simplified in six dimensions of Profile Pelajar Pancasila in the English textbook published by the Indonesian Ministry of Education and Culture, especially in Curriculum Merdeka. Therefore, the researcher formulated the research questions such as: “What are character values found in the English textbook “English for Nusantara” for the first grade of junior high school?”

C. Research Aims

This research has been designed to solve and answer the two research questions based on the formulation of the research problem above. In other words, the purpose of this research is: “To find out the Pancasila character values implemented in the English textbook “English for Nusantara.”

D. Research Significance

This research will implement Pancasila character values in the curriculum, mainly in English textbooks. This English textbook is currently being implemented in numerous schools throughout Indonesia, particularly in Banda Aceh and Aceh Besar. The researcher offers substantial benefits in both academic and practical fields.

1. Academically

- a. The results of this study are a valuable additional reference for social studies regarding the analysis of Pancasila character values in English textbooks.
- b. The result of this study will be beneficial for improving an understanding of Pancasila character values that are implemented in all of the components of the curriculum.
- c. The result of this study can also help sharpen the view of curriculum implementation, especially in the English textbook used in Indonesia.

2. Practically

- a. The result of this research can be used to provide additional information concerning challenges in teaching English and help students overcome them.
- b. The result of this research can be helpful in engaging character values in the dimension of Profil Pelajar Pancasila.
- c. The result of this research can be used to improve the English teaching and learning process based on character values in the dimension of Profil Pelajar Pancasila.

E. Terminology

The following words are the keywords of this study. It is essential to understand the following definitions to gain a deeper understanding and perception of this study:

1. Character Building Values

According to Katilmis et al. (2011, p. 854), good character is a concept that includes knowing good, embracing good, and doing well. Character value is the standards and principles that guide people's actions and decisions. In Indonesia, character-building value is the primary purpose of national education. Character-building values have been required in all educational elements. The Pancasila character values implemented moral values that include the cognitive, emotional (affective), and action (psychomotor). According to Suyanto, as cited in Syafitri and Tursina (2019, p. 71), many character values can be promoted to students, such as noble values, which have nine fundamental characteristics. The first character is loving God and all of god's creation. The second is independence and responsibility, and the third is honesty and diplomacy. The fourth is respect, fullness, and politeness. The fifth is generosity and helpfulness. The sixth is confidence and hard-working quality. The seventh is leadership and fairness. The eighth is good manners and humility. The last is tolerance, peace, and unity.

2. Textbook

Sari (2021) definitively states that textbooks or modules are the main components of a language learning program. Textbooks are an essential tool for ensuring students achieve the desired level of competency in learning activities.

Nashriyah et al. (2020) also confirm that textbooks are necessary for maintaining continuity in classroom activities. Textbooks are essential for supporting teachers and students in accessing learning materials. The Indonesian Ministry of Education and Culture has set clear guidelines. Textbooks are an indispensable tool for learning and development. They are a functional teaching aid to enhance and expand students' abilities.

