

CHAPTER I

INTRODUCTION

This chapter contains explanation about: (1) Background of Study; (2) Definition of Key Terms; (3) Research Questions; (4) Objectives of Study; and (5) Significance of Study.

A. Background of Study

Character building becomes more and more of a focus in education over time. This occurs as a result of a variety of social issues that are interpreted as a lack of good character (Pike et al., 2020). Character education in Indonesia places strong emphasis on the creation of superior civic intelligence as well as the formation of a nationalism that can accept pluralism and multicultural-nation culture (Najmina, 2018). It is hoped that a transformative national education system will produce residents who are enabled to bring improvements and who can increase the country's living standards. Education that develops one's intellect, taste, intention, and physique is expected to be able to build and enrich the nation's culture, namely a system of values, a system of knowledge, and a system of shared behavior (Yudi, 2020). Basically, attempts to strengthen character education have long been carried out by the government through the 2010 National Character Education National Movement which has been continued with the Strengthening Character

Education Program in 2016 (Ismail et al., 2021). Therefore, the Minister of Education and Culture of Indonesia, Nadiem Anwar Makarim has made Pancasila Student Profile as one of the visions and missions of the Indonesian Ministry of Education and Culture as stated in Permendikbud Number 22 of 2020 concerning the Strategic Plan of the Indonesian Ministry of Education and Culture for 2020 until 2024 to continue the character education program.

Pancasila Student Profile, which is referred to as the personification of students in Indonesia as everlasting students, was defined by Ordinance of the Ministry of Education and Culture of Indonesia Number 22 of 2020. Kahfi (2022) stated Pancasila Student Profile represents Indonesian students as lifelong learners who are competent in the global community and conduct themselves in accordance with Pancasila norms while Sufyadi et al (2021); Sulistyati et al (2021) said the aim of Pancasila Student Profile is to give students the opportunity to participate in international competitions and implement behavior conforming to Pancasila.

The background to the appearance of Pancasila Student Profile is the rapid advancement of technology, socio-cultural transformations, environmental changes, and differences in the future working environment in the educational field. Apart from that, religion also supports the emergence of character education. Islam itself states in the *Qur'an* surah Luqman verse 12:

وَلَقَدْ ءَاتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنِ اشْكُرْ لِلَّهِ وَمَن يَشْكُرْ فَإِنَّمَا يَشْكُرُ
لِنَفْسِهِ وَمَن كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ

The verse above explains the need for gratitude. This attitude is one part of character education. This attitude is also related to the first element of Pancasila Student Profile, namely faith and piety to the Creator, and honorable character.

The Indonesian Ministry of Education and Culture pointed out that Pancasila Student Profile has six elements. First is having faith and piety to the Creator, and honorable character. It means that Indonesian student's comprehension to their religion and beliefs and apply this understanding in their daily lives. Second is global diversity which students in Indonesia keep their honorable culture, location, and identification while remaining open to connecting with people from various cultures. The third is mutual assistance, which all Indonesian students are required to practice on a voluntary basis in order for the activities they participate in to go as smoothly and readily as possible. Fourth is autonomy, in which students should be responsible for the process and results of their learning. Fifth is critical reasoning, in which every student in Indonesia can objectively process information, build relationships between information, analyze information, evaluate, and then proceed with concluding. Sixth is creative, in which every student in Indonesia has the ability to change and make something original, significant, practical, and influential.

The study that the researcher conducted will take place at *SDN Pelambuan 1 Banjarmasin*. This school was chosen because it has extracurricular activities that relate to building Pancasila Student Profile. Apart from that, this school also provides English language lesson from first to six grades. The teacher is an English teacher. He is one of *guru penggerak* and also a civil servant. Besides, he is an experienced teacher as he has been working there for more than ten years. This study is conducted during the teaching and learning process. The researcher will observe the teacher to identify how the teacher build Pancasila Student Profile in English Instruction. This activity was carried out during English class hours.

There were many relevant studied conducted by the researchers. One of them was a study by Yayuk Hidayah, Suyitno, and Yusuf Faisal Ali (2021), entitled “A Study on Interactive–Based Learning Media to Strengthen the Profile of Pancasila Student in Elementary School”. The findings indicated that the creation of independent personalities as a component of Pancasila Students Profile in Elementary School might increase enthusiasm for studying by reinforcing interactive-based learning materials. Additionally, it was considered as a tool for kids to engage in active learning that would help to improve their character traits and Pancasila Student Profile in Elementary School. In addition, this educational medium made it simpler for children to comprehend learning in terms of enhancing Pancasila Student Profile through the development of the quality of analytical and innovative reasoning. The

utilization of interactive-based learning materials could create a beneficial and engaging learning environment.

The second study was from Nurhayati, Jamaris, and Sufyarma Marsidin (2022), entitled “Strengthening Pancasila Student Profiles in Independent Learning Curriculum in Elementary School”. The research showed that Pancasila Student Profile in Independent Learning Curriculum, offered a way to create Pancasila-based characters. Pancasila Student Profile had six components consisting of faith and piety to the Creator, and honorable character, global diversity, mutual assistance, autonomy, critical reasoning, and creativity. In relation to project-based learning in the classroom, Pancasila Student Profile Strengthening Project combined cross-disciplinary learning with a project-based learning strategy. In order to strengthen Pancasila Student Profile and ensure equal access to education, the government was 4 encouraging the Transformational Teacher Program. The government helped transformative schools by providing consultative and asymmetrical support, bolstering school human resources, encouraging a new paradigm for learning, using data to inform planning, and digitizing schools.

The third study was from Nina Ariani Shofa (2021), entitled “Strengthening the Profile of Pancasila Students Through Project-Based Learning in Learning History”. The research of Pancasila Student Profile using project-based learning has two results. First, each student’s behavior paints a picture of potential that can be realized. Second, the method of instruction

chosen can act as a scaffolding for establishing the characteristics of Pancasila Student Profile.

Lastly, a study from Susanto, Apri Wardana Ritonga, and Ayu Desrani (2022), entitled “The Challenge of The Integrated Character Education Paradigm With 21st-Century Skills During The Covid-19 Pandemic”. This research indicates that adolescents possessing 21st-century abilities and character will grow up to be capable adults who can seize opportunities and tackle the problems associated with global development. The results of this study show that teachers have a great potential to promote technology-based character characteristics through online learning. This study has to be completed in-depth by talking about how parents and teachers may impart character education in their students when they are learning online.

The similarity between three previous studies above and this present study is this study focuses on Pancasila Student Profile. Nevertheless, the difference is the topic of this study focuses on EFL teacher’s activities in building Pancasila Student Profile in English Instruction. The subject of this study is also different since the subject of this study is an EFL teacher. In addition, the location of this study is at *SDN Pelambuan 1 Banjarmasin*.

However, the similarity between the fourth previous study above and this study is that they both focus on challenges in shaping student character. Meanwhile, the difference lies in the object studied, where previous research discussed character education in general, while this study focuses on building

character from Pancasila Student Profile. Apart from that, it can be seen from the time of the study, where previous study was carried out during the Covid-19 pandemic, while this research was carried out after the Covid-19 pandemic.

Therefore, this proposed study attempts to investigate EFL teacher's activities, focusing on how does EFL teacher build Pancasila Student Profile in English Instruction? What are the challenges in building Pancasila Student Profile in English Instruction?

B. Definition of Key Terms

In keeping with the research's title, the researcher aims to clarify any ambiguities by defining key terms. By doing so, the problems discussed in this study will become clearer and there will be less room for misunderstandings and misinterpretations of the terms used in it. The key terms are:

1. EFL stands for English Foreign Language. EFL is a term used to describe the study of English in a place where English is not the target language. EFL here relates to Indonesia, specifically EFL in Indonesia is an English lesson taught in elementary schools in Indonesia. In this study, the teaching of English was carried out by an English teacher at *SDN Pelambuan 1 Banjarmasin*.
2. EFL teacher's activities are all activities carried out by English teachers such as giving instructions, helping students, and imparting knowledge to students to achieve learning objectives. The activities of the EFL teacher in this study

were teaching and learning activities that took place in grade 4 at *SDN Pelambuan 1 Banjarmasin* every Thursday during the first period using the method of English for young learners. Meanwhile, the formation of Pancasila Student Profile uses the theory of Ki Hadjar Dewantara and Thomas Lickona which is integrated into learning English in the class.

3. EFL teacher refers to teachers who specifically teach English in a place where English is not the target language. In this study, the EFL teacher refers to an English teacher who teaches grade 4 at *SDN Pelambuan 1 Banjarmasin*.
4. Pancasila Student Profile is a program from the Indonesian Ministry of Education and Culture which contains the basis of character education in Indonesia. The profile of elementary school students in Indonesia is expected to have six characters according to the program of the Minister of Education and Culture of Indonesia, namely the characters of having faith and piety to the Creator, and honorable character, global diversity, mutual assistance, autonomy, critical reasoning, and creative.
5. English instruction is an action that has been planned and the applied in the process of learning English. What is meant by English instruction in this study is an English lesson that has been planned by an English teacher in class 4 at *SDN Pelambuan 1 Banjarmasin*, namely preliminary activities, core activities, and closing activities.

C. Research Questions

The researcher proposes some of the research questions based on the description of the study above as follows:

1. How does EFL teacher build Pancasila Student Profile in English Instruction?
2. What are the challenges in building Pancasila Student Profile in English Instruction?

D. Objectives of Study

The objectives of this study created on the research questions as follows:

1. To describe how EFL teacher builds Pancasila Student Profile in English Instruction
2. To investigate the challenges in building Pancasila Student Profile in English Instruction

E. Significance of Study

This study is designed to provide some significances. These are the significances as follows:

1. For EFL teachers, especially in Elementary School. The results of this study will help EFL teachers to build Pancasila Student Profile in English Instruction.

2. For further study. Other researchers can investigate the same thing in different level of students.