

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

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2025 M/ 1446 H**

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Submitted to Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Ar-Raniry Banda Aceh
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Textbook: A Document Analysis

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Date: 27/12/2024

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper and
has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Friday, January 17th, 2024 M
Rajab 17th, 1446 H

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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.

Banda Aceh, 09 Januari 2025

Saya yang membuat pernyataan,



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جامعة الرانيري

A R - R A N I R Y

ACKNOWLEDGEMENTS



Alhamdulillah Rabbil 'alamin, I would like to express my deepest gratitude to the presence of Allah Subhanahu wa ta'ala who always give me happiness, guidance, love, opportunity, inspiration and strength to write and complete this thesis. Shalawat and salam to our prophet Muhammad Shalallahu alaihi wasallam, his family and friends who have fought wholeheartedly to guide his ummat to the right path.

While completing this thesis I received a lot of help, guidance and direction from many parties. First of all, I would like to express my deepest gratitude and appreciation to of my supervisors, Miss Rita Hermida, S.Pd.I, M.Pd, who was willing to spend time, energy and thoughts to guide me in completing this thesis. My gratitude also extends to the head of English education department, the lecturers, and also the staffs for the great experience and knowledge I get during the study in this department. May Allah bless us always and make an ease to our way.

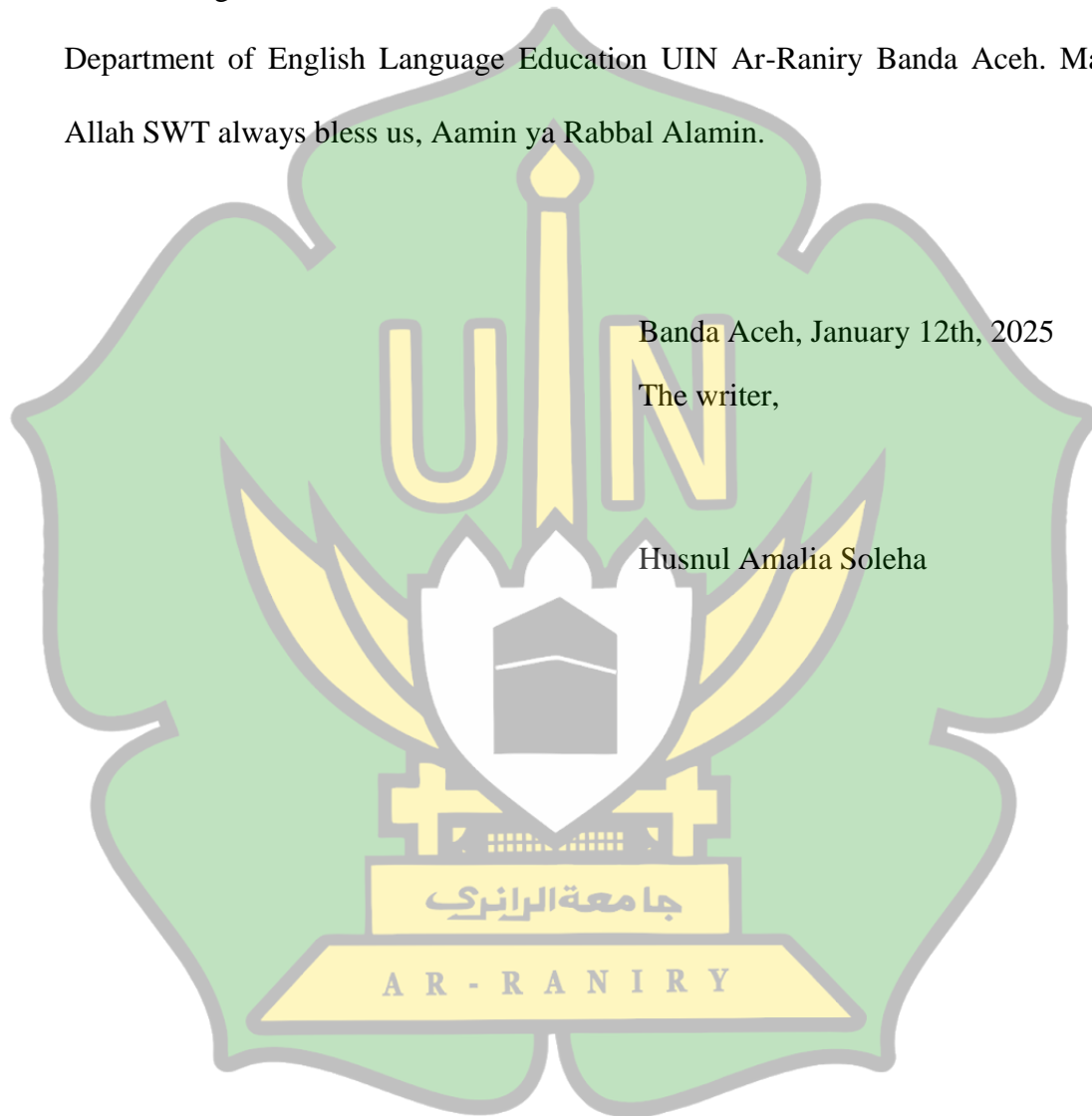
Henceforth, I would like to express my greatest love and thanks to my parents, my father Ismail H Ibrahim , my mother Iin Indrati, my brothers Taufiq Ismail, Iqbal Ismail and Afrizal Ismail, My Beloved friends Tarindu Akmalia, Rila Delvina, and Fariski Adwari their great kindness, endless love, prayers, 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.

Last but not least, I acknowledge that, despite my best efforts, the thesis is far from perfect, as a result, helpful criticism and suggestions from readers and other stakeholders are greatly appreciated in order to further improve this thesis. I hope this thesis gives valuable contributions for both students and lecturers at the Department of English Language Education UIN Ar-Raniry Banda Aceh. May Allah SWT always bless us, Aamin ya Rabbal Alamin.

Banda Aceh, January 12th, 2025

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ABSTRACT

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Thesis Title : The Representation of Pancasila Character Values In English For Nusantara Textbook: A Document Analysis
Supervisor : Rita Hermida, M.Pd.
Keywords : Document analysis, character education, English textbook

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.

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGEMENTS.....	ii
ABSTRACT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	vi
LIST OF APPENDICES	vii
 CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Research Questions	4
C. Research Aims	4
D. Research Significance	4
E. Terminology.....	6
 CHAPTER II LITERATURE REVIEW	
A. Theoretical Framework.....	8
B. Previous Studies.....	25
 CHAPTER III RESEARCH METHODOLOGY	
A. Research Design.....	28
B. Research Subject	29
C. Technique of Data Collection	30
D. Technique of Data Analysis.....	32
E. Data Validity	33
 CHAPTER IV FINDING AND DISCUSSION	
A. Finding	35
B. Discussion	55
 CHAPTER V CONCLUSSION AND SUGGESTION	
A. Conclusion	61
B. Suggestion.....	63
 REFERENCES.....	65
APPENDICES	68
AUTOBIOGRAPHY	135

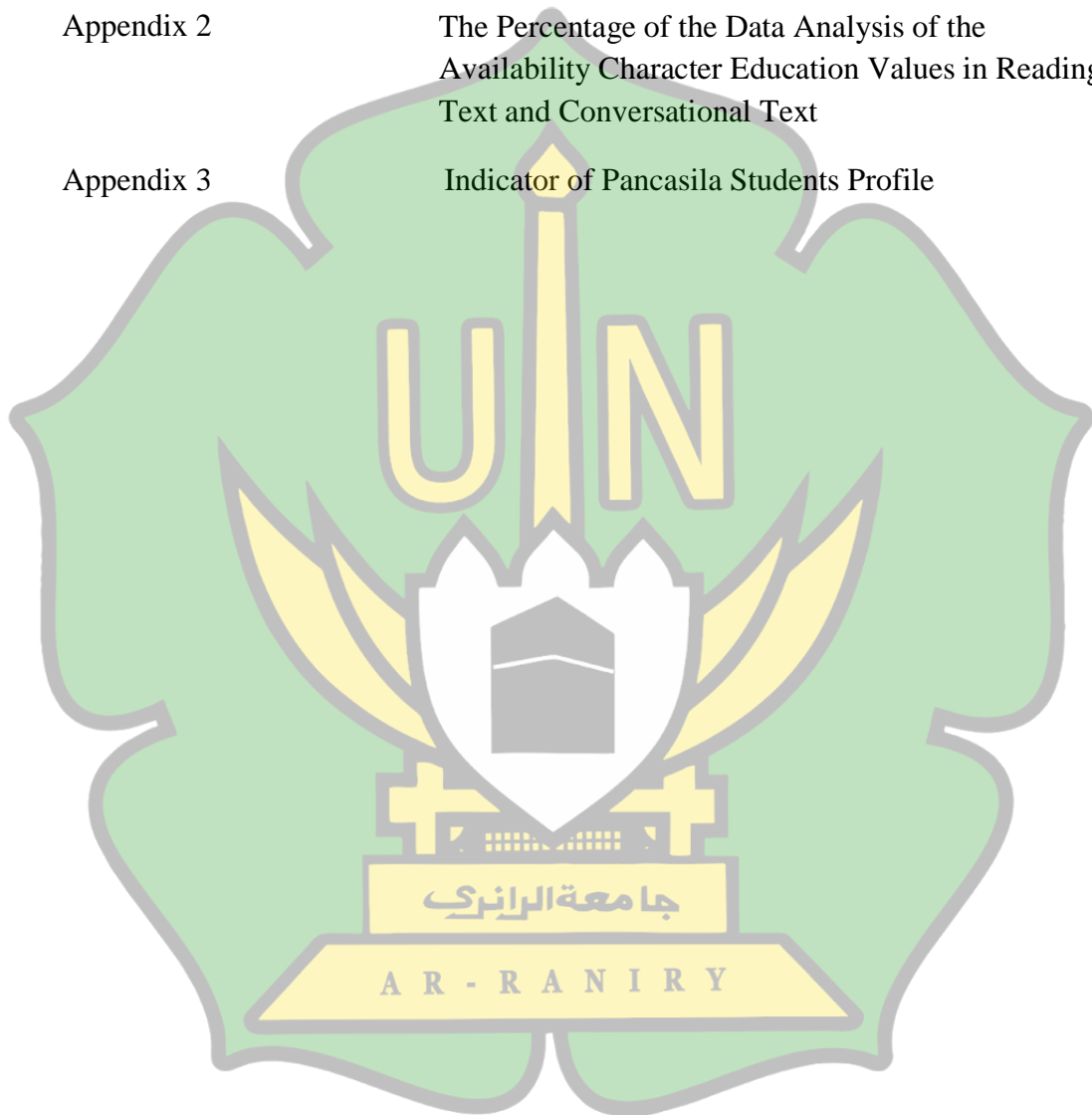
LIST OF TABLES

4.1. The Pancasila Student Profile Data Found in the English Textbook for Nusantara	36
4.2 The Results of the Data Analysis of the Methods Used to Incorporate the Pancasila Student Profile into the English Textbook for Nusantara.....	38



LIST OF APPENDICES

- | | |
|------------|--|
| Appendix 1 | The Finding of Character Education Values in English for Nusantara Textbook |
| Appendix 2 | The Percentage of the Data Analysis of the Availability Character Education Values in Reading Text and Conversational Text |
| Appendix 3 | Indicator of Pancasila Students Profile |



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.



CHAPTER II

LITERATURE REVIEW

This chapter's literature review briefly introduces the textbook's definition, Pancasila character values, and previous studies.

A. Theoretical Framework

1. Textbook

a. Definition of Textbook

Textbooks have become a guide for teachers in teaching activities. According to the Oxford Advanced Learner's Dictionary, a textbook is a book that teaches a particular subject used in schools and colleges (2000, p. 1238). This means that the textbook contains detailed information about the subject's learning materials in the classroom. Then, Poljak, in his studies, Poljak considered the textbook function as basic teaching and learning material that enables students to acquire the necessary knowledge, develop their critical, creative, and dialectical thinking, and develop their mental skills (Mithans & Grmek, 2020). Therefore, the textbook should contain detailed information to guide the teaching-learning process more developed.

In an English classroom, as a foreign language, using the English textbook plays a crucial role in the learning process. This is because textbooks present the teaching materials and educational goals to be achieved. Adillah et al. (2023, p. 54) also support the idea that textbooks are significant in learning. This is because textbooks provide convenience to teachers and students during learning activities and serve as a source of knowledge and learning materials. Then, the textbook

becomes a crucial part of classroom activity because it is part of implementing the curriculum. Therefore, the textbook usually becomes the primary source and media in learning activities to achieve objectives that develop all competencies in the applicable curriculum (Zamzam et al., 2020).

Furthermore, Sadker and Zittleman also find that almost 70-95% of classroom activity uses the textbook for guidelines (Sari, 2021). This is because the textbook can provide structure and direction for the teacher in the learning process. Then, it is also easy for the students to understand and explore the topic they will learn. Radic-Bojanic and Tasapov (2016) also state that almost all teachers feel secure using the textbook as an essential source in their lesson plans. Therefore, they believe that the textbook is an essential educational tool for classroom activities as guidelines for teachers and students.

b. The Role of The Textbook

In Indonesia, textbooks have a crucial role in English language learning. Some learning materials need guidance, such as textbooks for teachers and students. This is because it can help students easily explore and follow the material discussed in the classroom. Richards (2011) also supports the idea that textbooks are vital in teaching language programs. This is because textbooks serve as the basis for language input. Then, it also contains complete and comprehensive learning material to be taught and the kind of language practice.

Even though textbooks are crucial in classroom learning activities, he also states that the textbook has advantages and limitations. The main advantages of the textbook are that it provides structure and a plan as the syllabus for learning

activities. This means that by using textbooks, the teacher, as the instructor, will quickly give students a clear direction because of the syllabus's systematic structure. Then, implementing textbooks can help teachers to standardize the content and the type of evaluation. Moreover, textbooks also provide a variety of learning resources. It is because most of the material implemented in the textbook is accompanied by many workbooks, the internet, articles, CD-ROMs, and a teacher's guide, which provide various resources for both teachers and students. Next, the textbook also contains many activities such as word games, part of discussion, role play, and many conversation practices that students can follow. The book's publisher will also improve and maintain the content and quality as needed. Then, the textbooks also help the teacher by giving materials without wasting time producing any materials.

Moreover, Richards explains some limitations of using textbooks in teaching-learning, such as they may not reflect students' needs. Each textbook is usually published to sell in global markets. So, the content created by the authors should not reflect the student's needs and interests, but it is only designed to be used globally in language learning (Suryani, 2018, p. 260). Then, textbooks sometimes still do not represent the actual use of language in daily life. However, it frequently presents the inauthentic language written to suit the teaching method.

Therefore, there are the roles of the textbooks were identified in Cunningsworth's view (1995, p. 7) as follows:

- 1) A practical resource for self-directed learning and self-study.
- 2) A valuable resource for presentation material (written and spoken)

- 3) A source of ideas and activities for learners and practice and communicative interaction.
- 4) A reference source for students
- 5) A syllabus
- 6) Support for less experienced teachers to gain confidence and demonstrate new methodologies.

c. Characteristics of a Quality Textbook

The most crucial decision in selecting teaching materials is determining the quality of the textbook as a teaching material. The National Education Standards Agency (BNSP) in Government Regulation No. 19 of 2005 concerning the Determination of Textbooks that Meet the Requirements for Use in the Learning Process (Suratni, 2014) clearly states that there are several criteria or characteristics of quality textbooks:

1) Content eligibility

The eligible books must contain material supporting the subject's achievement of competency standards (Standar Kompetensi or SK) and basic competency (Kompetensi Dasar or KD). Then, the textbooks' content appropriateness should be assessed based on students' activity-oriented lesson material, which can encourage students' understanding of concepts.

Furthermore, the accuracy of the material must also be maintained. The textbook should also contain up-to-date information and actual examples. The learning material must also encourage students' curiosity. In addition, the textbook content must not be contradictory regarding SARA or ethnicity,

religion, and race. Then, it must not contain pornographic nuances. Lastly, the textbooks must accommodate diversity and gender orientation.

2) The appropriateness of language

The appropriateness of the language used in the textbooks can be assessed from two points below: the suitability of the language to students' development and the appropriateness of the use of symbols, terms, or icons.

3) Feasibility presentation

The feasibility of presenting textbooks can be assessed from the following points: The presentation of the books must encourage students' involvement in active learning. Then, the presentation of the textbooks must be able to provide relational material between chapters, sub-chapters, and concepts. Furthermore, the textbook presentation must be coherent with every idea. Last, the material presentation must be presented contextually.

4) Graphic eligibility

The graphic eligibility can be assessed based on the following points: the layout of graphic design must be aesthetic, dynamic, and attractive, and illustrations must be used to clarify students' understanding. Furthermore, the appropriateness of graphic textbooks is to use typography with high readability. The last is using the illustration and book layout easily so students can understand the material presented.

Moreover, Parel and Jain (as cited in Sari, 2021) also support some criteria of textbook quality, namely:

- a) The textbook should conform for the students.

- b) The textbook should also be appropriate for teaching-learning purposes.
- c) The subject should be well in grading.
- d) The material should give practical and exercise.
- e) The textbook must improve and develop students' moral qualities.
- f) The textbook should not be expensive.
- g) The textbook should be qualitative.
- h) The textbook cover and paper should be attractive and qualitative.

In short, those included in the criteria of quality textbooks are essential. Therefore, stakeholders must pay attention to choosing the appropriate textbook for students' needs.

2. Pancasila Character Values Values.

a. Definition of Pancasila character values Values.

In ancient Greek, Character means "to engrave," which emphasizes that engraved traits will affect our behavior in specific manners (Syafitri and Tursina, 2019). Then, according to James Arthur, as cited in Nucci et al. (2014), Pancasila character values are about what kind of person will grow up to be. He also believes that moral goodness is crucial in predicting persons, not acts. This means that the goodness of a person is not automatic; instead, it must be acquired and cultivated. Therefore, implementing the Pancasila character values is done by practicing good action.

In Indonesian National Education, character value becomes a fundamental concept that must be implemented in all curriculum components. Character is a human product affected by environment, cultural, and social interaction since

childhood. Thus, in an educational environment, the process of character building must be implemented by practicing not only teaching-learning but also learning media such as textbooks. This is because learners' experience in the learning process will affect their character building. Therefore, three stages must be accomplished by the students in the character learning method; there are (Kamaruddin, 2012, p. 226):

a) Moral Knowing

Students must be able to distinguish moral values and noble moral character and understand them logically and rationally. This is the goal of moral knowledge, and it is achievable.

b) Moral Loving

Moral loving is an effective method for fostering a sense of love in students. The objective is to impact students emotionally, in heart and soul. Teachers must touch students' emotions to grow awareness, noble desires, and needs.

c) Moral Doing

Moral doing aims for students to practice noble moral values in everyday behavior, such as politeness, fairness, etc.

Then, Kamaruddin (2012) also states that there are three stages in developing students' character, namely:

- a) The early stage is emphasized in students' character development and awareness of the lives that have a series of consequences and responsibilities.

- b) The associate stage emphasizes developing students' independence and sensitivity.
- c) The end stage is noted in the process development, which focuses on the graduate profile expected by educational standards.

Pancasila's character values are reflected in each individual, influencing how people think, talk, and behave. It is, therefore, indisputable that one must acquire and cultivate one's character through practice in one's environment, culture, and social interactions.

b. Implementation of Pancasila character values Values Based on *Pancasila* Student Profile.

Nowadays, *the Pancasila* student profile is a form of national education goals. The *Pancasila* student profile becomes the primary reference for Indonesian educational policies, including guiding educators in building students' character and competence. Furthermore, *all stakeholders must understand the Pancasila* student profile. Implementing *the Pancasila* student profile is crucial to creating a national character for the next generation. So, this profile needs to be simple and easy to remember and can be implemented well by students and teachers in daily activities. Based on these considerations, the government has determined the dimensions contained in the *Pancasila* student profile, namely: 1) Have faith, fear God Almighty, and have a noble character, 2) Independence, 3) Mutual corporation, 4) Global diversity, 5) Critical Reasoning and, 6) creative.

Then, the six dimensions of *the Pancasila* student profile need to be seen as a whole unit so that each individual can become a competent lifelong learner, have

character, and behave according to *Pancasila* values. Based on this, educators must also develop these six dimensions completely and comprehensively from early childhood education. In addition, to help a more comprehensive understanding of *Pancasila* student profile dimensions, the meaning of each dimension is explained and developed according to psychological cognitive development. The Ministry of Education, Culture, Research and Technology (2022) has divided the profile of *Pancasila* students into six dimensions and sub-elements, as explained above:

1. Have Faith, fear God Almighty, and have a noble character.

Indonesian students have unwavering faith and devotion to God Almighty and embody noble morals. They also exemplify the teachings of religion through their extraordinary personalities towards others:

- a. Religious character

Pancasila students know the nature of God and are sure that His nature is compassion and love. They also realize that humans are God's creatures and they are leaders on earth. They are responsible for loving and caring for themselves, their fellow humans, and nature. They must also carry out His commands and avoid all His prohibitions. *Pancasila* students live and reflect on these divine attributes deeply in their daily behavior. This is the foundation for carrying out rituals of worship or prayer throughout life. *Pancasila* students actively participate in religious events and study them in depth. They understand the teachings, symbols, sacredness, religious structure, history, important figures in their religion and beliefs, and the contribution of these things to world civilization.

- b. Personal character

Students exemplify noble morals through self-love and concern, and they do so confidently. They know that taking care of themselves is essential, as well as taking care of others and the surrounding environment, and they do it. They will become Pancasila students if they maintain their self-esteem, be honest, fair, humble, and behave politely.

c. Manner towards others

Pancasila students adhere to the conviction that all humans are equal before God. Their virtuous conduct is exemplified by their self-respect and benevolent disposition towards others. They demonstrate an unwavering commitment to equality and humanity over differences and respect for diversity, among others.

d. Character toward nature

Pancasila students exemplify commendable character traits: responsibility, compassion, and environmental stewardship. Pancasila students recognize that they are part of the Earth's ecosystem and their actions influence the planet's well-being and inhabitants. Furthermore, they realize that humans have a moral obligation to safeguard and nurture nature as a divinely created entity.

e. Character towards the nation

Pancasila students demonstrate an understanding of and commitment to exercising their rights and obligations as citizens and are aware of the responsibilities that accompany these rights. They prioritize the collective good

over individual interests, humanity, fraternity, national and state interests, and security.

2. Global Diversity

As both global and local citizens, Indonesian students demonstrate diverse perspectives and actively engage in initiatives to enhance the overall quality of life for all individuals. Indonesian students evince a robust sense of self-identity as cultural ambassadors, demonstrating an appreciation for and commitment to preserving their nation's cultural heritage while engaging with individuals from many backgrounds. Additionally, they demonstrate concern for environmental issues and utilize the existing diversity to foster harmonious coexistence. The following key elements of global diversity are as follows:

a. Understand and appreciate a cultural

Pancasila students are apt to discern, categorize, and delineate diverse groups based on discernible behaviors, gender, communication modalities, and cultural norms. Furthermore, students can articulate the processes through which individual and collective identities are formed and evaluate the strategies for integrating into communities at the local, regional, and international levels.

b. Intercultural communication and interaction

Pancasila students exemplify effective intercultural communication by demonstrating concern, acceptance, understanding, and respect for cultures that differ from their own. This facilitates mutual comprehension and empathy for individuals from disparate cultural backgrounds. It is acknowledged that each

culture makes a valuable contribution to the global community and that these contributions must be recognized and respected.

c. Reflection and responsibility for the experience of diversity

Pancasila students demonstrate an ability to reflectively utilize their awareness and experience of diversity to avoid prejudice and stereotypes against different cultures. This is achieved through learning about cultural diversity and gaining expertise in diversity, enabling them to prevent and address issues such as bullying, intolerance, and violence. This allows them to reconcile cultural differences to establish an egalitarian and harmonious existence among humans.

d. Social justice

Pancasila students are actively engaged in the pursuit of social justice at the local, regional, national, and global levels. They believe in their strength and potential as a means of strengthening democracy, actively and participatively building a peaceful and inclusive society, as well as social justice, and oriented towards sustainable development.

3. Mutual Cooperation

Collaborative endeavors enable Indonesian students to demonstrate their capacity for collective voluntary action, enhancing their efficiency, fluency, and ease of expression. The fundamental principles of cooperation can be defined as follows:

a. Collaboration

Students in Indonesia demonstrate the capacity to engage in collaborative endeavors, experience gratification when interacting with others, and exhibit a

constructive disposition towards their peers. They demonstrate proficiency in cooperative efforts and coordination to attain shared objectives, considering each group member's unique background. They can establish shared objectives, assess the suitability of existing objectives, and evaluate the effectiveness of objectives throughout the collaborative process.

b. Caring

Indonesian students are attentive to and proactive about physical and social environmental conditions. They respond to environmental and community conditions to create better conditions. They feel and understand what others think, understand their perspectives, and build relationships with people from different cultures, which are essential to global diversity.

c. Sharing

Pancasila students can share, give, and receive everything that is important for personal and collective life. They are willing and able to live a life together that supports the healthy use of resources and space in society. Then, they will be able and willing to give and receive essential things to or from their peers, people in their surroundings, and the broader environment because of their ability to share.

4. Independence

Independent learners can manage themselves and take responsibility for their learning process and outcomes. The essential elements of independence are:

a. Understanding of self and the situation faced

Independent Pancasila Students always reflect on the conditions and situations they face, both in terms of strengths and limitations, as well as the conditions and demands of development they experience. This will make them aware of the need for self-development through changes and developments. This awareness will also help them to anticipate various challenges and obstacles that may arise.

b. Self-regulation

Pancasila students and individuals who can manage their feelings, thoughts, and behaviors to achieve learning goals and develop themselves in academic and non-academic domains. They can establish self-development objectives and formulate strategies to accomplish them, informed by an assessment of their capabilities and the demands of the situation at hand.

5. Critical Reasoning

Individuals with critical thinking skills are adept at objectively processing qualitative and quantitative information, establishing connections between disparate data types, and conducting analyses, evaluations, and conclusions. The elements of critical thinking are as follows:

a. Obtaining and processing information and ideas

Indonesian students have demonstrated an aptitude for processing ideas and information with qualitative and quantitative data. They exhibit a profound curiosity, pose thought-provoking questions, discern and elucidate the ideas and information acquired, and methodically process the information.

Furthermore, they demonstrate the ability to determine the content of information or ideas from the presenter.

b. Analyzing and evaluating reasoning

Pancasila students use their reasoning following science and logic principles when making decisions and taking action. This reasoning is supported by analyzing and evaluating the ideas and information obtained. They can articulate the rationales behind their conclusions and decisions with precision and accuracy. Furthermore, they can substantiate their reasoning with various arguments when drawing conclusions or making decisions.

c. Reflecting on and evaluating their thinking

Pancasila students engage in introspection and evaluation of their cognitive processes (a process known as metacognition) to enhance their understanding of how thought progresses to conclude. Students develop an awareness of their thought processes, the decisions they have made, and the development of their cognitive abilities. This awareness fosters the realization that ongoing development of their cognitive skills is attainable through introspection, the refinement of strategies, and perseverance in exploring a range of alternative solutions.

6. Creative

Creative students can modify and create something unique, significant, valuable, and impactful. The following elements are fundamental to creativity:

a. Generate original Ideas

Creativity in students is associated with the generation of novel and distinctive concepts. The concepts discussed range from basic expressions of emotion or opinion to complex ideas. Creative individuals possess the capacity to think creatively by clarifying and questioning various elements, perceiving issues from diverse vantage points, and connecting existing concepts to formulate novel solutions in response to challenges.

b. Produce original works and actions.

Creative students generate original works and actions through complex representations, drawings, designs, performances, digital outputs, virtual reality, etc. These outputs are characterized by a high degree of creativity and are driven by personal inclinations, emotional responses, and environmental awareness. Furthermore, creative students assume risks when producing their works and actions.

c. Have flexibility in thinking to find alternative solutions to problems.

Creative students possess the capacity to contemplate a multitude of solutions to the challenges they encounter. They can make choices when confronted with various potential solutions to a given problem. Furthermore, they can discern and evaluate their creative concepts and identify alternative solutions when a proposed approach proves ineffective.

d. The objective and Functions of Pancasila character values Values.

Education is defined as the process of continuous human learning to enhance one's potential and abilities. The objectives and functions of national education have been delineated in Government Regulation Number 20 of 2023

concerning the National Education System. According to this legal framework, national education is designed to foster the development of competencies and to nurture the character and civilization of a nation, with the overarching goal of cultivating the nation's future. This legal framework manifests the nation's strategic initiatives aimed at nurturing a generation of young individuals who embody a sense of pride and moral integrity (Saputro & Mudiono, 2020). Implementing the five core character values of the Indonesian nation, or Pancasila, serves as a foundational framework for instilling these values in students. However, it is essential to note that the efficacy of this approach is not immediately apparent. According to the Curriculum Center (2011), the objectives of inculcating these values in national and state life are as follows:

- 1) To develop students' potential to be good people.
- 2) To build a national character that is suitable to the national ideology (Pancasila)
- 3) To improve students' sensitivity to patriotism, nationalism, and tolerance.

The Pusat Kurikulum also states that the function of Pancasila character values is:

- 1) To establish multicultural nationalism
- 2) To build an intelligent national civilization, noble culture, and ability to contribute to national development by improving human potential.
- 3) To build nationalism that is aware of peace, creativity, and the ability to live with the community.

Consequently, the inculcation of the values of national character assumes paramount importance. The values of the five principles of the philosophy of Indonesia (Pancasila) are the foundational principles in developing a young generation that exhibits positive attitudes, morals, values, and ethics.

Saputro and Mudiono (2020) posit that the development of the five core character values, namely Pancasila, must be achieved through systematic and holistic approaches. This objective is predicated on the implementation process for students, who are regarded as the nation's future generation. Fauziah (2012) further elaborates on this holistic approach, asserting that the objective of the five core character values is to cultivate a comprehensive personality that fosters the growth of a holy and wise individual.

B. Previous Studies

- a. To provide a foundation for this research, the researcher will present several previous related to the subject of this investigation. The initial research was conducted by Sari (2020) and is entitled "An Analysis of Character Values in English Textbooks: When English Rings a Bell." This study aimed to examine the various types of character values presented in the textbook through speech and image data. The study's findings, as reported by the researcher, indicate that the speech data contained in the textbook amounts to 15 character values distributed across a total of 89 pages. As delineated in the textbook, these values encompass honesty, tolerance, discipline, a strong work ethic, independence, democracy, willingness to sacrifice, patriotism, appreciation of achievements, friendliness, a love for peace, a love of reading, environmental

stewardship, and social responsibility. Character values not present in the speech data include religious values, national mentality, and commitment. A subsequent analysis of the pictorial data set revealed the presence of 17 distinct character values on 136 pages. These values include religiousness, honesty, tolerance, hard work, independence, democracy, willingness to sacrifice, national mentality, love of the homeland, appreciation of achievement, friendliness, love of peace, love of reading, environmental care, societal care, and responsibility. It is noteworthy that no discipline value was identified in the pictorial data.

- b. The second previous study is from Liagustin (2023) with the research title "A Content Analysis of Nusantara's Five Principles of Character Values in English Textbooks for Seventh-Grade Students. The study's findings indicate that the English Nusantara textbook for seventh-grade students has effectively incorporated the five core character values of the Pancasila philosophy, particularly in the context of reading and conversation materials. The analysis identified six dimensions of the student profile, which are integral components of the student's character values. The subsequent analysis will demonstrate that the textbook emphasizes social issues more than other subjects. The study found that the implicit character integration technique is more dominant. This approach is said to foster students' logical thinking and reasoning abilities. Consequently, the researchers assert that the quality of the character values embodied by the five principles of the Indonesian state, as outlined in this textbook, has been meticulously evaluated and has garnered an exceptional

score of 95%, thus meriting classification as "very high" in terms of its character education efficacy.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher described all the research methodologies used. It contained information about the research design, participants, data collection, and analysis techniques.

A. Research Design

This research is categorized as descriptive qualitative research. According to Eze and Ugwu (2023), qualitative research is research that is concerned with feelings, ideas, or experiences. It means that qualitative research is scientific research that aims to gain a comprehensive understanding of the phenomena. Qualitative research also involves describing, interpreting, and analysis of phenomena or processes (Tamimi, 2020). Tamimi (2020) also states that qualitative research is a means for exploring and understanding the problems. Therefore, in this research, the researcher used qualitative research to analyze the issues.

Then, in this study, the researchers analyzed and identified the Pancasila character values. According to Morgan (2022), document analysis is an analyzing approach to existing text including, Then Merriam and Tisdell (2016) explain that the document is a term used to refer to a wide variety of material, including visual sources, such as photographs, video, and film (Morgan, 2022, p. 64). In this case, the document was identified as the English textbook published by the Indonesian Ministry of Education and Culture or Kementerian Pendidikan dan Kebudayaan Indonesia (*Kemendikbud*) in Kurikulum Merdeka, especially the implementation of *Profil Pelajar Pancasila* as part of Pancasila character values.

B. Research Subject

When selecting the subject to be studied, the researcher must consider four factors when deciding on a document: authenticity, credibility, representativeness, and meaning (Flick, 2018).

1. Authenticity

Authenticity involves the genuine document being used. In this case, selecting original documents as research material is an essential concern for the researcher. Therefore, in selecting the research subject, the researcher used the textbook published directly by the Indonesian Ministry of Education and Culture to ensure the authenticity of documents and alignment with the goals of implementing Pancasila education values in shaping students' character in the current curriculum.

2. Credibility

Credibility relates to the extent to which research sources are free from error. In this case, the researcher maintains the credibility of the research by using books recommended and published by the Ministry of Education. It can guarantee the results of the study to be carried out.

3. Representativeness

In determining the subject to be researched, the researcher was guided by mini observations that had been made regarding the use of English textbooks in the current curriculum in various schools and the publishers of the books used by the majority of students today. The use of the selected books,

namely books published directly by the Ministry of Education, can represent other books published by different publishers and used by other schools.

4. Meaning

According to Morgan (2022), meaning involves the significance of a document's content and whether the evidence is clear and understandable.

It means that the document used in research must have value and meaning.

Therefore, the subject of this research is the English textbook for the first grade of junior high school, "*English for Nusantara*," published by the Indonesian Ministry of Education and Culture. The textbook has Written by Ika Lestari Damayanti, Yusnita Febrianti, Iyen Nurlaelawati, Pipit Prihartanti Suharto, Aji Jehan Fellani, and Raymon Ramadhani. The textbook also has six chapters that were used for two semesters. The beginning chapter is from the zero chapters. Every chapter has three units of learning material. Then, in the textbook, there are 264 pages. However, the learning material was from page 1 until page 250. Then, in the textbook's introduction, an explanation of the contents and the characters are provided.

C. Technique of Data Collection

The data for this research was collected systematically. This is also supported by Janne Mende (2023, p 343), who explains that qualitative research is designed systematically to deal with more significant data. She also says using qualitative analysis will coherently reduce the data and structures in a coding frame. In short, using content analysis aims to describe the meaning of the topic material that will be discussed systematically and highly organized of the critical result.

Then, after collecting the data, the researcher selected the data by using relevant criteria for the data and the research topic. According to Sari (2021), there is a hand guide to collecting data to make the analysis becomes transparent, such as:

Step 1: Condensation

Condensation is a shortening process of the text while still preserving the raw data. In this research, the researcher investigated the character values based on the indicators of six elements in *Profil Pelajar Pancasila*.

Step 2: Code

A code can be considered a label name that describes the meaning of the unit almost precisely. In this step, the researcher given a label for the character's values that found in the textbook.

The code used was:

C1, C2, C3, ...	: Chapter number
U1, U2, U3...	: Unit
S1, S2, S3, ...	: Section
CVT1, RT1, CVT2, RT2, ...	: Conversational text, reading text
P1, P2, P3, ...	: Page

Step 3: Category

A category is an activity of grouping codes that were identified. The researcher collected the codes using the same character values based on the indicators in this research.

Step 4: Theme

Theme is a process of presenting the data based on their categories. The data was collected in two themes: utterances (phrases expressing something using words) and pictorial data (pictures or images found in the textbook).

D. Technique of Data Analysis

Document analysis is a systematic procedure used to interpret, evaluate, and understand the content, structure, and context of documents. According to Berg (2007) in analysis a document data a general method for document analysis can be broken down into five steps. the steps and technique of data analysis used in this qualitative research will start by using:

Step 1: Preliminary Reading

The researcher searched for the data by reading a comprehensive textbook, “*English for Nusantara*,” published by Kementerian Pendidikan dan Kebudayaan Indonesia.

Step 2: Identify the Key Elements

The researcher analyzed the textbook to find the utterances and pictorial data representing character values in every chapter.

Step 3: Categorize Information

The researcher collected the data from the textbook and put it based on the theme.

Step 4: Interpret the Data

The researcher analyzed the data regarding the completeness of Pancasila character values based on the research questions.

Step 5: Drawing Conclusions and Reporting

The researcher classified and interpreted the content based on the findings of Pancasila character values in the textbook.

E. Data Validity

To ensure the validity of the data collected in the research process, researchers employed a variety of techniques:

1. Persistent Observation

Ghony and Almanshur (2012) state, "Continuous observation means consistently seeking interpretations in various ways in terms of a constant or tentative analysis process." In this case, researchers meticulously observe and research, paying close attention to detail and conducting in-depth analyses.

2. Peer Reviewing

This technique involves the disclosure of the final results obtained and engaging in discourse with acquaintances who researchers regard as having a superior understanding of the research subject. Researchers typically enlist the assistance of two friends to conduct a comprehensive study review.

3. Expert Review

To facilitate the establishment of trust and to supplement the research with pertinent information, an expert in the field validated the data presented, namely Mrs. Rita Hermida, M.Pd, an English teacher.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion from the document analysis. This chapter provides the result of Pancasila character values in the Nusantara textbook.

A. Finding

The data description in the findings section is classified into two main points. This is shown to show the dimensions of the character value of Pancasila and the dominance of the types of dimensions that often appear. Then, the use of codes such as chapter (C), unit (U), section (S), conversational and reading text (CVT/RT), and No aims to facilitate the author in showing the type of text that is used as evidence that in the English for Nusantara book there are Pancasila character values which are then discussed in the discussion section.

1. The Dimensions of Pancasila Character Value in “English for Nusantara” Textbook.

The Ministry of Education and Culture has developed a set of character values grounded in the principles of the Pancasila philosophy, which are delineated in the student profile. Each dimension is defined by specific elements outlined in the Regulation of the Ministry of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024.

The first dimension, having faith, fearing God Almighty, and having a noble character, consists of five elements: religious character, personal character, manner toward others, manner toward nature, and manner toward the nation. The second

dimension pertains to global diversity. It consists of four elements: understanding and appreciation of culture, intercultural communication and interaction, reflection and responsibility for the experience of diversity, and social justice.

Independence constitutes the fourth dimension, encompassing self-understanding, situational awareness, and self-regulation. The fifth dimension is critical reasoning, which includes obtaining and processing information, analyzing and evaluating information, and reflecting and evaluating one's thoughts. The sixth dimension, creativity, encompasses the ability to think creatively, create new ideas, and exercise creativity. Table 4.1 presents the frequency of characters observed in reading materials and conversational interactions.

Table 4.1

The Pancasila Student Profile Data Found in the English Textbook for Nusantara

No	Pancasila Student Profile	Frequency	Percentage
1	Have Faith, fear God Almighty, and have a noble character	18	33,2%
	Religious character	3	5,5%
	Personal character	1	1,9%
	Manner toward others	9	16,6%
	Character towards nature	3	5,5%
	Character towards nation	2	3,7%
2	Global diversity dimension	7	12,9%
	Understand and appreciate a culture	2	3,7%
	Intercultural communication and interaction	0	0%

	Reflection and responsibility for the experience of Diversity	2	3,7%
	Social justice	3	5,5%
3	Mutual cooperation dimension	9	16,6%
	Collaboration	4	7,4%
	Caring	4	7,4%
	Sharing	1	1,9%
4	Independence dimension	11	20,4%
	Understanding of self and the situation faced	6	11,1%
	Self-regulation	5	9,3%
5	Critical reasoning dimension	4	7,5%
	Obtaining and processing information and ideas	1	1,9%
	Analyzing and evaluating reasoning	1	1,9%
	Reflecting and evaluating his/her thinking	2	3,7%
6	Creative dimension	5	9,3%
	Generate original ideas	1	1,9%
	Produce original works and actions	2	3,7%
	Have flexibility in thinking to find alternative solutions to problems	2	3,7%
Total		54	100%

As illustrated in Table 4.1, the six dimensions of the student profile outlined in the English for Nusantara textbook address the six facets of the Pancasila philosophy. However, it is noteworthy that the textbook does not encompass all the

elements inherent to the philosophy. The dimensions of faith, devotion to God Almighty, and noble morals account for 33.2% of the text. These dimensions include good manners towards others at 16.6%, morals towards nature at 5.5%, religious morals at 5.5%, morals towards the nation at 3.7%, and personal morals at 1.9%. With respect to the characteristics of the global diversity dimension, 5.5% is allocated to social justice, 3.7% to reflection and responsibility towards the experience of diversity, and 0% to intercultural communication and interaction, yielding a total of 12.9% for the global diversity dimension.

The mutual cooperation dimension, which constitutes 16.7% of the total, is further subdivided into 7.4% collaboration, 7.4% caring, and 1.9% sharing. The independence dimension, which constitutes 20.4% of the total, is further subdivided into 11.1% dedicated to understanding oneself and the situation faced, and 9.3% allocated to self-regulation. The critical reasoning dimension, which constitutes 7.5% of the total, is further subdivided into 1.9% devoted to the acquisition and processing of ideas and information, 1.9% allocated to the analysis and evaluation of reasoning, and 3.7% allocated to the reflection and evaluation of one's own thoughts. The creative dimension, which accounts for 9.3% of the total, is further subdivided into 3.7% of the total allocated to the production of original works and actions, 3.7% to the demonstration of flexibility in thinking to identify alternative solutions and problems, and 1.9% to the generation of original ideas.

The integration of elements of the Pancasila student profile into the English textbooks for Nusantara was explained using both implicit and explicit communication. The data is shown as follows in Table 4.2.

Table 4.2

The Results of the Data Analysis of the Methods Used to Incorporate the Pancasila Student Profile into the English Textbook for Nusantara

Techniques Of Integrating Characters	Frequency	Percentage
Implicitly	34	63%
Explicitly	20	37%
Total	54	100%

As can be seen in Table 4.2 above, the majority of the Pancasila character values are integrated implicitly (63%), with the integration of characters explicitly accounting for 37% of the text, in the English for Nusantara textbook for seventh-grade pupils.

A total of 54 characters, including 12 conversational texts and 14 reading texts, were included in the student profile of the Nusantara program. The following are illustrative examples of characters that researchers identified in the English for Nusantara textbook:

- A. Have faith, fear god almighty, and have a noble character dimension
- a) Religious character

Religious character is the understanding that one is a creation sent by God to rule as a leader on earth, with duties to love and care for oneself, other people, and the environment, to obey God's instructions, and to abstain from

His prohibitions. The following examples demonstrate this character's appearance:

First data:

Galang says basmallah before eating.

(C2/U1/S2/CVT1/61)

A Muslim who wants to begin an activity will recite the dua known as basmalah. He or she so receives the blessing of the action and performs everything only with Allah's aim. The statement appears in the dialogue prologue of the dialogue text.

b) Personal character

Respecting one's bodily, mental, and spiritual well-being as well as exhibiting integrity in one's actions is what it means to have personal character. In the reading titled "Pak. Edo's Hobby," personal character is highlighted. Here are examples of personal character found:

First data:

Pak Edo always wears a helmet, a T-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

(C1/U2/S6/RT1/39)

In the reading, a personal character takes care of himself by donning a safety harness. riding safely and putting one's safety first. The reading also notes that Pak Edo always remembers to pack his bottle, indicating that he stays hydrated.

c) Manner towards others

Recognizing our equality before God is the basis of good manners toward others. being morally upright toward other people. putting humanity and equality above distinctions. recognizing and fostering other people's skills. Several conversational texts in the textbook discuss how people should behave. Here are some instances of the element from the textbook:

First data:

Monita's father : Your mom has got a promotion from her office.

Monita : Congratulations, Mom!

Monita's mother : Thank you, Dear.

(C2/U1/S3/CVT1/64)

The phrase "Congratulations, Mom!" illustrates the virtue of acknowledging and assisting others in their accomplishments. In addition, Mrs. Monita's response, thanking her for Monita's comments, demonstrates her character.

d) Character towards nature

The term "character toward nature" describes one's ability to be accountable, kind, and considerate of the environment. Put an end to actions that harm and misuse the environment. Adopt an environmentally conscious lifestyle. This character can be found on page 131 of the reading material "Tips to Separate Rubbish." Two rubbish-separation strategies are explained in the reading text, along with the pros and benefits of doing so. The reading also stresses the significance of protecting the environment by learning appropriate waste

management techniques to maintain a habitable and clean environment. An excerpt from the reading material is as follows:

First data:

There are some tips on how to separate rubbish at home. Most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer.

(C3/U3/S2/RT1/131)

A different reading text, "Tips to Separate Recycling Items," is available in addition to the one mentioned above. It suggests a certain character towards nature by demonstrating how to separate rubbish. It is clear that after reading this section, students will have a thorough understanding of the waste that needs to be recycled, the importance of cleaning the area before throwing away rubbish, and the process of sorting waste.

e) Character towards nation

Character towards the nation means upholding citizens' rights and duties and giving thoughtful consideration to decisions that will benefit both parties. Here's an illustration of the character:

First data:

I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony

(C4/U1/S5/RT1/164)

The sentence is an example of how a student who takes part in the Flag Ceremony fulfills their commitment. In addition, the Flag Ceremony symbolizes 42 nationalism or the nation's attitude toward itself. During the flag ceremony, the preamble of the UUD 1945, the reading of Pancasila, and the hoisting of the flag to the tune of Indonesia Raya are all meant to express gratitude for the nation.

B. Global Diversity

a) Understand and appreciate a culture

Recognizing, identifying, and characterizing various groups according to behaviour, gender, communication styles, and culture is necessary to understand and appreciate a culture. This component is stated clearly in the reading text that follows:

The data:

Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match

(C5/U2/S6/RT1/227)

Learn about and identify one of the cultures in Indonesia by reading about pencak silat, a traditional martial art sport. It is evident from reading the article that pencak silat involves a variety of actions, including punching and kicking. It's also common knowledge that one needs to warm up before engaging in pencak silat.

b) Intercultural communication and interaction

Communication and interaction between people from different cultural origins is referred to as intercultural. It is essential to recognize, understand, accept, and cherish each culture's uniqueness. This textbook does not contain this element. The study did note that certain images depicted this feature, though, such as pictures of students conversing with people of all races and religious backgrounds.

c) Reflection and responsibility for the experience of diversity

A key component of diversity reflection and responsibility is avoiding negative attitudes and prejudices about other cultures. Acquiring knowledge and experience in cultural diversity is how this is accomplished.

The data:

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard

(C5/U2/S6/RT1/227)

To take ownership of the experience of diversity, the reading above subtly describes how to acquire culture through extracurricular activities and firsthand experience in pencak silat.

d) Social justice

A commitment to social justice entails taking part in its realization. Believe that each person's inner strength and potential can be used to further democracy and actively contribute to the development of society. One implied social justice that can be discovered in the textbook is the following:

First data:

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

(C5/U2/S5/RT1/225)

The reading material is included in social justice because it upholds democracy, which guarantees that all pupils have an equal chance to play basketball and that basketball players are chosen fairly, without bias or partiality.

C. Mutual Cooperation

a) Collaboration

Collaboration is the capacity to cooperate and coordinate with others to accomplish a shared objective. maximizing contributions to accomplish a shared objective. The concept of cooperation is included directly in the textbook:

First data:

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them takes turns to wash the dishes every night

(C3/U2/S2/RT1/120)

The reading passage above serves as an example of how to work together and coordinate to accomplish a shared objective, in this case, cleaning the house. The positive interdependence among family members is acknowledged by the Rahmansyah family. This knowledge creates a mindset that consistently works to accomplish a shared objective and fulfils assigned tasks to the best of one's ability.

b) Caring

Take proactive measures to improve the social and physical environments while being considerate of others' feelings. Examples of elements that are expressly integrated are the care elements listed below:

First data:

Monita : I woke up late. I hurried to school so that I didn't have time for having breakfast at home.

Galang : Chew your food slowly. Do you have anything to drink?

Monita : Oh, sure. I have a bottle of sweet tea.

(C2/U1/S2/CVT2/62)

Because his character cares about the social environment, Galang reminds Monita to chew her food as a form of care so that she can digest her food properly.

c) Sharing

The capacity to offer and receive everything that matters to our social and personal lives is known as sharing.

First data:

Galang : What are you having, Monita?

Monita : I'm having banana fritters. Would you like to have some?

Galang : Sure. Yum ... yum ... It's tasty!

(C2/U1/S2/CVT2/62)

The ability to provide something worthwhile to peers- food in this case is a representation of the conversational text above. By increasing empathy for the social circumstances of others, sharing improves our quality of life. The textbook specifically mentions the concept of sharing.

D. Independence

a) Understanding of self and the situation faced

Considering the advantages and disadvantages of one's conditioning. Acknowledge and fulfill your needs for personal growth. able to define goals for one's growth. The reading books listed below provide implicit examples of this element:

First data:

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

(C1/U3/S4/RT1/45)

In the reading text, Made's persona shows that he is aware of his circumstances, his basketball skills, and weaknesses, as well as the responsibilities placed on him as he develops. Made understands that to keep up with the changes and advancements that take place, he must improve himself.

b) Self-regulation

Capable of controlling ideas, feelings, and behavior to meet learning objectives and advance both academically and nonacademically. capable of creating and organizing plans to reach objectives. The following examples contain the element implicitly:

First data:*Galang Leaning Tips*

1. *Prepare your comfort place: a place where you can think calmly.*
2. *Make a to do list: it makes your study time more effective.*
3. *Join online discussion: you can ask questions to your classmate*

Review :

Review the topic to help you understand the lesson better

Break time :

Take a break by walking around the house

(C4/U2/S6/RT1/181)

This reading demonstrates Galang's strategic planning to meet learning objectives by evaluating his skills in light of the circumstances at hand. regulating his learning activities by customizing learning strategies to fit his needs and sustaining his drive to learn to meet his objectives.

E. Critical reasoning

a) Obtaining and processing information and ideas

Obtaining and processing ideas and information entails handling both quantitative and qualitative concepts and data. Be inquisitive, pose pertinent queries, recognize and elucidate concepts and information discovered, and assimilate the data. Be open to gathering information or facts.

First data:

Leni : When do you usually practice pencak silat?

Pipit : I practice every Tuesday.

Leni : What time?

Pipit : At 3 o'clock in the afternoon.

Leni : Where is the venue?

Pipit : At the school yard.

Leni : What do you usually do when practicing pencak silat?

Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.

Pipit : Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.

(C5/U2/S2/CVT2/222)

The individual by posing pertinent queries, recognizing and elaborating on concepts and information discovered, and analyzing the data, Leni subtly presents herself as someone with a keen sense of curiosity. She is willing to gather information, and at the end of the day, she is capable of making decisions.

b) Analyzing and evaluating reasoning

Applying reasoning in line with logic and scientific principles is what it means to analyze and evaluate reasoning. The pupils are capable of analyzing and assessing concepts and data as well as providing clear, pertinent justification for their decisions and solutions to problems.

The data:

Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.

(C4/U2/S2/RT1/173)

The fact that many students are unaware of the ethics of online learning is suggested indirectly. As a result, Mrs Ayu analyzes and assesses the concepts and data she has acquired to make decisions and take actions that are consistent with logic and scientific principles. To improve organization in the class, Mrs. Ayu decides to create online rules in this instance.

c) Reflecting and evaluating his/her thinking

It is necessary to evaluate and assess one's thoughts to engage in metacognition. The learner can see the growth and limitations of thinking and is willing to modify their thoughts or beliefs when evidence contradicts them. Some instances of elements that are inadvertently incorporated are as follows:

First data:

Learn again previous lessons: It helps you to memorize and understand the lesson.

(C4/U2/S6/RT1/181)

Through introspection and self-improvement, the reading character comes to see that he can continue to grow. He is also open to making changes or learning more in-depth information on the subject matter he has already studied.

Second data:

Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it.

(C4/U3/S2/RT1/188)

According to the reading text, one can continue to grow in self-awareness by reflecting on one's situation and being persistent in trying out different approaches. The character's eagerness to adapt and learn more about the stuff she has already mastered is also demonstrated by the reading.

F. Creative

a) Generate original ideas

Generating original ideas is the process of thinking creatively through various clarifications and questions, multiple viewpoints, connecting preexisting concepts, and application of new concepts. The implicit aspect of coming up with creative ideas is demonstrated by the statistics below.

The data:

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean.

(C3/U2/S4/RT1/124)

According to the reading, Sinta's character is capable of coming up with unique ideas for sticker signage. She keeps her house clean because she can think creatively and consider situations from several angles depending on the situation.

b) Produce original words and actions

Producing original works and actions entails creating intricate depictions, illustrations, plans, presentations, digital products, virtual reality, and more. pursuing goals driven by preferences and interests while taking the environment's effects into account. This component is mentioned in passing in the textbook.

First data:

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers

(C3/U2/S4/RT1/124)

After concepts have been developed, they are put into practice through action. The reading's characters design stickers as a way to generate creative works and drawings that take into account their effects on the environment.

c) Have flexibility in thinking to find alternative solutions to the problem

Have flexibility in thinking to find alternative solutions to problems capable of selecting from a variety of options and recognizing and contrasting original concepts.

The data

The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning.

(C4/U2/S2/RT1/173)

The issue that Mrs. Ayu's character faces is that while she explains, other kids speak at the same time. As a result, Mrs Ayu creates class rules in an attempt to find different approaches to the issues she faces. The character of Miss Ayu, who intends to create rules to solve problems in her class, subtly

illustrates the ability to think creatively and find alternate answers to problems.

The English for Nusantara textbook contains certain distinctive features that set it apart from other textbooks. For example, there is a character in chapter 35 who is present throughout and has a biography on page xxxi. Chapter 0 of this book is intended for pupils who have never learned English before. In addition, each chapter included a word box to aid in vocabulary mastery, and the textbook included a worksheet and audio list to allow students to study at their own pace. Pictures were included in each conversational text to help students better grasp the context of the discussion.

2. The dominant type of Pancasila character values dimension in the “English for Nusantara” textbook.

It was evident that the dimensions of faith, fear of God Almighty, and noble character that most frequently emerged from the Pancasila student profile were the ones related to manners toward others. Conversely, intercultural communication and interaction were omitted from the text, and critical reasoning was the dimension that showed up the least. Only 19 of the 20 elements that make up the Pancasila student profile's dimensions were discovered. In line with this, Liagustin (2023) in her research found that the English for Nusantara textbook had a 95% rating and was categorized as extremely high in terms of Pancasila character values quality.

B. Discussion

In accordance with Law Number 20 of 2003 concerning the National Education System (Sisdiknas), Article 1 Paragraph 1. The law underscores the significance of character education while concurrently delineating the cognitive abilities of students. Consequently, educators are obligated to facilitate learning that fosters students' active development of spiritual religious strength, self-control, personality, intelligence, noble morals, and other competencies deemed essential for individuals, society, nation, and state.

All stakeholders within educational institutions, most notably educators, are tasked with cultivating character education. The student profile, as outlined by the five principles of the Indonesian national philosophy (Pancasila), serves as the primary guiding framework for educational policies within the autonomous curriculum. This profile serves as a guideline for educators, guiding them in nurturing student character and competence (Kemendikbud Ristek, 2021). Students who comprehend and apply character education principles found in the English for Nusantara textbook must also grasp the terminology utilized in this field. The comprehension of these words and phrases is contingent upon an understanding of the concept of character education as articulated in the textbook. This understanding facilitates not only the comprehension of textbook content but also contributes to the expansion of students' vocabulary. This study undertakes a comprehensive examination of the characteristics of students adhering to the principles of the Pancasila, drawing upon the English for Nusantara textbook as a pedagogical framework to promote character education.

The dimensions that the English for Nusantara textbook decides to prioritize are having faith, fear of God almighty, and having a noble character. Furthermore, manner toward others becomes the primary focus of this textbook. Based on the table 4.1 about the dimensions of Pancasila character value, The data presented on the Pancasila Student Profile highlights the distribution of qualities and competencies among students, with a clear emphasis on the values outlined by Pancasila, the foundational philosophy of Indonesia. At the core of this profile is the dimension of "Faith, fear God Almighty, and noble character," which stands out with the highest frequency of 33.2%. This underlines the importance of moral and ethical behavior, focusing on a student's personal character and their interactions with others, nature, and the nation. The strong presence of religious and personal character traits, alongside the significant attention given to mannerisms towards others and the nation, indicates that the students are guided by a sense of duty to uphold shared values and the collective well-being of their communities.

The next most prominent dimension is "Independence," with 20.4% of students reflecting qualities related to self-awareness and self-regulation. This aspect suggests a significant number of students demonstrate personal responsibility, self-control, and an understanding of the challenges they face. It reflects a capacity for growth and reflection, which is essential for shaping independent thinkers who are able to make informed decisions. Self-regulation, in particular, is a crucial skill, as it enables students to navigate complex situations while maintaining focus and discipline, qualities necessary for both academic and personal development.

On the other hand, the "Mutual Cooperation" dimension, representing 16.6%, emphasizes the importance of collaborative skills such as caring, sharing, and working together. This reflects the Pancasila value of solidarity, encouraging students to prioritize the well-being of others and to foster an environment of mutual support. The nearly equal division between collaboration and caring shows that students are inclined toward cooperative teamwork while also maintaining a sense of empathy and concern for others. These attributes are vital for creating cohesive, inclusive environments in which every individual is valued, and collective goals are pursued in harmony.

The dimensions of "Global Diversity" and "Creative Thinking" have lower frequencies of 12.9% and 9.3%, respectively. This indicates that while global awareness, social justice, and creativity are integral to the Pancasila Student Profile, they are not as prominent as some of the other dimensions. The global diversity aspect, in particular, shows a focus on understanding and appreciating different cultures and social issues, albeit at a smaller scale. Similarly, the creative dimension emphasizes the importance of original thinking and problem-solving but might be more actively developed in specific contexts, such as innovative projects or problem-solving tasks. Together, these dimensions emphasize the importance of fostering critical and creative thinking alongside a strong ethical and social responsibility, preparing students for both local and global challenges.

The data provided on the techniques for integrating character development shows a clear preference for implicit methods over explicit ones. With 63% of students experiencing character integration implicitly, this suggests that the

majority of educators or programs prefer a more subtle approach to instilling values and qualities in students. Implicit integration typically involves creating learning environments, activities, or experiences that naturally encourage character development through example, interaction, and the fostering of an ethical or moral culture. This method may involve role modeling, situational learning, and the encouragement of reflective thinking, allowing students to internalize values through observation and experience, rather than through direct instruction.

On the other hand, the 37% of students who experienced explicit character integration implies that a smaller, but still significant, portion of character development is actively taught through structured, intentional methods. Explicit techniques might involve direct instruction, specific lessons, or activities designed to focus on particular values such as honesty, responsibility, or teamwork. These approaches allow students to clearly understand and reflect on these values in a more concrete manner, potentially through discussions, workshops, or other guided learning activities that are centered on moral and ethical development.

The relatively higher frequency of implicit character integration may suggest a pedagogical preference for experiential learning environments, where students are encouraged to develop character through real-world interactions and situations. This approach is often seen as more organic and may align with the Pancasila Student Profile's emphasis on shaping students through everyday actions, behaviors, and interpersonal dynamics. It also indicates that educators might believe that students learn character best by engaging in community activities or by

observing ethical behavior within their environment, rather than through abstract lessons or instruction.

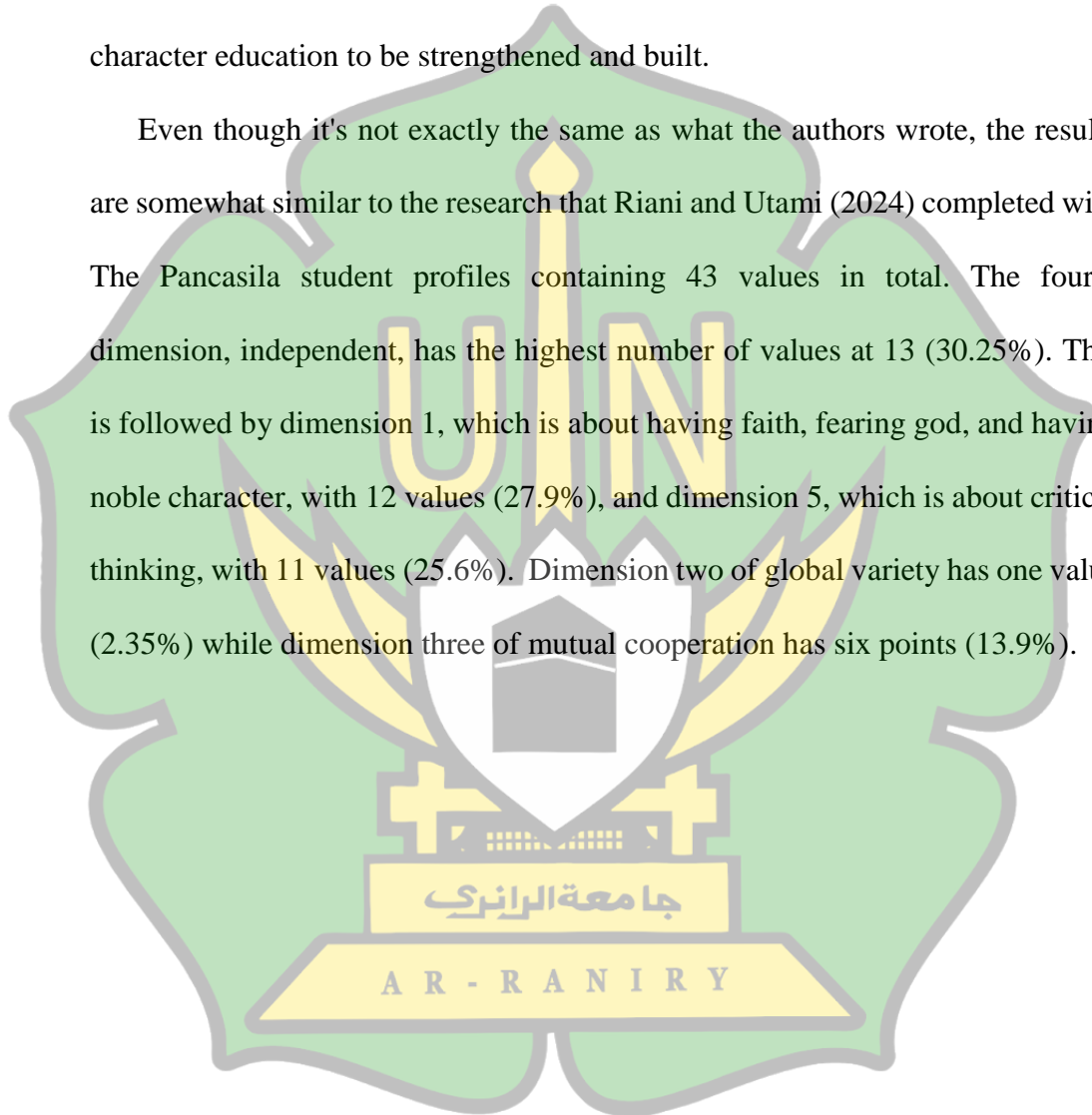
However, the substantial 37% employing explicit techniques highlights that there is still a place for structured character education within the broader learning framework. Direct instruction in character development can provide students with a clear understanding of values and moral reasoning. This balance between implicit and explicit methods indicates that a holistic approach, combining both subtle and overt strategies, might be most effective in fostering well-rounded, responsible, and ethical individuals. The dual application of these techniques allows for a comprehensive and diverse approach to character education.

The absent aspect is intercultural communication and interaction. Nonetheless, the researchers noticed that certain pictures—such as depictions of students conversing with individuals of various racial and religious backgrounds—exhibited the component.

Sari and Ma'rifatulloh (2024) With a 95% evaluation score, the textbook showed a high degree of relevance and quality in integrating character education despite a few small limitations. According to Liagustin (2023), there is both implicit and explicit integration of Pancasila Student Profile features in "English for Nusantara" textbooks. To be more precise, 37% of character integration is explicit and 63% is implicit. Other academics also looked at the character education material in the textbook using the 18 aspects that the Ministry of Education and Culture published in 2011.

As stated by Riani and Utami (2014, cited in Sukirno, 2023) An analysis of the value of character education in dialogue in the textbook when English rings the Bell Curriculum 2013 yielded results for 10 out of 18 character education values in the textbook. Understanding the Pancasila student profile helps students' character education to be strengthened and built.

Even though it's not exactly the same as what the authors wrote, the results are somewhat similar to the research that Riani and Utami (2024) completed with The Pancasila student profiles containing 43 values in total. The fourth dimension, independent, has the highest number of values at 13 (30.25%). This is followed by dimension 1, which is about having faith, fearing god, and having noble character, with 12 values (27.9%), and dimension 5, which is about critical thinking, with 11 values (25.6%). Dimension two of global variety has one value (2.35%) while dimension three of mutual cooperation has six points (13.9%).



CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter is organized into two sections. The first section begins with the conclusion, while the final section concludes with the recommendations. The conclusion summarizes the findings, and the recommendations outline the potential benefits of the research.

A. Conclusion

The Nusantara English textbook has been found to adhere to character education values, particularly in the context of reading and conversation texts. The principles of character education are delineated in the Nusantara Student Profile, as outlined in the Regulation of the Minister of Education and Culture Number 22 of 2020, which constitutes a component of the Strategic Plan of the Minister of Education and Culture for the years 2020 to 2024.

A comprehensive analysis of the conversation text and reading text revealed the presence of six dimensions of the Pancasila student profile. However, a crucial element was not identified. These dimensions pertain to faith, devotion to God Almighty, and noble morals, encompassing religious morals, personal morals, behavior towards others, morals towards nature, and morals towards the nation. The dimension of global diversity encompasses understanding and appreciating culture, reflection, and responsibility for the experience of diversity and social justice. The dimension of cooperation encompasses collaboration, caring, and sharing.

The independence dimension encompasses the ability to understand oneself and the situation at hand, as well as the capacity for self-regulation. The critical thinking dimension encompasses the acquisition and processing of information and ideas, the analysis and evaluation of reasoning, and the reflection and evaluation of one's own thinking. The creative dimension encompasses the generation of original ideas, the creation of original works and actions, and the capacity for flexible thinking to identify alternative solutions to problems.

Conversely, the absence of representation of intercultural interaction and communication is notable. However, the researcher observed the presence of a photograph that adequately captured this aspect, namely a photograph depicting an individual engaged in conversation with someone of a different ethnicity and religious affiliation.

The author's objective is to enhance students' social awareness of others, as evidenced by the prevailing attitudes towards other elements, which account for 16.6% of the total. A comparative analysis of the reviewed textbooks reveals a discernible emphasis on social issues, which supersedes the emphasis on other subjects. This heightened focus on social issues is exemplified by the prioritization of characters involved in relationships with others, thereby positioning them as social beings who are central to the content of the text.

The implicit sign integration technique is more prevalent in this textbook text. This approach is designed to foster the development of students' logical thinking and reasoning skills, in addition to their capacity for abstract thinking. At this stage, students have the capacity to engage in critical thinking and comprehend

implicit meanings. Furthermore, students are equipped with the capacity to approach problems logically by engaging in various interrelated difficulties. This observation indicates that the author has demonstrated a deliberate effort to address both the cognitive and affective dimensions of students' learning. The study's findings underscore the textbook's quality, which serves as a pedagogical model for educators. The textbook in question was awarded a 95% rating, placing it within the highest category, as determined by the classification system devised for the assessment of character education.

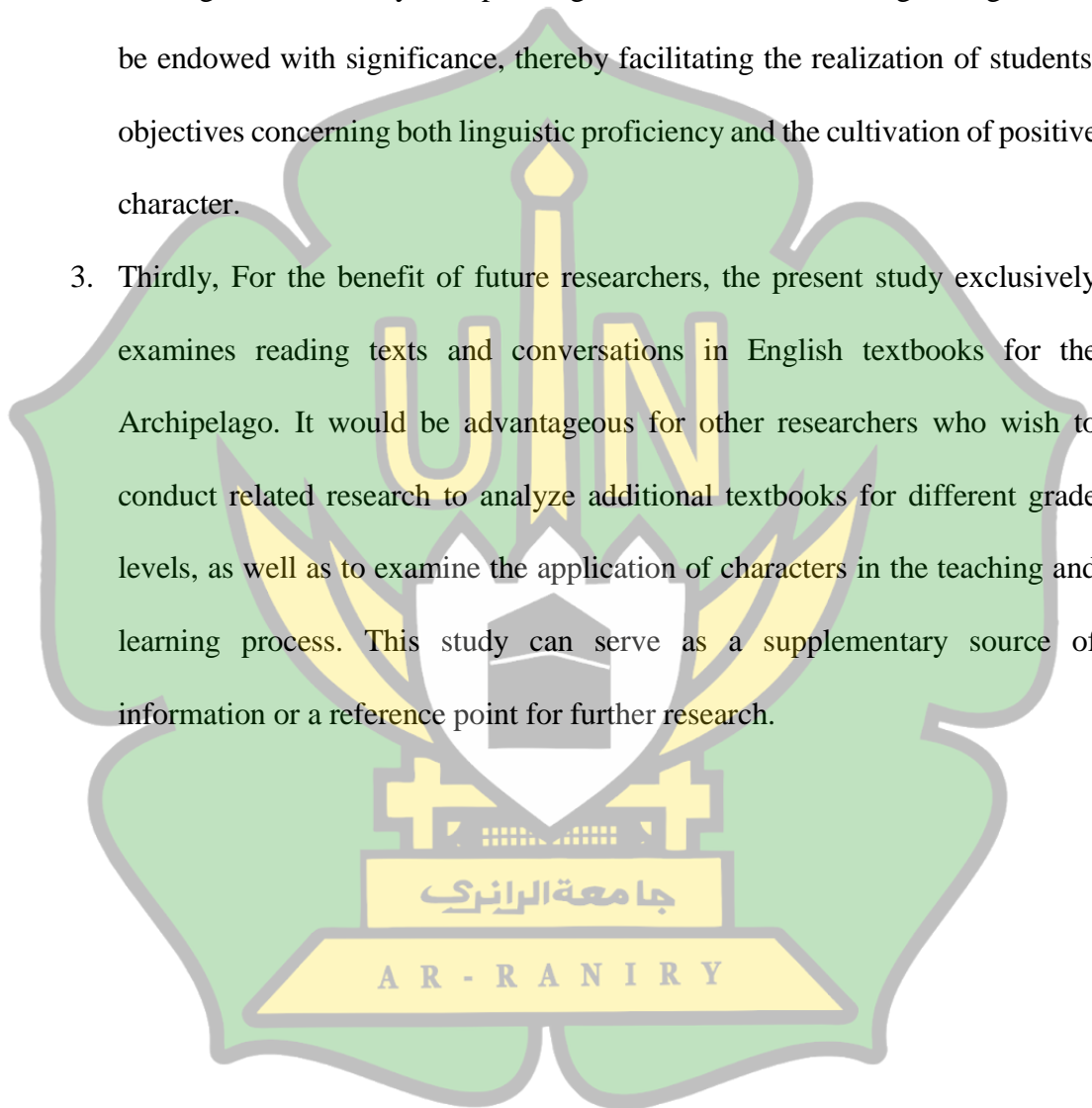
B. Suggestion

Based on the findings of this study, the Researcher makes three particular suggestions for English teachers, book writers, and future researchers:

1. The English for Nusantara textbook is strongly recommended for teachers and students due to its numerous features and advantages. In addition, teachers are advised to exercise greater discernment in the selection of textbooks, teaching materials, and activities for classroom use that are already incorporated within the textbook. It is imperative for educators to articulate or convey explicitly the elements of character education inherent in these materials or activities. To enhance the integration of character education, the adoption of contextual and cooperative learning methodologies is recommended.
2. Secondly, it is imperative that textbook writers employ meticulous typing to ensure the absence of typing errors. For textbook writers, it is hoped that greater care will be exercised in the typing of the textbook, with the objective of eliminating typing errors. It is recommended that the author utilize the data

from this research to create a textbook that not only assists students in effective communication but also fosters the development of positive character traits. Moreover, the author is expected to incorporate material concerning affective and cognitive skills. By incorporating such content, the learning of English can be endowed with significance, thereby facilitating the realization of students' objectives concerning both linguistic proficiency and the cultivation of positive character.

3. Thirdly, For the benefit of future researchers, the present study exclusively examines reading texts and conversations in English textbooks for the Archipelago. It would be advantageous for other researchers who wish to conduct related research to analyze additional textbooks for different grade levels, as well as to examine the application of characters in the teaching and learning process. This study can serve as a supplementary source of information or a reference point for further research.



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APPENDICES



Appendix 1. The Finding of Character Education in English for Nusantara Textbook

Note:

PSP : Pancasila Student Profile

E : Explicit

I : Implicit

Code:

C1, C2, C3, : Chapter number

CVT1, RT1, CVT2, RT2, ... : Conversational text, reading text

P1, P2, P3, ... : Page

Code	Source Text	Dimension of PSP	Element of PSP	Technique		Explanation
				E	I	
C1/CV T1/20- 21	Galang : Hi. Are you enjoying the first day of school? Andre : Well, yes. It's great! Galang : By the way, I'm Galang. What's your name? Andre : I'm Andre. Galang : Where do you live? Andre : I live in Jalan Bengawan. How old are you? Galang : I'm thirteen years old. Andre : Oh, I'm thirteen years old too. Galang : You know, I like school. But, I can't wait to go home. Andre : Oh, why? Galang : I want to go fishing. It's my hobby. Andre : That sounds fun. Galang : What's your hobby, Andre? Andre : I like mobile gaming.	Have faith, fear God Almighty, and have a noble character	Manner towards Others		✓	The conversational text conveys a warm attitude towards others. The manner is demonstrated in the following sentence. "Hi. "Are you enjoying your first day of school?". "Maybe, we can play together". Galang, who attempts to become friends with Andre, begins by questioning about his condition on the first day of school. Andre greets him and offers him to play mobile gaming together.

	<p>Galang : Oh, I like it too.</p> <p>Andre : Maybe, we can play together.</p> <p>Galang : Sure! Can I come to your house?</p> <p>Andre : Yes. We can play with my siblings, too.</p> <p>Galang : How many sisters or brothers do you have?</p> <p>Andre : I have one sister and one brother.</p>				
C1/CV T2/24	<p>Andre : Hi, Galang. How are you?</p> <p>Galang : Fine, thanks. How about you?</p> <p>Andre : Yeah, I'm OK. By the way, this is Monita.</p> <p>Galang : Hi Monita, nice to meet you.</p> <p>Monita : Nice to meet you, too, Galang.</p> <p>Andre : Monita is our classmate. Today is her first day at school.</p> <p>Galang : Oh, I see</p> <p>Andre : Monita likes playing mobile games, too.</p> <p>Monita : And, I also love drawing manga.</p> <p>Galang : Cool! I love manga but I can't draw.</p> <p>Andre : You know, we can play mobile games together.</p> <p>Galang : The more, the merrier.</p> <p>Monita : Right! By the way, I've got to find my seat. See you later, guys.</p>	<p>Have faith, fear God Almighty, and have a noble character</p>	<p>Manner towards Others</p>	√	<p>The following sentences demonstrate a friendly demeanor. Hello, Galang. "How are you?" "Hi Monita, nice to meet you" . "See you later, guys" . The conversation shows kindness towards friends. Andreas begins the conversation by inquiring about Galang's illness and introducing her new student, Monita. Galang and Monita discuss their interest. Monita also said her goodbyes before departing Galang and Andre.</p>

C1/CV 3/31	<p>Andre: Hi, Galang. What's up?</p> <p>Galang: Hi! I'm about to go to the river for fishing.</p> <p>Galang: "Do you go fishing very often?"</p> <p>Andre: "Yes. It's my hobby. I go fishing once a week."</p> <p>Galang: "You have a lot to bring. What do you need for fishing?"</p> <p>Andre: "I need a fishing rod, a bucket, and fishing net. "</p> <p>Galang: "Hmm, fishing sounds interesting."</p> <p>Andre: "Do you want to join me?"</p> <p>Galang: "Well, maybe next time."</p> <p>Andre: "Too bad.</p> <p>Galang: So, what's your hobby?</p> <p>Andre: I like mobile gaming.</p> <p>Galang: How often do you play mobile gaming?</p> <p>Andre: Only on weekends. Galang: Nice!</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others		√	Starting a conversation with a greeting like "Hi, Galang" reflects one's manner towards people. "What's up?" There is also a segment that informs about Galang's denial when Andre begs him to go fishing "Well, maybe next time" "Too bad" This sentence indicates Galang's indirect denial, while Andre's response demonstrates respect and does not force Galang to obey his wishes.
C1/RT1 /39	<p>Pak Edo's Hobby</p> <p>Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle. Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on</p>	Have faith, fear God Almighty, and have a noble character	Personal character		√	Proven by the following sentences. "'Pak Edo likes cycling because it can make him healthy." Pak Edo picked cycling as a hobby that promotes immune cell activity and physical fitness. There are other sentences like "Pak Edo always wears a helmet, t-shirt, shorts, and shoes when he goes cycling." The quote "He never forgets to bring his bottle" emphasizes the need of self-care and safety while cycling. There are other sentences like "Pak Edo always wears a

	weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh. Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.		Character towards nature	√		helmet, t-shirt, shorts, and shoes when he goes cycling." The quote "He never forgets to bring his bottle" emphasizes the need of self-care and safety while cycling.
C1/RT2 /45	Made the Basketball Player Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes. Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.	Mutual Cooperation	Collaboration	√		The sentence demonstrates the ability to collaborate and maintain a pleasant attitude toward people. Skilled in collaborating and coordinating to achieve a common goal. "His teammates are proud of him." Together, they constitute an excellent basketball squad.
		Independence	Understanding of self and the situation faced		√	In the reading text, Made's character demonstrates a clear understanding of his own condition and strengths in basketball, as shown in the statement "He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball" "He uses a crutch and sometimes a wheelchair," as well as the scenario and developmental demands. Made sees and understands the necessity to improve oneself in response to the changes and developments that occur.

			Self-regulation	√	Made's character demonstrates the ability to develop ways to reach goals, as seen in the line "He practices basketball once a week on Saturday." He continuously trains himself based on his strengths and the situation at hand.
C2/CV T4/61- 62	<p>Galang : What are you having, Monita?</p> <p>Monita : I'm having banana fritters. Would you like to have some?</p> <p>Galang : Sure. Yum ... yum ... It's tasty!</p> <p>Monita : It's my favorite food for a snack. My mom made it for me. What are you having?</p> <p>Galang : It's fried rice for my breakfast.</p> <p>Monita : I woke up late. I hurried to school so that I didn't have time for having breakfast at home.</p> <p>Galang : Chew your food slowly. Do you have anything to drink?</p> <p>Monita : Oh, sure. I have a bottle of sweet tea.</p>	Have faith, fear God Almighty, and have a noble character	Religious character	√	The sentence illustrates religious character. "Galang says Basmallah before eating" .. Basmalah is a Muslim dua uttered whenever a Muslim wishes to begin an activity. As a result, whatever he or she accomplishes is done solely for Allah's benefit, and the activity is blessed.
		Mutual Cooperation	Sharing	√	Some sentences contain the element of sharing, such as "I am having banana fritters." "Would you like some?", "Do you have anything to drink?", "Oh, yes. I've got a bottle of sweet tea. The ability to provide and receive something of value from peers, which in this case is food and drink.
			Caring		Galang's compassionate nature encouraged Monita to chew her meal. This is demonstrated by the line "Chew your food slowly."

C2/CV T5/64	<p>Monita's father : Today is special. I have cooked special food for our lunch.</p> <p>Monita : Wow! What's so special, Dad?</p> <p>Monita's father : Your mom has got a promotion from her office. Monita : Congratulations, Mom! Monita's mother : Thank you, Dear. Monita : So, what's the special lunch? Monita's father : They're rice, rica-rica chicken, orange juice, fruit salad, and pudding. Monita : They look delicious! Let's eat then.</p> <p>Monita's father : Let's say grace</p> <p>Monita's mother : What does the rica-rica chicken taste like?</p> <p>Monita : You know the rice is plain, right? When we have it with rica-rica chicken, it tastes spicy and savory.</p> <p>Monita's father : How about the fruit salad?</p> <p>Monita's mother : The fruits are sour and the sauce is sweet and spicy. They make the fruit salad yummy.</p> <p>Monita's father : Now let's try the pudding. How is it, girls?</p> <p>Monita's sister : Hmm ... it's soft and sweet. Thank you for today's special lunch, Dad.</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others	√		The line "Congratulations, Mom!" acknowledges her mother's accomplishments and encourages the development of her strengths. In addition, there is the phrase "Thank you for today's special lunch, Dad". This is a statement in which Monita expresses gratitude to her father for working hard to prepare lunch.
			Religious character	√		"Let's say grace" is a statement that expresses admiration for God's traits and serves as a foundation for worship or lifetime worship. In this statement, adoration takes the shape of a dua.

C3/CV T6/106	<p>Galang : Come in. Sit down in the living room.</p> <p>Monita : Galang, you have a nice house. Are all the walls made of wood? Galang : Yes, they are.</p> <p>Andre : Would you take us on a house tour?</p> <p>Galang : Sure. This is the living room. There are two armchairs, a sofa, a table, a cabinet, and a television.</p> <p>Monita : There's an old radio too.</p> <p>Galang : Yes. It belongs to my father</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others	√	Galang exemplifies hospitality by asking guests to sit and honoring a friend's request for a house tour. This can be observed in the sentences below. "Come inside. "Sit down in the living room." "Could you take us on a house tour? Sure".
C3/RT3 /120	<p>Let's Clean Up!</p> <p>The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.</p> <p>Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday. The Rahmansyahs are busy every day.</p>	Mutual Cooperation	Collaboration	√	The phrase "The Rahmansyahs work together to keep the house clean" refers to the ability to collaborate and achieve a common goal, recognizing beneficial interdependence among individuals. This knowledge fosters a mindset that prioritizes achieving common goals and doing given tasks to the best of one's ability.
			Caring	√	This reading depicts a proactive family who cares about their physical environment and takes action to protect it. The Rahmansyahs demonstrate this through family activities like "everyone in the family makes the bed." "Sinta sweeps and mops the floor, while Galang takes out the trash..."

C3/RT4 /124	<p>Making Sticker Signs</p> <p>Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.</p> <p>They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.</p>	Creative	Generate original ideas		√	The passage's second and third sentences state, "She then has an idea." She believes it is a good idea to place a label or sticker sign on every aspect of her house," indicating that Sinta's character is capable of coming up with innovative ideas. Have the ability to think creatively and observe things from different perspectives before applying fresh ideas to address challenges based on the situation.
			Produce original works and actions		√	The ideas are then put into action "They decided to write eight signs for the sticker" in order to create original works and actions in the form of drawings while keeping the surrounding environment in mind.
			Have flexibility in thinking to find alternative solutions to problems		√	In the reading, Sinta creates a sticker sign to address a problem, as implied by the statement "Sinta wants her family house to look neat and clean every day."
		Mutual Cooperation	Collaboration		√	The passage's second paragraph emphasizes the ability to cooperate and coordinate to achieve a common objective while also recognizing people's positive dependency. This awareness allows for optimal contributions to completing the best possible tasks and achieving the common goal.

C3/RT5 /131	<p>Tips to Separate Rubbish</p> <p>There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean.</p>	Have faith, fear God Almighty, and have a noble character	Character towards nature	√		The reading emphasizes the necessity of efficient waste management to maintain a clean and living environment.
C3/RT6 /143	<p>Tips to Separate Recycling Items</p> <p>There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.</p> <p>1. Don't crumple paper Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult cut them in pieces and put them in the composter.</p>	Have faith, fear God Almighty,	Character towards nature	√		The reading suggests a positive attitude towards nature, demonstrated by the separation of trash. This section provides pupils with valuable information on reusing waste, cleaning it before disposal, and separating it.

	<p>2. Wash and separate bottles</p> <p>Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.</p> <p>3. Clean styrofoam packaging</p> <p>When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.</p>					
4/CV T7/158	<p>Galang : Kak Sinta, do you have English on Tuesday?</p> <p>Sinta : No, I don't. Why are you asking?</p> <p>Galang : I just want to borrow your dictionary. I have English on that day.</p> <p>Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.</p> <p>Galang : Oh, great! My English class is on Tuesday and Thursday.</p> <p>Sinta : All right then. You can use my dictionary on Tuesday or Thursday.</p> <p>Galang : Thanks, Kak Sinta.</p> <p>Sinta : Anytime.</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others	✓		"I just want to borrow your dictionary." I have English on that day, so go ahead. Anyway, I have English on Monday and Wednesday." The act of assisting friends in need exemplifies kindness. Galang's manner toward others is seen when he praises Sinta for her assistance. It can be noticed in the words "Thanks, Kak Sinta" and "Anytime"
		Mutual Cooperation	Caring	✓		"I just want to borrow your dictionary." I have English that day. "Okay, go ahead. Anyway, I have English on Monday and Wednesday. Concern for the social environment is demonstrated in aiding friends and empathizing with others' experiences.

C4/RT7 /164	<p>My Class Schedule Hello.</p> <p>This is my school schedule. I study at school from Monday to Friday. I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony. From Monday to Thursday, I go home from school at about 3 o'clock in the afternoon. I only have two classes on Friday so I go home before noon. Now, let me talk about some school subjects. My favorite subjects are English, Natural Sciences and Art and Culture. I have English on Tuesday and Thursday. On Monday and Wednesday I have Natural Sciences. Finally, I have Art and Culture on Friday.</p>	Have faith, fear God Almighty, and have a noble character	Character towards the nation	√	<p>"I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony" . The underlined sentence represents the characters' attitude towards the nation, indicating nationalism. The flag ceremony honors the country by raising the flag, singing Indonesia Raya, reading Pancasila, and reciting the UUD 1945 preamble.</p>
C4/RT8 /173	<p>Ibu Ayu's Online Class</p> <p>Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, Ibu Ayu taught English online. She used a video conferencing application. Ibu Ayu met and talked with her students virtually. She also explained the materials and has discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. Ibu Ayu thought about making rules for online learning</p>	Critical Reasoning	Analyzing and evaluating reasoning	√	<p>The passage demonstrates that many students are unaware of the ethics of online classrooms, as evidenced by the words "Sometimes the students spoke at the same time". As a result, Mrs. Ayu makes decisions and takes acts based on scientific and logical principles, studying and assessing the thoughts and information she obtains. In this scenario, Mrs. Ayu decides to create online class rules to help organize the class. The text "Ibu Ayu thought about making rules for online learning" represents this.</p>

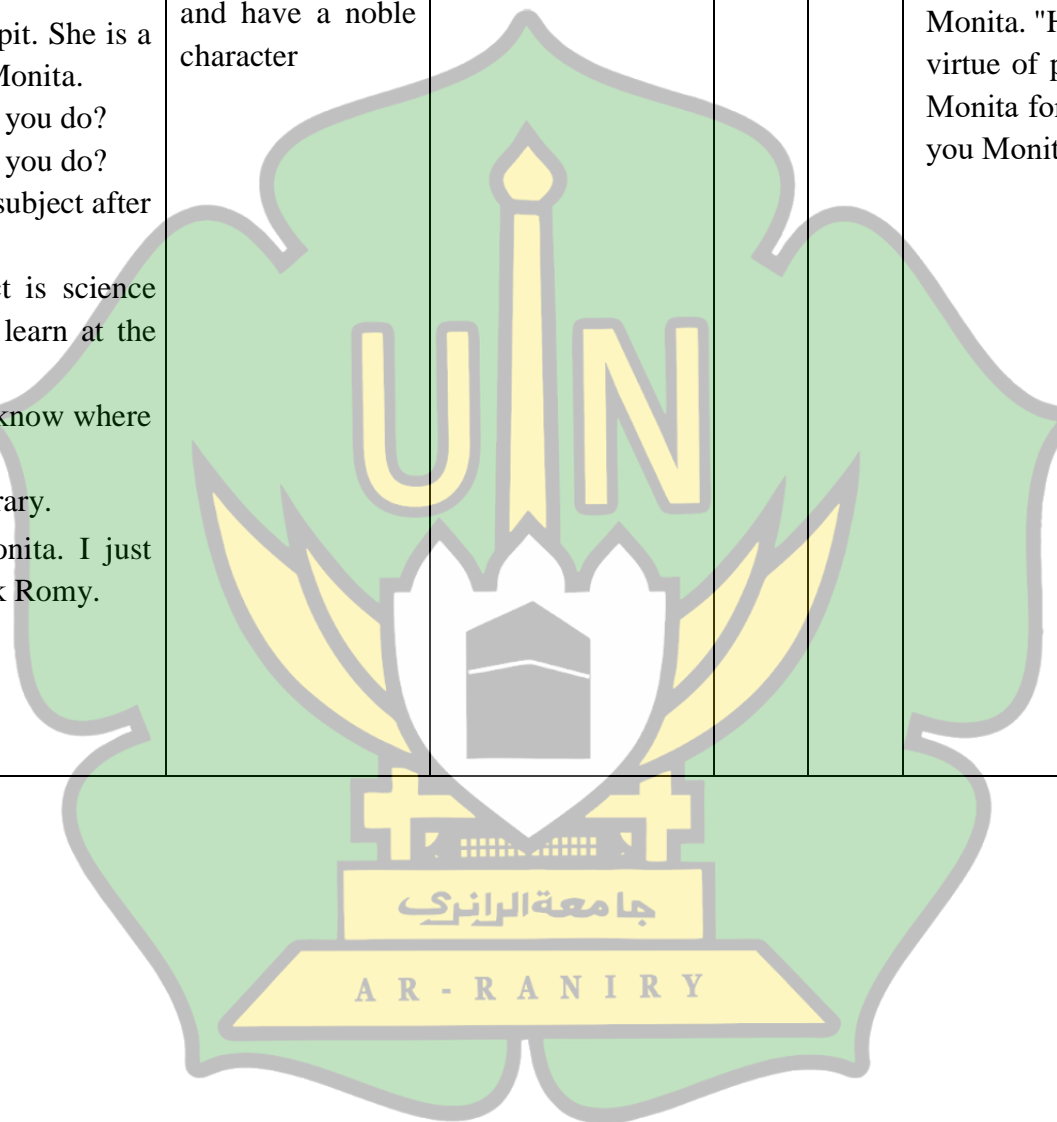
	.	Creative	Have flexibility in thinking to find alternative solutions to problems	√	Mrs. Ayu's character struggles with kids interrupting her explanations. Mrs. Ayu creates class rules to address issues and find alternative solutions. The text "Ibu Ayu thought about making rules for online learning" was implemented.
C4/RT9 /176	<p>Conversation via WhatsApp</p> <p>Pipit : Hi Monita</p> <p>Monita : Hi Pipit</p> <p>Pipit : Bu Ayu advise me to stay focused on online learning. You know, I'm easily distracted. Can you give me some tips?</p> <p>Monita : Wait a second. I'll send you an infographic. Hope it help</p> <p>Pipit : Thak's Monita!</p>	Independence	Understanding of self and the situation faced	√	During the chat, Monita acknowledges her tendency to become easily sidetracked ("I'm easily distracted"). As a result, Monita feels compelled to fulfill her self-development demands, and one of her efforts is to approach Pipit.
			Self-regulation	√	The reading discusses creating learning goals and techniques based on an assessment of her talents and the needs of the current scenario. Controlling self-development activities while sustaining learning motivation and achieving learning objectives.



C4/RT1 0/181	<p>Galang Learning Tips</p> <ol style="list-style-type: none"> 1.Prepare your comfort place: a place where you can think calmly. 2.Make a to do list: it makes your study time more effective. 3.Join online discussion: you can ask questions to your classmate <p>Review:</p> <p>Review the topic to help you understand the lesson better</p> <p>Break time:</p> <p>Take a break by walking around the house</p> <p>Andre Learning Tips</p> <ul style="list-style-type: none"> -Make an online class schedule: It helps you to be always ready to join online classes. -Be active in class discussion: You can learn to share your ideas with others. -Make a study plan and stick to it: Manage yourself well, for example when to study and when to take some breaks. -Learn again previous lessons: It helps you to memorize and understand the lesson. -Have your study area: Prepare a comfortable place for study. 	Independence	Self-regulation	√	Galang and Andre develop their techniques for achieving learning goals based on their strengths and current situation. Controlling self-development activities while sustaining learning motivation in order to attain learning objectives. Galang and Andre, who make learning advice, demonstrate this character.
		Critical reasoning	Reflecting and evaluating his/her own thinking	√	"Review the topic to help you understand the lesson better" or "Learn again previous lesson: It helps you to memorize and understand the lesson" These sentences demonstrate Galang and their abilities via the process of reflection and progress. In addition, they are willing to adapt or learn more about the material they have learnt.

C4/RT1 1/187	<table><tr><th>Structure</th><th>Text</th></tr><tr><td>Identification: a general orientation to the topic</td><td>Example: I am a very organized person.</td></tr><tr><td>Description:</td><td></td></tr><tr><td>Feature 1: Study area</td><td>First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.</td></tr></table>	Structure	Text	Identification: a general orientation to the topic	Example: I am a very organized person.	Description:		Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.	Independence	Self-regulation	√	The first paragraph of the reading describes the atmosphere of the study room “ <u>I have a place to study</u> ” which is organized with the style of the owner of the room in order to make it comfortable when studying. In addition, there is a strategic plan to achieve learning goals based on an assessment of personal abilities and the demands of the current situation. Controlling self-development activities while maintaining learning motivation to achieve learning goals.
	Structure	Text											
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Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.												
<table><tr><td>Feature 2: Lesson review</td><td>Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it</td></tr><tr><td>Feature 3 Study buddy</td><td>Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.</td></tr><tr><td>Comment</td><td>I am happy with my study. I sometimes give myself some rewards.</td></tr></table>	Feature 2: Lesson review	Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it	Feature 3 Study buddy	Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.	Comment	I am happy with my study. I sometimes give myself some rewards.	Critical Reasoning	Reflecting and evaluating his/her own thinking	√	Feature 2 shows an attitude that realizes that a person can continue to develop self-capacity through a process of reflection, efforts to improve strategies, and persistence in trying various alternative solutions. The reading also shows that the character has the willingness to change or learn further about the material that has been learned.			
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Comment	I am happy with my study. I sometimes give myself some rewards.												
		Mutual Cooperation	Collaboration	√	Feature 3 discusses the study buddy which illustrates the ability to work together with others and demonstrate a positive attitude towards others. Skilled at working together and coordinating to achieve a common goal.								

C5/CV T8/206	<p>Galang : Hi, Monita. How's your day?</p> <p>Monita : I'm great.</p> <p>Galang : Monita, this is Pipit. She is a new student. Pipit, this is Monita.</p> <p>Monita : Hi, Pipit. How do you do?</p> <p>Pipit : Hi, Monita. How do you do?</p> <p>Galang : What is our next subject after the school break?</p> <p>Monita : The next subject is science with Pak Romy. We will learn at the science laboratory.</p> <p>Pipit : Oh, really? Do you know where the science laboratory is?</p> <p>Monita : It's next to the library.</p> <p>Pipit : Ok, thank you Monita. I just can't wait to study with Pak Romy.</p>	Have faith, fear God Almighty, and have a noble character	Manner towards others	√	The beginning of communication starts with a greeting and asking about the condition "Hi, Monita. "How's your day?" is an example of the virtue of politeness. In addition, Pipit thanked Monita for answering her question. "Ok, thank you Monita".
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C5/CV T9/208	<p>Galang : Science is fun, right?</p> <p>Monita : Yes. I love science!</p> <p>Pipit : Hey, Galang, what room is that?</p> <p>Galang : Which one?</p> <p>Pipit : The one between the principal's office and the ninth graders' classroom?</p> <p>Galang : Oh, that is the clinic.</p> <p>Pipit : I see. What about the room beside the seventh graders' classroom?</p> <p>Galang : That is the art room. Usually Bu Irma, our art teacher, brings us there when we study art.</p> <p>Monita : Guys, I need to go to the toilet. You can go to the class first.</p> <p>Pipit : Alright. See you at the class Monita.</p>	God Almighty, and have a noble character	Manner towards others	√	The discussion text demonstrates good manners towards others by maintaining a welcoming attitude. Galang began the conversation by asking Monita for her thoughts on the subject, "Science is fun, right?". Monita concluded the conversation by granting her buddy permission to use the restroom and allowing her to attend class.
C5/CV T10/21 0	<p>Pipit : Monita, can you tell me where the teachers' room is?</p> <p>Monita : Why do you want to go there?</p> <p>Pipit : Ibu Ayu wants to meet me there after the school break.</p> <p>Monita : Just go straight. Walk past the science laboratory and the library. Turn</p>	God Almighty, and have a noble character	Manner towards Others	√	Monita answering Pipit's queries when she needs information, and Pipit remembering to thank Monita after she has answered all of her questions, are examples of the virtue of assisting one another.

	<p>left. Go straight down. The teachers' room is beside the canteen.</p> <p>Pipit : Oh, ok, but before I go to meet Ibu Ayu, I must go to the toilet first. Do you know where is it?</p> <p>Monita : Well, you know the science laboratory, right? Walk past the laboratory and the library. Turn right. The girls' toilet is on your left beside the boys' toilet.</p> <p>Pipit : Oh, alright. Thank you.</p> <p>Monita : You're welcome.</p>					
C5/CV T11/22 2	<p>Leni : Hi, Pipit.</p> <p>Pipit : Hi, Leni.</p> <p>Leni : Pipit, do you join the pencak silat for your extracurricular activity?</p> <p>Pipit : Yes, I do.</p> <p>Leni : I think I am interested in joining the pencak silat club.</p> <p>Pipit : So, join us then.</p> <p>Leni : When do you usually practice pencak silat?</p> <p>Pipit : I practice every Tuesday.</p> <p>Leni : What time?</p>	Global diversity	Understand and appreciate a culture	√		Recognize and identify one of Indonesia's cultures through talking about the traditional sport of pencak silat.
			Reflection and responsibility for the experience of diversity		√	"Wow, that sounds intriguing. I'll join the Pencak Silat Club next Tuesday. Passion for learning about culture and having hands-on experience in pencak silat, with a focus on promoting diversity.
		Have faith, fear God Almighty, and have a noble character.	Religious character	√		The line "Before we practice, we pray" The respect for God's characteristics serves as the foundation for lifelong worship and prayer.

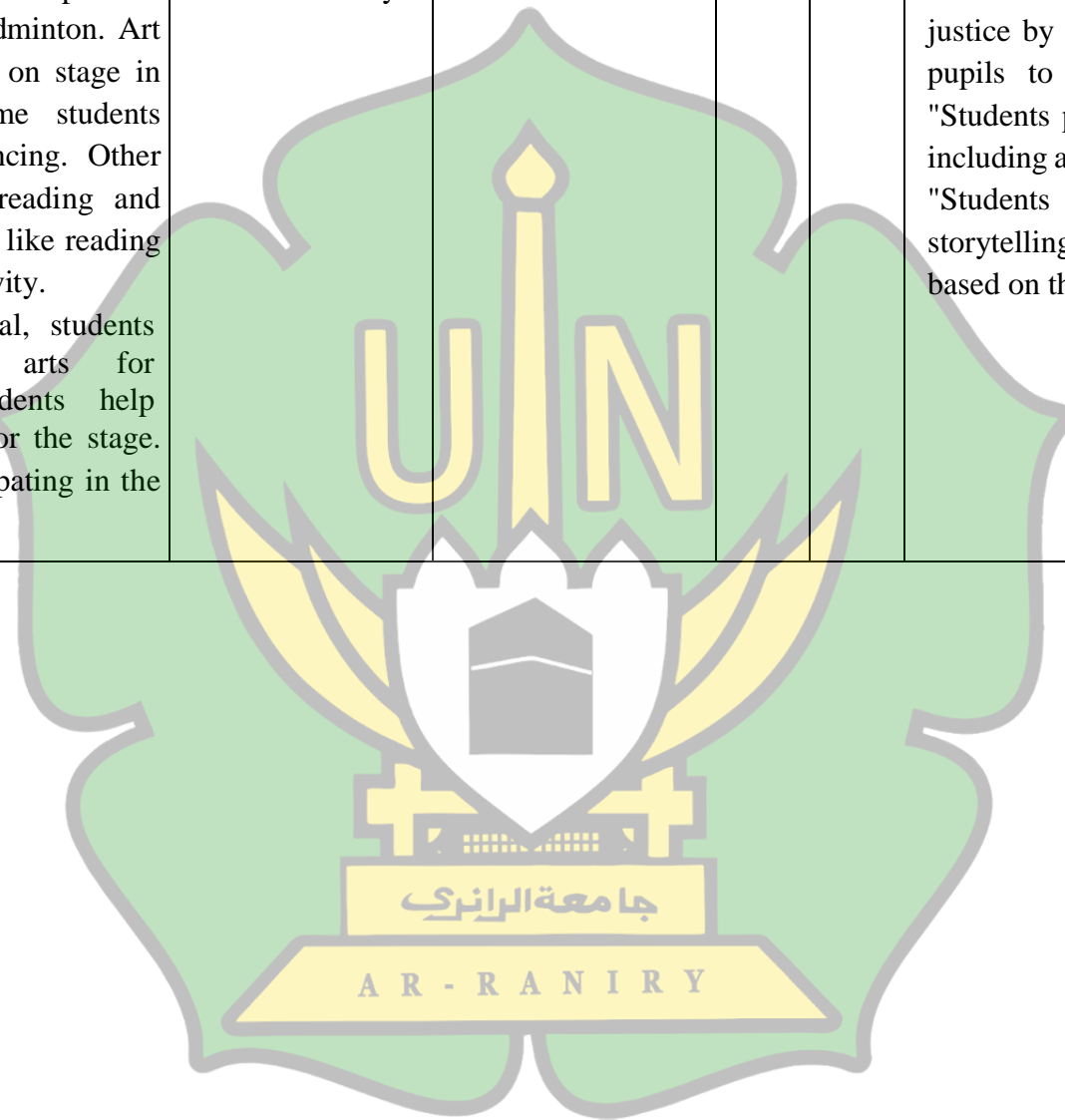
	<p>Pipit : At 3 o'clock in the afternoon.</p> <p>Leni : Where is the venue?</p> <p>Pipit : At the school yard.</p> <p>Leni : What do you usually do when practicing pencak silat?</p> <p>Pipit : Before we practice, we pray. After that, we do the warming ups. Usually, the coach asks us to practice the movements. We also kick and punch the punching bag.</p> <p>Pipit : Wow, that sounds interesting. Ok, I will join the pencak silat club next Tuesday.</p>	Independence	Understanding of self and the situation faced	√	The character Leni in the dialogue recognizes and realizes her need to develop herself and enhance her strengths. Thus, Leni tries to explore pencak silat.
		Critical Reasoning	Obtaining and processing information and ideas	√	Leni exemplifies curiosity by asking appropriate questions, clarifying ideas, and analyzing information. She is willing to obtain data or facts and, as a result, can make conclusions. The proof can be found in the sentences: "Wow, that seems interesting. Okay, I'll join the Pencak Silat Club next Tuesday."
C5/CV T12/22 4	<p>Monita: Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.</p> <p>Pipit: Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.</p>	Have faith, fear God Almighty, and have a noble character	Character towards the nation	√	"Yes. Also, students must participate in the scouting program every Thursday. The sentence reflects the spirit of national character. Scouting helps to inculcate nationalism, raise national awareness, instill allegiance to Pancasila as the state philosophy, instill a willingness to sacrifice for the nation and state, and equip individuals with the initial ability to defend their country.

	<p>Monita: What do you join? Pipit: I join Pencak Silat. It is in the school yard every Tuesday.</p> <p>Monita: Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm. Pipit: You're right. He loves basketball.</p> <p>Monita: Yes. Also, all students must join the scout every Thursday.</p> <p>Pipit: Hmm. What about the choir? Where is it? Monita: It is in the art room. Painting is also in the art room on the same day.</p> <p>Pipit: What do you think about Andre? What extracurricular activity does he join?</p> <p>Monita: I think he joins dancing every Saturday.</p>	Independence	Understanding of self and the situation faced	√	The conversational text explains that students choose unique extracurricular activities based on their own strengths, limitations, and developmental needs. This causes people to notice and understand the importance of self-development in response to changes and advancements.
		Global Diversity	Social Justice	√	The conversational text is relevant to social justice since it promotes democracy by allowing students to pick extracurricular activities based on their skills and without coercion.
C5/RT1 2/225	<p>SMP Merdeka Basketball Club</p> <p>Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second</p>	Independence	Understanding of self and the situation faced	√	In the reading, Galang chose extracurricular basketball, which means that he has reflected on his own condition, both strengths and limitations, as well as the situation and developmental demands faced. This makes him recognize and realize the need for self-

	<p>uniform is white. The mascot of the team is an eagle.</p> <p>More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard. Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.</p>				development in accordance with the changes and developments that occur.
		Global Diversity	Social Justice	√	The sentence "The selection for the new players is next week" emphasizes the fairness and impartiality of basketball player selection processes.
C5/RT1 3/227	<p>Pipit Likes Pencak Silat</p> <p>Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities.</p>	Global Diversity	Understand and appreciate a culture	√	Learn about pencak silat, a historic martial art sport in Indonesia, to better understand one of its cultures.
			Reflection and responsibility for the experience of diversity	√	Extracurricular activities and direct involvement in pencak silat can help students learn about culture and take responsibility for their own experiences with diversity.

	They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.	Independence	Self-regulation	√	Pipit's strategic planning in Pencak Silat extracurricular activities focuses on achieving non-academic learning goals based on her strengths and current situation. Controlling self-development activities while keeping conduct and passion to reach goals.
C5/RT1 4/232	<p>School Festival at SMP Merdeka</p> <p>SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.</p> <p>Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the</p>	Independence		√	Indirectly, this reading explains that students can choose a competition that is different from one another, which means that they have reflected on their own conditions, both strengths and limitations, as well as the situation and growth demands faced. This makes them recognize and realize the need for self-development in accordance with the changes and developments that occur. The evidence can be seen in paragraph 2.
		Creative	Produce original works and actions	√	The statement "It shows students' artwork like paintings, statues, and crafts" exemplifies the creative component, which entails creating individual works and acts based on their interests and preferences.

<p>school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.</p> <p>Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.</p>	Global Diversity	Social Justice	√	<p>The conversational text exemplifies social justice by promoting democracy and allowing pupils to choose their preferred activities. "Students participate in a variety of activities, including art exhibitions and competitions," and "Students who enjoy reading can join a storytelling activity" without coercion and based on their abilities.</p>
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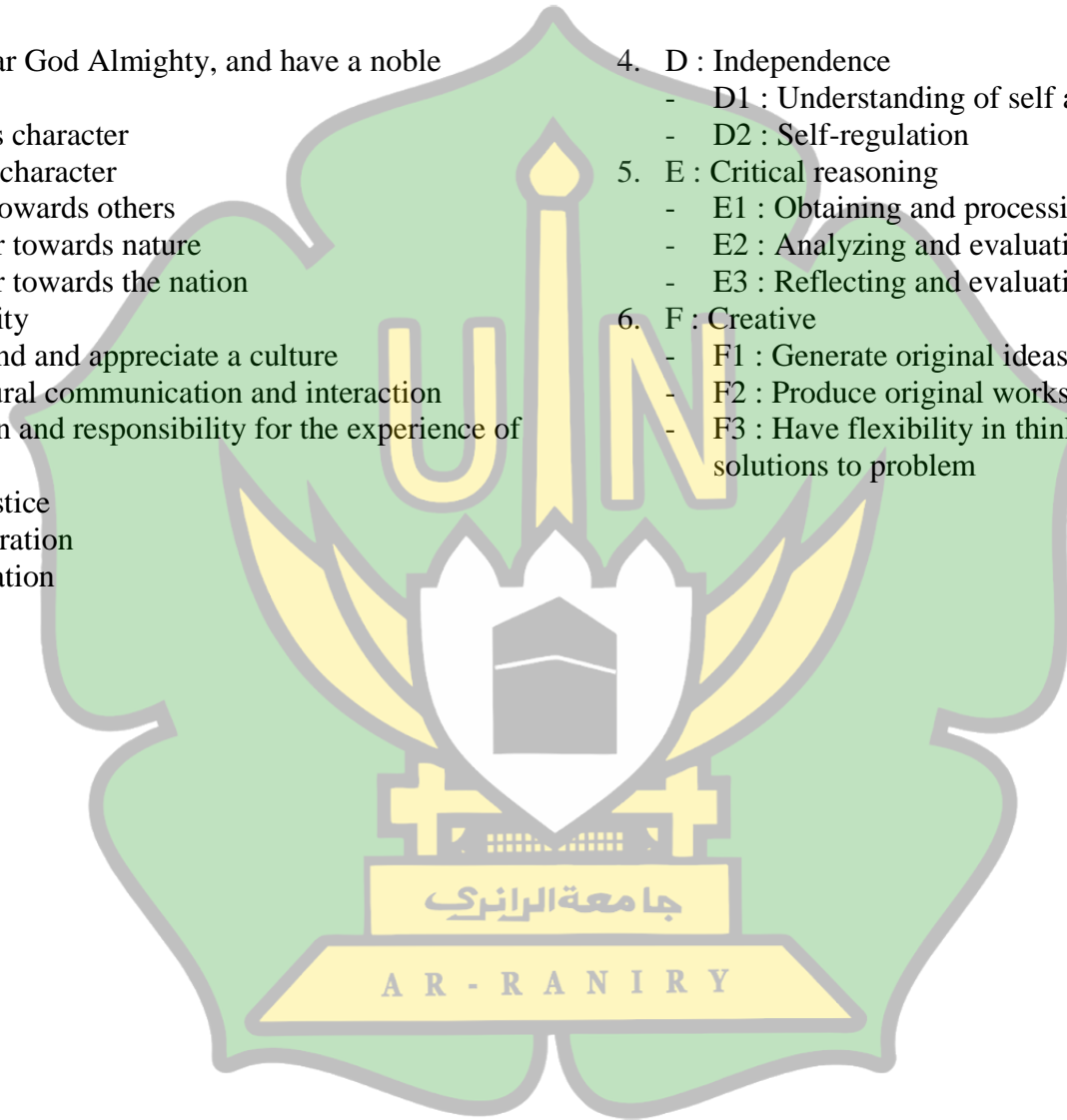


Appendix 2. *The Percentage of the Data Analysis of the Availability Character Education Values in Reading Text and Conversational Text*

Chapter	Availability of Pancasila student profiles in each chapter																				Total	Percentage of each chapter
	A					B				C			D		E			F				
	A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	D1	D2	E1	E2	E3	F1	F2	F3		
Chapter 1	-	1	3	1	-	-	-	-	-	1	-	-	1	1	-	-	-	-	-	-	8	14,9%
Chapter 2	2	-	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	5	9,3%
Chapter 3	-	-	1	2	-	-	-	-	-	2	2	-	-	-	-	-	-	1	1	1	10	18,5%
Chapter 4	-	-	1	-	1	-	-	-	-	1	1	-	1	3	-	1	2	-	-	1	12	22,2%
Chapter 5	1	-	3	-	1	2	-	2	3	-	-	-	4	1	1	-	-	-	1	-	19	35,1%
Total	3	1	9	3	2	2	-	2	3	4	4	1	6	5	1	1	2	1	2	2	54	100%
Found on page(s)	61, 62, 64	39	20,24,31,64, 106,158,206, 208,210	39, 131, 143	164, 242	222, 227	-	227	2245,2	45,120,124,187	61,120,124,158	61, 225,232	45,176, 222,224, 6,181, 187,227	45,176, 222,224, 6,181, 187,227	22, 27	11, 183	187	124, 232	124, 273	124, 273	19 elements found in the CVT & RT	
Percentage of each element	5,5%	1,9%	16,6%	5,5%	3,7%	3,7%	0%	3,7%	5,5%	7,4%	7,4%	1,9%	11,1%	9,3%	1,9%	1,9%	3,7%	1,9%	3,7%	3,7%	100%	
Percentage of each dimension	33,2%					12,9%				16,7%			20,4%		7,5%			9,3%			100%	

Abbreviation:

1. A : Have faith, fear God Almighty, and have a noble character
 - A1 : Religious character
 - A2 : Personal character
 - A3 : Manner towards others
 - A4 : Character towards nature
 - A5 : Character towards the nation
2. B : Global Diversity
 - B1 : Understand and appreciate a culture
 - B2 : Intercultural communication and interaction
 - B3 : Reflection and responsibility for the experience of diversity
 - B4 : Social justice
3. C : Mutual Cooperation
 - C1 : Collaboration
 - C2 : Caring
 - C3 : Sharing
4. D : Independence
 - D1 : Understanding of self and the situation faced
 - D2 : Self-regulation
5. E : Critical reasoning
 - E1 : Obtaining and processing information and ideas
 - E2 : Analyzing and evaluating reasoning
 - E3 : Reflecting and evaluating his/her own thinking
6. F : Creative
 - F1 : Generate original ideas
 - F2 : Produce original works and actions
 - F3 : Have flexibility in thinking to find alternative solutions to problem



Appendix 2 Reading Texts and Conversation Text in English for Nusantara Textbook

1. C1/CVT1/20-21

Section 4 – Listening



- a. Listen to [Audio 1.2](#). Galang and Andre are introducing themselves to each other. The audio has two parts. You can listen to Part 1 and then Part 2. Or, you can listen to both Parts in one go. See the **Wordbox**.



2. C1/ CVT2/24

Section 6 – Listening

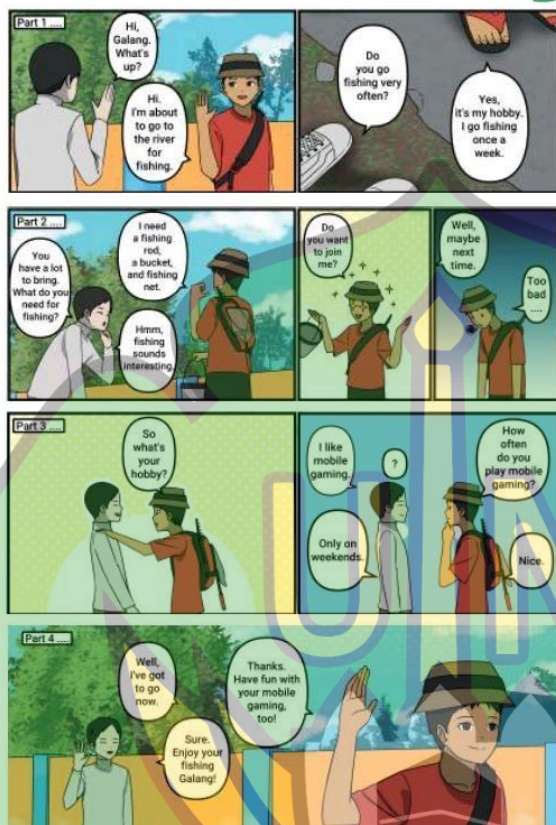


- a. Listen to [Audio 1.3](#). Three students are introducing themselves. There are two parts in the audio. You can listen to Part 1 and then Part 2. Or, you can listen to both parts in one go. See the [Wordbox](#).



Comic strip 1.4 Three students are introducing themselves

3. C1/CVT3/31



Comic strip 1.8 Galang and Andre hobbies

Section 6 – Your Turn: Reading



- a. Read the text about Pak Edo's Hobby . See the **Wordbox**.

Pak Edo's Hobby

Pak Edo's hobby is cycling. He goes cycling every morning. Pak Edo always wears a helmet, a t-shirt, shorts, and shoes when he goes cycling. He never forgets to bring his bottle.

Pak Edo sometimes goes cycling with his wife and children. They ride their bicycles together on weekends. Their favorite place for cycling is the park. They like cycling at the park because the air is very fresh.

Pak Edo likes cycling because it can make him healthy. Cycling makes immune cells more active. Cycling is also good for the environment because it does not release pollution.

- b. Answer the questions on Worksheet 1.19 based on the texts.

1. Where are *Pak Edo* and his family's favorite places for cycling?

2. What day do *Pak Edo* and his family go cycling?

3. They ride their bicycles together on weekends. What does the word 'they' refer to?

4. Do you agree with *Pak Edo* that cycling is useful for health and the environment? Explain.

5. Why does *Pak Edo* wear his helmet whenever he goes cycling?

Worksheet 1.19

Enrichment: Miming and Guessing a Hobby

- a. Think of a hobby. Act it out.
- b. Let your friends guess your hobby.

Section 4 – Reading

- a. Read a text about Made, the Basketball Player.



Picture 1.4 Made

Made the Basketball Player

Made is Galang's friend. He is 14 years old. He is very friendly. He has a lot of friends. Made has short, black hair. He always wears a cap wherever he goes.

Made is special. He uses a crutch and sometimes uses a wheelchair. He likes playing basketball. He plays for a basketball team called Kalimantan Wheelchair Basketball. He practices basketball once a week on Saturday. His teammates are proud of him. Together, they make a very good basketball team.

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6. C2/CVT4/61-62

Section 2 – Reading

- a. Read and Listen to Monita and Galang are talking about their favorite food and drinks. See the **Wordbox**.

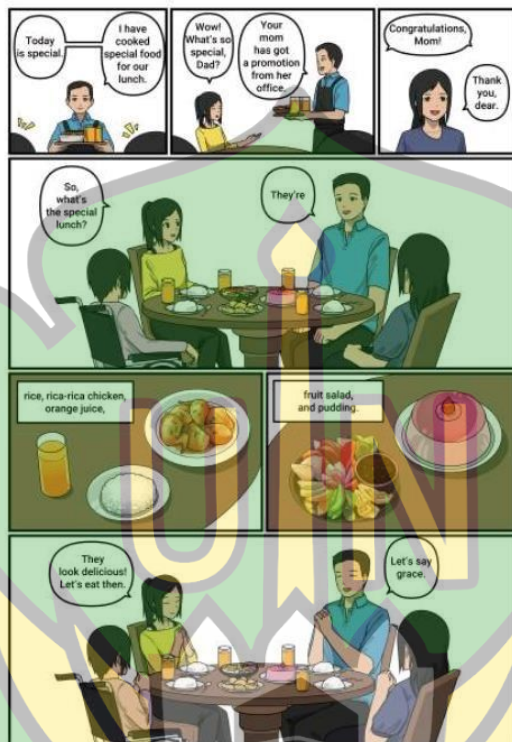


Chapter 2 - Culinary and Me 61



Section 3 – Your Turn: Listening

- a. Monita is having lunch with her family. Listen to their conversation in [Audio 2.2](#). See the [Wordbox](#).



Comic strip 2.2 Part 1 Monita's family lunch



Section 3 – Listening



- a. Listen to [Audio 3.2](#). Galang is inviting Andre and Monita to go inside his house. See the [Wordbox](#).



Comic strip 3.1 Galang shows his house to Andre and Monita

Section 2 – Reading

a. Look at **Picture 3.7** and answer the following questions.



Picture 3.7 The Rahmasyah's family cleaning up

1. Who takes out the trash?
2. Who cleans the window?
3. Who mops the floor?
4. Who puts the toys away?

b. Read the text about house chores. See the **Wordbox**.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sinta sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.

Section 4 – Your Turn: Reading



a. Read the text. See the Wordbox.



Picture 3.8 Sticker sign

Making Sticker Signs

Sinta wants her family house to look neat and clean every day. She then has an idea. She thinks that it is a good idea to put a label or a sticker sign on every part of her house. Those sticker signs will remind her family about what to do to keep the house clean. She asks Galang and Ara to help her out.

They decided to write eight signs for the sticker. For example, Sinta made 'Please do not leave dirty dishes in the sink' sticker sign. Galang made 'Please flush the toilet after using' sticker sign. Ara made 'Please take off your shoes' sticker sign. Galang drew pictures for the stickers. Finally, they finished all the sticker signs. They put them anywhere in the house, such as on the toilet door or on the bedroom wall.

Section 2 – Reading

- a. Read the text. See the **Wordbox**.

Tips to Separate Rubbish

There are some tips on how to separate rubbish at home. The most simple way to separate your rubbish is by categorizing them into two types. First, you can collect organic rubbish. Examples of organic rubbish are food scrap, leaves, plants and soil. They can go into the composter. They are good to use as fertilizer. Second, you should collect non-organic rubbish. The materials that belong in this category are paper, plastic, cardboard, metal and fabric. Before we throw them into the recycle bin, we should clean them. Then, they can be recycled into new products. Separating rubbish is very useful to keep our environment clean. Read the text again and have a look at the rubbish collection. Can you separate them based on the categories?

- b. Read the text again and have a look at the rubbish below. Can you separate them based on the categories?



Worksheet 3.22

Chapter 3 - Home Sweet Home

131

جامعة الرانري

A R - R A N I R Y

12. C3/RT6/143-144

- a. Read the text 'Tips to Separate Recycling Items'.

Tips to Separate Recycling Items

There are many types of items that we can recycle, for example, paper, glass, and styrofoam. Before we put them into the recycle bin, we can think about some tips. Check the tips here.

1. Don't crumple paper

Papers should be put in the recycling bin neatly. If we crumple papers, it is difficult to process them. If the paper is dirty or oily, we can cut them in pieces and put them in the composter.

2. Wash and separate bottles

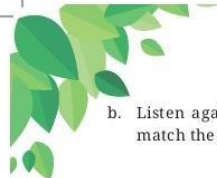
Plastic and glass bottles should be separated in the recycle bin. Glass bottles can be reused before we throw them in the recycle bin. If we want to throw them away, we can wash them first. Clean bottles will be easy to recycle.

3. Clean styrofoam packaging

When we buy food, sometimes they are packed with styrofoam. Before we put them in the recycle bin, we should clean it from the food scraps. We can collect styrofoam in a big group before we throw them away.

- b. Complete the infographic with the correct tips for separating recycling items from the text.





- b. Listen again to [Audio 4.1](#). Based on the dialogue, draw a line to match the names of the day and the school subjects.

Monday Tuesday Wednesday



Worksheet 4.3

- c. Listen to [Audio 4.3](#). Galang wants to borrow his sister's dictionary for studying English at school. See the word box at the end of the chapter, to help you find the meanings of key wordings.

Galang : Kak Sinta, do you have English on Tuesday?
 Sinta : No, I don't. Why are you asking?
 Galang : I just want to borrow your dictionary. I have English on that day.
 Sinta : Sure, go ahead. Anyway, I have English on Monday and Wednesday.
 Galang : Oh, great! My English class is on Tuesday and Thursday.
 Sinta : All right then. You can use my dictionary on Tuesday or Thursday.
 Galang : Thanks, Kak Sinta.
 Sinta : Anytime.



My Class Schedule

Hello. This is my school schedule. I study at school from Monday to Friday. I start my school activities at 8 o'clock in the morning. I don't have any class on Monday at 8 o'clock because we have a Flag Ceremony. From Monday to Thursday, I go home from school at about 3 o'clock in the afternoon. I only have two classes on Friday so I go home before noon.

Now, let me talk about some school subjects. My favorite subjects are English, Natural Sciences and Art and Culture. I have English on Tuesday and Thursday. On Monday and Wednesday, I have Natural Sciences. Finally, I have Art and Culture on Friday.

Text 4.1 Monita describing her class schedule.

- b. Listen again to **Audio 4.7**. Answer the following questions. Number one has been done for you.

- When does Monita have a Flag Ceremony?
She has a Flag Ceremony on Monday.
- What time does she usually go home from school?

- When does Monita have English?

- When does Monita have Natural Sciences?

- When does Monita have Art and Culture?

Worksheet 4.7

- c. Based on Monita's class schedule above, complete the following sentences.

- She has Natural Sciences on **Monday** and _____.
- She has PE on _____ at _____.
- She has English on _____ and _____.

- b. Read a text about *Ibu Ayu's* Online Classroom. See the **Wordbox**.

***Ibu Ayu's* Online Class**

Ibu Ayu teaches English every Tuesday and Thursday. During the pandemic, *Ibu Ayu* taught English online. She used a video conferencing application. *Ibu Ayu* met and talked with her students virtually. She also explained the materials and has a discussion with her students. The students felt very happy and excited to learn English online. Sometimes the students spoke at the same time. In a video conferencing application, speaking at the same time makes the class noisy. *Ibu Ayu* thought about making rules for online learning.

- c. Answer the following questions based on the text above.

1. Why does *Ibu Ayu* teach English online?


2. How many times does *Ibu Ayu* teach English in a week?

3. What type of application does *Ibu Ayu* use in teaching online?

4. What activities does *Ibu Ayu* do in online learning?

5. Do you think *Ibu Ayu* needs to make online learning rules? Explain.


Worksheet 4.15



Did You Know?

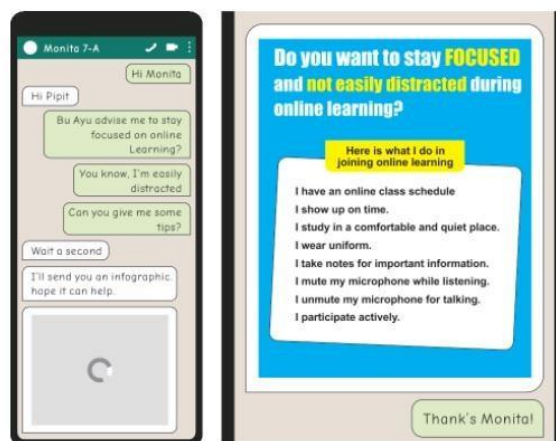
Netiquette
Do you know the word "Netiquette"? Netiquette is Network Etiquette. It is related to anything that we can do and don't do in online interactions. As in our real-world or offline interactions, cyberspace or online has certain rules to follow depending on the situation or the context.

To know more about **Netiquette**, go to this link:



Section 3 – Reading and Viewing

- a. Read an online chat between Pipit and Monita. They talk about some tips to stay focused during online learning. See the **Wordbox**.



Monita 7-A

Hi Monita

Hi Pipit

Bu Ayu advise me to stay focused on online Learning?

You know, I'm easily distracted

Can you give me some tips?

Wait a second

I'll send you an infographic, hope it can help.

Do you want to stay FOCUSED and not easily distracted during online learning?

Here is what I do in joining online learning

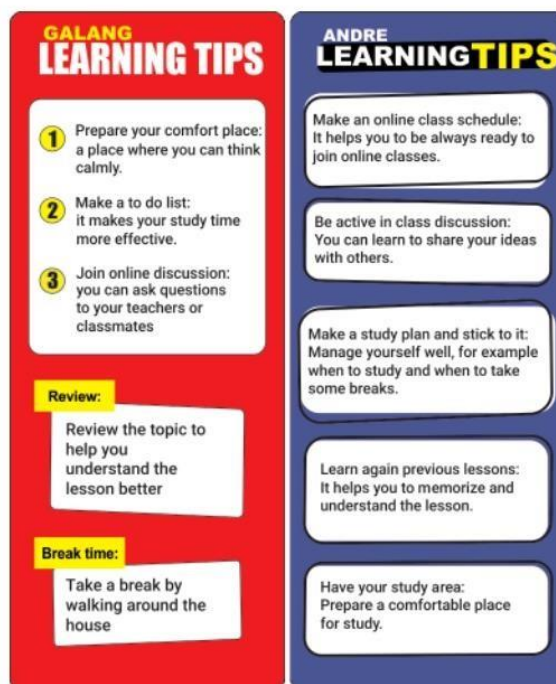
- I have an online class schedule
- I show up on time.
- I study in a comfortable and quiet place.
- I wear uniform.
- I take notes for important information.
- I mute my microphone while listening.
- I unmute my microphone for talking.
- I participate actively.

Thank's Monita!

Picture 4.5 Pipit and Monita chat

Section 6 – Your Turn: Reading and Viewing

- a. Ibu Ayu asks her students to make an infographic to show their learning tips. Here are the infographics made by Galang and Andre. Read their infographics. See the [Wordbox](#).



Picture 4.6 Galang and Andre's infographics

18. C4/RT11/187

- f. Observe the following structure of a descriptive text about Monita's study habits.

Table 4.6

Structure	Text
Identification: a general orientation to the topic	Example: I am a very organized person.
Description:	
Feature 1: Study area	First, I have a place to study. It doesn't have to be big. I use a corner of my bedroom for my study area. I have a desk, a chair, a bookshelf, and a desk lamp there. Second, I always keep everything organized. My desk is neat. I put the books away when I don't read them.

Feature 2: Lesson review	Third, When I study, I review my lesson. I usually take notes on important points. Sometimes I make a mind map for my notes. Fourth, I also make flashcards to memorize new vocabulary. I use colorful paper and a ring to make it
Feature 3: Study buddy	Finally, I also have a study buddy to help each other. He is my classmate and he is good at studying, too.
Comment	I am happy with my study. I sometimes give myself some rewards.

Section 2 – Listening



- a. Listen to **Audio 5.1**. Galang and a new student, Pipit, meet Monita at the canteen during break time. See the **Wordbox** at the end of the chapter, to help you find the meanings of key wordings.



Comic strip 5.1 At the canteen

- c. Listen to [Audio 5.2](#). Monita, Galang, and Pipit are talking about the location of school facilities.



Comic strip 5.2 School facilities



e. Listen again to [Audio 5.2](#) and answer the questions.

1. Where is the clinic?

2. Where is the art room?

3. Where is the principal's office?

4. Where is the third graders' classroom?

5. Where is the first graders' classroom?

Worksheet 5.4

Section 3 – Listening



a. Listen to [Audio 5.3](#). Pipit and Monita talk about directions to the teacher's room.



Comic strip 5.3 Where is the teachers' room?

c. Pay attention to the dialogue.



Comic strip 5.4 Talking about Pencak Silat

d. Practice the dialogue with a classmate.



Section 4 – Listening



a. Listen to Audio 5.4. b.

- Monita: Hey, look at this extracurricular schedule. It says the English Club is on Monday in the library.
- Pipit: Oh, and Science Club is also on Monday. It is in the Science Laboratory. But I'm not interested.
- Monita: What do you join?
- Pipit: I join Pencak Silat. It is in the school yard every Tuesday.
- Monita: Oh, okay. I think Galang joins the basketball club. It is every Wednesday from 3 pm to 5 pm.
- Pipit: You're right. He loves basketball.
- Monita: Yes. Also, all students must join the scout every Thursday.
- Pipit: Hmm. What about the choir? Where is it?
- Monita: It is in the art room. Painting is also in the art room on the same day.
- Pipit: What do you think about Andre? What extracurricular activity does he join?
- Monita: I think he joins dancing every Saturday.

b. Listen again to Audio 5.4. Complete number 1 to 8 in the schedule. Number one has been done for you.



Extracurricular Activities at SMP Merdeka

Day and time	Extracurricular activity	Venue
Monday, 3 PM to 5 PM	(1) English Club	Library
	Science Club	(2) _____
Tuesday, 3 PM to 5 PM	Pencak silat	(3) _____
Wednesday, (4) _____	Basketball	School Yard
	Volleyball	School Yard
(5) _____, 3 PM to 5 PM	Scout	School Yard
Friday, 1 PM to 3 PM	Choir	(6) _____
	(7) _____	Art Room
(8) _____, 2 PM to 4 PM	Dancing	Art Room

Worksheet 5.12

Section 5 – Reading

a. Read the text 'SMP Merdeka Basketball Club'.

SMP Merdeka Basketball Club

Galang joins an extracurricular activity this semester. He is in SMP Merdeka basketball club. The name of the club is Eagle Merdeka Basketball. Their first uniform is red and their second uniform is white. The mascot of the team is an eagle.

More than 30 students are in the club. The members of the club always practice once a week with their coach. The coach calls the members of the club as eagles. The eagles always practice on Wednesdays at 3 PM at the school yard.

Eagle Merdeka Basketball club will join a tournament next month in Banjarbaru. They are looking for new players to join the tournament from seventh grader students. The selection for the new players is next week.

Section 6 – Your Turn: Reading



- a. Read the text 'Pipit Likes Pencak Silat'. See the **Wordbox**.

Pipit Likes Pencak Silat

Pipit likes pencak silat because it makes her move a lot. The practice is every Tuesday from 3 pm to 5 pm in the school yard. Before practicing, Pipit and all other students in pencak silat have some warming up activities. They have a coach called Pak Amin. In the practice, Pak Amin teaches the students to kick and punch. He also teaches how to block an opponent in a pencak silat match. Pipit joins pencak silat as an extracurricular activity in SMP Merdeka.

- b. Look at the following personal schedules from Monita, Galang, Andre, and Pipit.

Monita's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	English club
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir

Galang's Daily Schedule

Day	Time	Activity
Monday	3 - 5 PM	Science club
Wednesday	3 - 5 PM	Basketball
Thursday	3 - 5 PM	Scout

Andre's Daily Schedule

Day	Time	Activity
Thursday	3 - 5 PM	Scout
Friday	1 - 3 PM	Choir
Saturday	2 - 4 PM	Dancing



Section 2 – Reading

- a. Read the text about a school festival. See the **Wordbox**.

School Festival at SMP Merdeka

SMP Merdeka holds an annual festival. It usually happens in June. It takes place in some school facilities. At this festival, students participate in many activities, such as art exhibitions and competitions.

Art exhibition is usually located in the art room. It shows students' artwork like paintings, statues, and crafts. A group of students also sell crafts in the stalls. Students usually enjoy the art exhibition and buy interesting crafts. There are two kinds of competitions. They are sports and art competitions. The sports competition is held in the school yard. Class teams compete in soccer, basketball and badminton. Art competition is performed on stage in the school garden. Some students perform singing and dancing. Other students present poetry reading and storytelling. Students who like reading can join a storytelling activity.

Before the school festival, students practice sports and arts for competition. Some students help prepare the decorations for the stage. Everyone is happy participating in the school festival.

- b. Put a tick in the map based on text 'School Festival at SMP Merdeka for:

- The location for art exhibition.
- The location for the sports competition.
- The location for the art competition.



Appendix 3. Indicator of Pancasila Student Profile

Indicator of Pancasila Student Profile Datasheet

The indicator is based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency. Ministry of Education, Culture, Research, and Technology Number 009/H/KR/2022.

Dimension	Element	Indicator
Have faith, fear God Almighty, and have a noble character	Religious character	<ul style="list-style-type: none">- Recognizing the attributes of God as the basis for practicing religious rituals or worship throughout life.- Believing that humans are leaders on earth.- Loving and caring for oneself, fellow human beings and nature, also carry out orders and avoid His prohibitions.- Participating in religious events and continuing to explore religious teachings.
	Personal character	<ul style="list-style-type: none">- Noble morals are manifested in affection and care for themselves.- Having an attitude of integrity as a form of affection, care, respect, and self-respect.- Maintaining self-respect.- Maintaining physical, mental, and spiritual health.- Becoming a trustworthy person.

	towards	<ul style="list-style-type: none"> - Realizing that humans are equal before God. - Be virtuous to fellow human beings. - Prioritizing equality and humanity above differences. - Appreciate differences of opinion, and analyze them critically without imposing one's own opinion. - Moderate in religion. - Empathize, care, be generous and compassionate to others, especially those who are weak or oppressed. - Appreciating and supporting the strengths of others.
	towards	<ul style="list-style-type: none"> - Responsible, loving, and caring toward the natural environment. - Stopping the behavior that destroys and abuses the natural environment. - Reflective, thinking, and building awareness about the consequences or impacts of its behavior on the natural environment. - Implementing a lifestyle that cares for the environment.
	towards	<ul style="list-style-type: none"> - Fulfilling rights and obligations as citizens.

		<ul style="list-style-type: none"> - Caring, helping others, and working together. - Placing humanity, unity, the interests and safety of the nation and state as a common interest above personal interests. - Prioritizing deliberation in making decisions for the common good. - Presenting social justice for all Indonesian people
Global Diversity	Understand and appreciate a culture	<ul style="list-style-type: none"> - Recognizing, identifying, and describing various groups based on behavior, gender, way of communication, and culture. - Describing the formation of self and group identity. - Analyzing ways to become member of social groups at local, regional, national and global levels
	Intercultural communication and interaction	<ul style="list-style-type: none"> - Communicating with people from different cultures. - Noticing, understanding, accepting existence, and appreciating the uniqueness of each culture.
	Reflection and responsibility for the experience of diversity	<ul style="list-style-type: none"> - Avoiding prejudice and stereotypes against different cultures by learning about cultural diversity and gaining experience in diversity

	Social Justice	<ul style="list-style-type: none"> - Participating in realizing social justice. - Believing in one's strength and potential as capital to strengthen democracy, to build an active-participatory society
Mutual Cooperation	Collaboration	<ul style="list-style-type: none"> - Having the ability to work together. - Coordinating to achieve common goals. - Able to formulate common goals, review goals that have been formulated, and evaluate goals. - Providing optimal contribution to achieving common goals.
	Caring	<ul style="list-style-type: none"> - Acting proactively on conditions in the physical and social environment. - Feeling and understanding what others feel. - Cultivating relationships with people from diverse cultures.
	Sharing	<ul style="list-style-type: none"> - The ability to give and receive all that matters to personal and social life. - Willing and able to live life together. - Understand and appreciate the social environment.

Independence	Understanding of self and the situation faced	<ul style="list-style-type: none"> - Reflecting on one's condition, both strengths and limitations. - Recognizing and realizing the need for self-development. - Set self-development goals.
	Self-regulation	<ul style="list-style-type: none"> - Able to manage thoughts, feelings, and behavior to achieve learning goals and self-development in both academic and non-academic fields. - Establishing and planning strategies to achieve goals. - Monitoring and evaluating the efforts made.
Critical reasoning	Obtaining and processing information and ideas	<ul style="list-style-type: none"> - Processing ideas and information both qualitatively and quantitatively. - Having a great sense of curiosity, asking relevant questions, identifying, clarifying ideas and information obtained, and processing this information. - Having the willingness to collect data or facts - Able to make the right decision.
	Analyzing and evaluating reasoning	<ul style="list-style-type: none"> - Using reason according to the rules of science and logic. - Conducting analysis and evaluation of ideas and information.

		<ul style="list-style-type: none"> - Able to explain reasons that are relevant and accurate in solving problems and making decisions. - Proving reasoning with various arguments in making a conclusion or decision. - Can prove reasoning with various arguments in making a conclusion or decision.
	Reflecting and evaluating his/her own thinking	<ul style="list-style-type: none"> - Reflecting and evaluating thoughts (metacognition) and thinking about how the thinking process goes. - Recognizing the development and limitations of thinking power. - Awareness in developing self-capacity through a process of reflection, efforts to improve strategies, and persistence in testing. - Willingness to change opinions or personal beliefs if proven contrary to existing evidence.
Creative	Generate original ideas	<ul style="list-style-type: none"> - Generating original ideas. - Ability to think creatively, by clarifying and questioning many things, seeing things from different perspectives, connecting existing ideas, and applying new ideas.

	Produce original works and actions	<ul style="list-style-type: none"> - Producing original works and actions in the form of complex representations, drawings, designs, performances, digital output, virtual reality, and others. - Taking actions driven by interests and preferences by considering the impact on the surrounding environment. - Dare to take risks in producing works and actions.
	Have flexibility in thinking to find alternative solutions to problems	<ul style="list-style-type: none"> - Flexibility to think in finding alternative solutions to problems. - Able to make a choice when faced with several alternative possibilities. - Identifying, and comparing creative ideas. - Experiment with different options creatively.

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A R - R A N I R Y