



## Exploring Pancasila Student Values In Efl Textbook Entitled English For Nusantara For Seventh Grade Students

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Received: 02 Januari 2024

Revised : 08 Januari 2024

Accepted: 16 Januari 2024

### Abstract

*The purpose of this research is to find out the values of Pancasila students and how these values are represented in the English for Nusantara textbook. This study uses a qualitative approach with content analysis method. The subjects in this study were pictures and conversation scripts in English for Nusantara textbooks. In obtaining data, the writer uses a checklist as an instrument. The author uses the values of the Pancasila student profile set by the Ministry of Education and Culture of the Republic of Indonesia, which forming a Pancasila student profile is one of the objectives of Merdeka curriculum. In the conversation script, 5 of 6 values are found, the values are represented explicitly through pictures by 95.35% and implicitly through eliciting conditions by 4.65%. Meanwhile in pictures, 6 of 6 values are found. The values represented explicitly through literal by 34.2% and implicitly through eliciting conditions by 57.9% and resultant actions by 7.9%. The results of this study are expected to be useful for teachers for determining learning sources, students, and further research.*

**Keywords:** *Textbook, Pancasila profile, Pancasila student, Merdeka curriculum*

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**How to Cite:** Riani, D., & Utami, P. P. (2024). Exploring Pancasila Student Values In Efl Textbook Entitled English For Nusantara For Seventh Grade Students. <https://doi.org/10.5281/zenodo.10516054>

## INTRODUCTION

Character education aims to cultivate positive behaviors and attitudes in individuals based on noble values, reflecting in their interactions with God, themselves, others, and the environment. It involves instilling good habits that become ingrained in a person's character over time. The Indonesian education system has integrated character education since 2010, with the 2013 Curriculum focusing on developing students' noble character. This curriculum outlined eighteen characters to be instilled, such as tolerance, discipline, creativity, and responsibility.

The Merdeka Curriculum, implemented in February 2022, builds on the 2013 Curriculum, aiming to enhance learning quality. The curriculum reformulates the character education elements as the Pancasila Student Profile, incorporating six dimensions: faith and noble character, global diversity, cooperation, creativity, critical reasoning, and independence. These dimensions guide educators in shaping students' characters and competencies. The curriculum also emphasizes essential content and character development.

The Pancasila Student Profile consists of various elements, categorized into dimensions like faith, global diversity, mutual cooperation, independence, critical reasoning, and creativity. This profile is integral to developing an empowered and globally competitive young generation in Indonesia. Textbooks

play a crucial role in character education, and the shift to the Merdeka Curriculum highlights the need for character-based content.

The researcher's interest lies in exploring the character values within the English for Nusantara textbook for junior high school grade VII under the Merdeka Curriculum. The study seeks to identify these values and how they are integrated into the textbook's content. This research contributes to the ongoing development of character education in educational materials, aligning with Indonesia's National Education System's objectives.

## METHODS

This study use qualitative research with an emphasis on content analysis approach in document analysis research design. In this research, the textbook that analyzed entitled English for Nusantara for grade VII SMP/MTs Merdeka Curriculum, published by the Ministry of Education and Culture edition 2022. In this study, the researcher assumes a pivotal role from data collection to reporting, encompassing stages like designing, collecting, analyzing, interpreting, and reporting data results. Another integral tool employed is the data sheet, a checklist table facilitating the investigation and analysis of data concerning pancasila student values and their integration with the studied textbook's content. The integration of values in textbooks is executed explicitly and implicitly (Feng, 2017: 5), encompassing text and imagery (Sudartini, 2019: 33). Beyond examining student pancasila values, this study also delves into how these values are interwoven into textbook content. In this study, data analysis was conducted using Krippendorff's procedures. The analysis included unitizing content into pictures and conversation scripts, followed by sampling, recording and encoding data using coding techniques. Data reduction was applied to efficiently represent collected data, adhering to predetermined research question indicators. The study focused on observing pancasila student values and their integration strategy within English textbook materials, and the final stage involved abductively inferring data for analysis and narrating findings in a narrative form, addressing the formulated research questions.

## RESULTS & DISCUSSION

### Results

#### Pictures

a Dimension 1 : Having faith, fear God, and have noble character

Picture Code	Situation	Element	Represented
P5.7/219	Andre and friends dancing traditional dance, Tari Perang	Moral of state	Implicit : Eliciting Conditions
P5.11/235	Student watering plants in school garden	Moral of nature	Implicit : Eliciting Conditions

*P* : Picture intended

(.)second number : Sample intial

First number : Chapter intended

(/)Third number : Page intended

Table 1 First dimension of pictures

In the textbook's pictures, the first dimension, having faith, fear God, and have noble characters, which contains few elements in it, namely religious morality, personal moral, moral to human, moral to nature, and moral of the state. Based on the existing data, in the pictures in the textbook, two values are found, one moral of the nature element (50%) and one moral of the state element (50%). The values are fully represented in implicit way through eliciting conditions (100%).

b Dimension 2 : Global Diversity

Picture Code	Situation	Element	Represented
P1.3/43	Galang and friends make cute pose in a picture	Intercultural communication and interaction	Implicit : Eliciting conditions
	Galang and friends took a picture together	Reflection of diversity experience	Implicit : Eliciting conditions
P3.1/103	picture of traditional house, Rumah Panggung	wing and appreciating culture	Implicit : Eliciting conditions

*P* : Picture intended (.)second number : Sample intial

First number : Chapter intended (/)Third number : Page intended

Table 2 Second dimension of pictures

In the second dimension, which contains three elements such as knowing and appreciating culture, intercultural communication, and reflection for diversity experience. According the data, all elements are implemented in pictures in textbook with a total of six data, which are dominated by the elements of knowing and appreciating culture by four (66.6%), one element of intercultural communication (16.7%), and one data of reflection for diversity experience (16.7%). In addition, all elements represented implicitly through eliciting conditions (100%).

c Dimension 3 : Mutual Cooperation

Picture Code	Situation	Value	Represented
P1.1/28	People playing badminton in the park	Collaboration	Implicit : Eliciting conditions
P3.6/120	Rahmansyah's family cleaning up together	Collaboration	Implicit : Eliciting conditions
P4.5/174	Pipit sharing tips to stay focused in class through message	Sharing	Explicit : Literal

*P* : Picture intended (.)second number : Sample intial

First number : Chapter intended (/)Third number : Page intended

Table 3 Third dimension of pictures

In the third dimension, mutual cooperation, which contains elements of collaboration, sharing, and caring, 8 data are found related to this dimension. The data is dominated by collaboration element with 6 data (75%) and followed by sharing element with 2 data (25%). There is no caring element found in the pictures of the textbook. Similar with the previous values, all values in this dimension are fully represented implicitly through eliciting conditions (100%).

d Dimension 4 : Independent

Picture Code	Situation	Value	Represented
P1.4/45	Made playing basketball even though he is in the wheelchair Made managing himself to playing basketball in the wheelchair	Knowing self and situation faced	Implicit :Resultant Action
		Self regulation	Implicit :Elliciting conditions
P2.5/76	Monita make a shopping list before shopping	Knowing self and situation faced	Implicit :Elliciting conditions

*P* : Picture intended (.)second number : Sample intial

First number : Chapter intended (/)Third number : Page intended

Table 9 Fourth dimension of pictures

In the textbook's pictures, there are eleven values found in this fourth dimension, which are dominated by the elements of understanding self and situations faced with total of seven (63.6%), followed by the elements of self regulation in total of four (36.4%). In addition, in this dimension the values are represented in both implicit and explicit way, implicitly through eliciting conditions (23.1%) and resultant action (9.1%), also in explicit way through literal (45.5%).

#### e Dimension 5

Picture Code	Situation	Element	Represented
P2.4/74	Explanation the taste of fried rice Declarating fried rice is their favorite meal	Reflection of thought and thinking process	Explicit : Literal
		Making Decision	Explicit : Literal
P2.6/77	Monita explaining the taste and texture of chocolate cake Monita explaining the chocolate cake condiments	Reflection of thoughtand thinking process	Explicit : Literal
		Analyzing and evaluating the way of reasoning	Explicit : Literal

*P* : Picture intended (.)second number : Sample intial

First number : Chapter intended (/)Third number : Page intended

Table 10 Fifth dimension of pictures

In the pictures of English Nusantara textbook, fifth dimension of critical reasoning which contains four elements in it, including reflection of thought and thinking process, analyzing and evaluating the way of reasoning, obtaining and processing information and ideas, and making decision, all the elements have found in it. Based on existing data, there are five data found which are dominated by the element of reflection of thought and thinking process with two data (40%), and followed by the others three elements, each found one data in it (20%). Most of the values are represented explicitly through literal (80%), and the rest in implicit way through eliciting conditions (20%).

#### f Dimension 6 : Creative

Picture Code	Situation	Element	Represented
P2.6/77	Monita made a chocolate cake and post it in social media	Producing original works and actions	Explicit : Literal

<b>P2.10/140</b>	An hand made pencil case in 'Do-it Yourself' project	Generating original ideas	Implicit : Eliciting conditions
	Creating pencil case from used bottle	Producing original works and actions	Implicit : Resultant Action

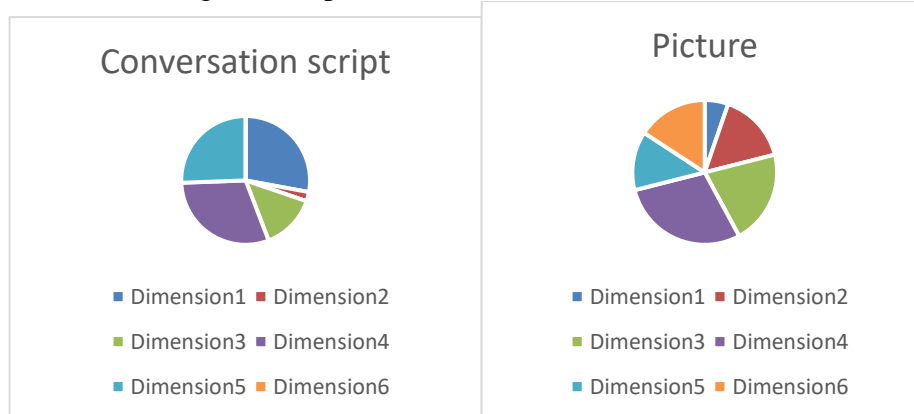
*P : Picture intended (.)second number : Sample intial  
 First number : Chapter intended (/)Third number : Page intended*

*Table 11 Sixth dimension of pictures*

Unlike in the conversation scripts, the creativity dimension is found in the pictures in this book, which contain 2 elements in it such as generating original ideas and producing original works. Five data found in it, and dominated by producing original works of three data (60%) and the remaining two data of generating original ideas (40%). These elements are represented in various ways, explicitly through literal (40%), and implicitly through eliciting conditions (40%) and resultant action (20%).

**Discussion**

Based on the data obtained on the conversation script and pictures in the textbook entitled English, the profiles of Pancasila students found are as follows



*Diagram 1 Conversation script data*

*Diagram 2 Picture data*

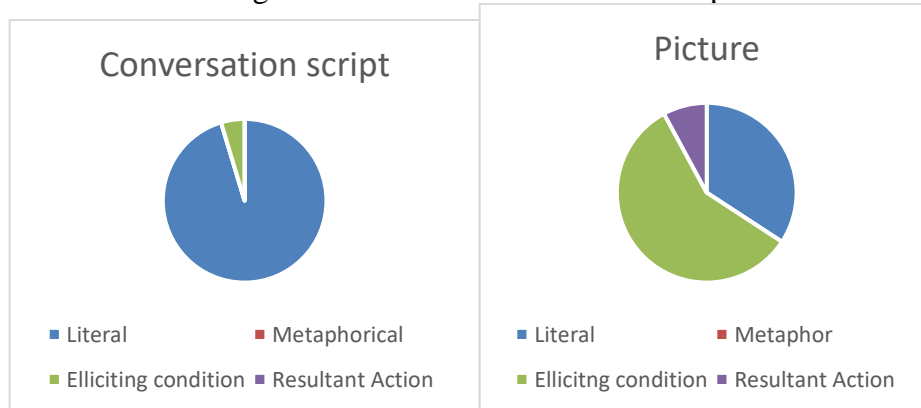
In the conversation script, there are 43 values contained as Pancasila student profiles, which are dominated by the fourth dimension, namely independent with 13 values (30.25%), and followed by dimension 1 namely having faith, fear of god and noble character with 12 values (27.9 %), dimension five of critical thinking with 11 values (25.6%). dimension three of mutual cooperation with 6 points (13.9%), and finally dimension two of global diversity with 1 value (2.35%).

Meanwhile, in the pictures in the book English for Nusantara, a different amount of data is found, with the total of 38 values reflected, dominated by the fourth dimension, namely independent with 11 data (28.9%), and followed by the third dimension of mutual cooperation with 8 data (21.05%), the second dimension of critical thinking with 6 data (15.8%). The fifth dimension of critical thinking with 5 data (13.15%), and sixth dimension of creativity with 6 data (15.8%), also first dimension of having faith, fear of god and noble character with 2 data (5.3%).

Unlike the conversation script data, the 6th dimension of creativity is found in the pictures data. However, compared to previous research which did not find certain values, such as in Rohmah (2018) who examined the character analysis of value education in high school textbooks that focused on reading material, which resulted in findings that there were no environmental awareness, independent, democracy values found, and love to read values.

Compared with the latest research by Hamidah et al., (2022), an analysis of the value of character education in dialogue in the textbook when English rings the bell curriculum 2013, which resulted in finding 10 out of 18 character education values in the textbook, the English for Nusantara textbook implements more value of Pancasila student profile, which is a development value from the value of character education in the previous curriculum, as stated by Sukirno (2023) strengthening and building character education for students is done by realizing Pancasila student profile. Furthermore, The ministry of Education and Culture (2020) made the Pancasila student profile program able to produce generations of strong educational character.

Meanwhile, based on the available data, the values of the profile of Pancasila students in English for Nusantara textbooks are represented as follows



*Diagram.3 Conversation script represented      Diagram 4 Picture represented*

Based on the above data, the value of the Pancasila student profile in the script conversation is represented in 2 ways, explicitly and implicitly. Explicitly, values are represented through literals, spoken by the characters in textbook. This finding can be related to the type of sample which is a conversation script, so that the amount of data obtained is literal, which is spoken by the characters in the textbook. Besides that, the values are also represented implicitly through eliciting conditions. Which is still related to the research sample which is conversation script, which made by few pictures in it, in line with the opinion of Feng (2019) eliciting condition can be represented visually, by depicting the event or behavior (e.g. a picture of someone littering).

In the results of the data in the form of pictures, values are represented in 3 ways, namely literals which are explicit methods, and eliciting conditions and resultant actions which are implicit methods. The data sample which is an image becomes the determining factor which causes more values to be represented implicitly, but explicit literal representations are still found because many values are contained in the chat on phone in the image and spoken by the characters in form of image.

## CONCLUSION

The analysis of the English for Nusantara textbook reveals a diverse distribution of Pancasila student profile values across both picture and conversation script formats. These values are predominantly found in dimensions like independence, faith, fear of God, noble character, critical thinking, and mutual cooperation. Interestingly, creative values are absent in the conversation script but are present in the picture format. The representation of these values varies between explicit and implicit methods, with explicit representation being more common in both formats. This study highlights the nuanced incorporation of Pancasila values within the textbook, emphasizing their multifaceted presence in fostering holistic student development.

## CONFLICT OF INTEREST

The research was undertaken with the sole intention of investigating the integration of Pancasila student values within the aforementioned textbook. Throughout the research process, the author(s) maintained objectivity and integrity, without any affiliations, financial involvements, or other associations that might have influenced the study's impartiality or outcomes. This disclosure is provided to uphold the standards of transparency and credibility in scholarly endeavors.

## ACKNOWLEDGEMENT

We would like to express our gratitude to Professor Sumaryoto, Professor ..... for their contributions as specialists to this study. We also want to express our gratitude to the teachers who have offered to help with every test and training session.

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