

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains explanation about: (1) Findings and (2) Discussion.

A. Findings

1. EFL Teacher's Activities to Build Pancasila Student Profile in English

Instruction

There is a number of data obtained during seven times observations in *SDN Pelambuan 1 Banjarmasin*. The data have been written on the table below.

Table 4.1 Building Character of Having faith and piety to the Creator, and honorable character in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
1	Say <i>salam</i> (ob 1-7, pra)	<i>Assalamu 'alaikum Warrahmatullahi Wabarakatuh</i>	<i>Wa 'alaikumsalam Warrahmatullahi Wabarakatuh</i> (Students stand up)
2	Ask students to pray together (ob 1-7, pra)	Before we start the lesson, let's pray together	(Students pray together with the teacher)
3	Ask students to pray for other students who are sick (ob 3, 6, 7, pra)	<i>Ayo kita do'akan supaya teman yang sakit cepat sembuh, aamiin</i>	<i>Aamiin</i>

4	Ask students to express gratitude (ob 3, 4, 5, pra)	<i>Karena kita telah diberikan kesehatan, mari kita bersama-sama mengucapkan Alhamdulillah</i>	<i>Alhamdulillah</i>
5	Ask students to recite the <i>Qur'an</i> (ob 1-7, pra)	<i>Mari kita membaca Al-Qur'an sebelum memulai pelajaran, kemarin sampai surah mana?</i>	<i>Al-Lahab mister</i>
6	Reply to one of the students' <i>salam</i> when the student enters the classroom (ob 4, cra)	<i>Wa'alaikumsalam</i>	<i>Assalamu'alaikum</i>
7	Say " <i>Masyaallah</i> " (ob 1, cra)	<i>Masyaallah duduk, kelompok mu mana?</i>	<i>Masyaallah!</i> (said one of the students)
8	Ask students to pray before going to home (ob 1-7, coa)	<i>Sebelum kita pulang mari kita berdo'a</i>	(Students pray together with the teacher)

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

There are many activities carried out by the teacher to build the character of having faith and piety to the Creator, and honorable character. The table above shows that there are eight activities carried out by the teacher during the teaching and learning process. Firstly, the teacher says *salam* as a greeting to the learning activity. Then the teacher also invites students to pray together before receiving learning that day. Another activity carried out by the teacher

is inviting students to pray for their friends who are sick and cannot come to school.

Furthermore, to cultivate the character of having faith and piety to the Creator, and honorable character, the teacher also asks and motivates each student to always be grateful for their health. After praying, the teacher also invites students to read one of the surahs in the *Qur'an* together before starting learning. During learning, there is one student who enter the class after coming from the toilet, then the student says *salam* and the teacher responds to the *salam*. Apart from that, the teacher also said the word "*Masyaallah*" when reprimanding one of the students to sit down. The final activity, when learning is finished, the teacher invites students to pray together before the students go home.

Table 4.2 Building Character of Global diversity in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
1	Ask students to sing Indonesian national anthem (ob 1-7, pra)	<i>Untuk meningkatkan rasa cinta kita ke tanah air, mari kita nyanyikan lagu Indonesia Raya</i>	(Students stand up and sing Indonesian national anthem together)
2	Use traditional houses, foods, musical instruments, and clothes to represent each alphabet taught in English	<i>Lihat dimana penghapus kalian berhenti. Silahkan disebutkan hurufnya. Misalnya berhenti di huruf L, yaitu Lupis. Ada yang tau makanan</i>	Green!!! (Said some students)

	(ob 2, cra)	<i>lupis itu warna apa dalam bahasa inggris?</i>	
3	Admonish students who make fun of their friends about their physical appearance (ob 7, cra)	<i>Kita tidak boleh mengata-ngatai teman yang berbeda bentuk fisiknya, itu perbuatan yang salah. Baik bentuk rambut, bentuk tangan, bentuk wajah, dan bentuk lainnya. Kalau kita berbuat salah maka kita harus mengucapkan?</i>	Sorry! (Said some students)

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

Building global diversity character in the teaching and learning process is carried out by the teacher through three activities that can be seen from the table above. The first activity carried out by the teacher was to ask all students to sing the national anthem Indonesia Raya before starting the lesson. Another activity carried out by the teacher was to introduce traditional houses, food, musical instruments and traditional Indonesian clothing through the monopoly game. In the third activity, the teacher reprimands students not to make fun of and differentiate between their friends' physical forms.

Table 4.3 Building Character of Mutual assistance in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
1	Ask students to read together	<i>Nah sekarang, kelompok yang di</i>	(Students read the sentence of number one in the book)

	(ob 4, cra)	<i>depan, sebutkan nomor 1, bersama-sama</i>	
2	Ask each group not to whisper the answer too loudly (ob 5, cra)	<i>Mohon kerjasama dengan kelompoknya. Jangan terlalu nyaring berbisik jawabannya agar jawaban kalian tidak diketahui oleh kelompok lain</i>	Ok mister
3	Ask students to help the teacher sings <i>ular naga</i> song (ob 6, cra)	<i>Mohon semua siswa menanyikan lagu ular naga bersama mister supaya suara merdu kalian serta lagunya terdengar oleh teman-temannya</i>	Yes! & Ok!
4	Ask students to do assignments in groups rather than individually (ob 1 & 4, cra)	<i>Kerjakan secara berkelompok tidak boleh kerjanya sendiri-sendiri</i>	Yes mister
5	Ask students to make a decision who will be the presenter of the group (ob 4, cra)	<i>Dah silahkan dikerjakan secara berkelompok. Siapa yang ngerjakan nomor satu, siapa yang ngerjakan nomor dua, siapa yang ngerjakan number three, siapa yang ngerjakan number four, terus tentukan siapa yang akan presentasi</i>	Yes

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

There are five activities carried out by the teacher to build the character of mutual assistance in the teaching and learning process. These three activities

can be seen from the table above. In the first activity, the teacher asks all students to read the sentences in their textbook together. The second activity is where the teacher asks each member of the groups to work in together not to whisper so loudly that the answer is not known to the other groups.

The third activity, the teacher asks all students to sing *ular naga* song together while they play the game. The fourth activity, the teacher asks students to do group assignments together, not individually. The fifth activity, the teacher asks students to determine who will be the presenter for their respective groups.

Table 4.4 Building Character of Autonomy in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
1	Ask students to write their own answer on sticky note (ob 3, cra)	<i>Hari ini mister Arif akan membagikan sticky notes. Tulis nama kalian disticky notes ini. Silahkan tulis perasaan kalian hari ini sesuai dengan pilihan yang ada</i>	Yes mister
2	Ask students to stick their own sticky note on the board (ob 3, cra)	<i>Kemudian tempelkan di papan tulis sesuai dengan perasaan kalian hari ini</i>	Yes mister
3	Ask students to determine the contents of their own bingo table	<i>Setelah kalian buat tabel bingo, silahkan isi dengan colour atau number dalam bahasa inggris yang sudah kita</i>	Ok mister

	(ob 7, cra)	<i>pelajari. Urutannya terserah kalian yang penting semua colour serta number yang kita pelajari termuat dalam tabel bingo</i>	
4	Ask students to do their own assignments without asking their friends (ob 3, cra)	<i>Ayo kerjakan masing-masing tugasnya. Jangan menyontek milik teman</i>	Yes mister
5	Ask students to search for unknown vocabulary in the dictionary by themselves (ob 3, cra)	<i>Karena kalian belum tau apa arti dari kata tersebut, maka silahkan buka kamus yang kalian bawa. Silahkan dicari masing-masing di dalam kamus, pasti bisa, nanti mister bantu</i>	(Each student opens their dictionaries)
6	Ask students to tidy up their own chairs and tables (ob 5, 6, 7, coa)	<i>Anak-anak tolong rapikan kursi dan mejanya masing-masing, nanti sambil mister bantu</i>	Yes mister

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

The table above shows six activities in the teaching and learning process carried out by the teacher to build autonomy character in students. The activity carried out by the teacher is asking students to write their answers on the sticky notes from the teacher by themselves. Another activity is that the teacher also asks students to stick their own sticky notes on the blackboard. In the third

activity, the teacher asks students to determine the contents or location of their own bingo table.

The fourth activity is where the teacher tells students to do their own work and not allow them to copy the other friends' work. In the fifth activity, the teacher asks students to open their own English dictionaries and look up vocabulary that they do not know individually. The sixth activity is that the teacher asks students to tidy up their chairs and tables after completing all learning activities.

Table 4.5 Building Character of Critical reasoning in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
1	Ask students to determine whether a greeting sentence is true or false according to the picture displayed by the teacher (ob 7, cra)	<i>Sekarang kalian masing-masing mempunyai stick yang bertuliskan true dan bertuliskan false. Angkat stick true kalian jika sapaan yang mister sebutkan sesuai dengan gambar yang muncul. Begitupun sebaliknya, jika tidak sesuai maka angkat stick false</i>	Yes mister!
2	Ask students to fill in the blank words with certain letters to complete the word (ob 4, cra)	<i>Baik anak-anak, dikertas yang mister bagikan itu ada 10 soal yang mana kalian harus mengisi titik-titik tersebut dengan satu huruf tertentu. Agar menjadi suatu kata</i>	Alright mister!

		<i>benda yang sudah kita pelajari</i>	
3	Ask students to write the important points from the video (ob 1, cra)	<i>Kalian harus menuliskan poin-poin penting yang ada di dalam video yang mister tampilkan. Jadi silahkan siapkan kertas atau buku kalian masing-masing</i>	Alright mister!
4	Ask students to remind about the previous material (ob 1, pra)	<i>Siapa yang masih ingat tentang number? Dulu mister arif mengajari kalian tentang number dari zero to one hundred</i>	(Some students raise their hands)

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

Critical reasoning character can be built by the teacher through four activities in the teaching and learning process. The first is that the teacher asks students to determine right or wrong regarding the material the teacher provides. The second is that the teacher asks students to answer fill in the blank questions with certain letters. Third, the teacher asks students to write down important information or points contained in the video being shown. Lastly, the teacher asks the students whether they still remember the material they have studied previously.

Table 4.6 Building Character of Creative in English Instruction

No	Teacher Activities	Teacher Talk	Student Response
----	--------------------	--------------	------------------

1	Play a video for support the learning (ob 1, cra)	<i>Tapi sebelumnya kita belajar. Mister arif ada satu video tentang, berkaitan tentang materi kita hari ini yaitu tentang time. Silahkan semuanya diperhatikan</i>	(Each student pay attention to the video)
2	Use a cardboard that is no longer used as a tool for playing game (ob 6, cra)	<i>Jadi ini mister ada kardus kecil yang mana di dalam kardus ini ada benda yang harus kalian tebak dan setiap benda ini sudah kalian pelajari semua, ingat sebutkan benda tersebut dalam bahasa inggris.</i>	Alright mister!
3	Ask students to use their own eraser for playing monopoly game (ob 2, cra)	<i>Silahkan kalian ambil penghapus masing-masing untuk dijadikan alat bermain monopoli agar tidak tertukar dengan temannya</i>	Yes sir (Students look for their own eraser)
4	Use a song to calm a noisy classroom atmosphere (ob 1, coa)	<i>Sekarang coba tarik napasnya, hembuskan. Sekali lagi tarik napasnya, hembuskan. Coba usahakan yang tenang. Sambil dengarkan lagunya. Coba dengarkan baik-baik lagunya</i>	(Students become increasingly calm and follow the teacher's directions)

Notes: ob = observation, pra = preliminary activity, cra = core activity, coa = closing activity

From the table above, it can be seen that the teacher carries out four activities to build creative character in the teaching and learning process. The

first activity is that the teacher shows a video to the students, where this video is related to the material that will be given to the students. Meanwhile, in the second activity, the teacher uses cardboard that is no longer used to make a "Mystery Box" game tool. In the third activity, the teacher asks students to use their own erasers to differentiate each student when playing the monopoly game. In the fourth activity, the teacher uses a song to calm the class situation.

2. Challenges in building Pancasila Student Profile in English Instruction

There are six challenges found based on the result of interviews with the teacher. Interviews were carried out twice. The first interview (I01) was held on Monday September 25, 2023 at 14.00 pm until 14.40 pm. The second interview (I02) was held on Tuesday September 26, 2023 at 14.00 pm until 15.30 pm. Interviews with the teacher was conducted when the teacher did not have teaching activities at school.

The first challenge was the absence of oversight along with evaluation from the government said the teacher (I01). The teacher said (I02): "*The government supervision of character education is very rare. It is the same with the evaluation of the character education program itself. The government has asked teachers and schools to implement character education programs. However, monitoring and evaluation is very lacking.*" The teacher also explained that insufficient supervision and evaluation could cause the implementation of the character education program to be ineffective.

The teacher said (I01): *"The second challenge was insufficient understanding regarding the use of character education."* As stated by the teacher (I02): *"Teachers' understanding of the implementation of character education itself is very poor. Meanwhile, to build character, teachers must understand what character education is first. After understanding character education, teachers can understand the character within it. After that, the teacher can implement it."* What is meant by the teacher here is that it is difficult to implement character education if the teacher's understanding of character education itself is still very lacking.

Regarding the next challenge, the teacher said (I01): *"I agree that teachers' hesitation and lack of commitment is one of the challenges that teachers must face."* The teacher explained that the lack of strong commitment from the teacher was actually the beginning of doubts. Ultimately this will affect the teacher's performance, as explained by the teacher (I02): *"When doubts arise then I am confused and afraid to take certain actions."*

The next challenge, the teacher said (I01): *"It is very true that formulating an indicator of character value is difficult."* The teacher said (I02): *"If the teacher's understanding of character education is very high, it is likely that the difficulty in determining character assessment indicators will decrease. Meanwhile, what actually happened was not like that. Teachers' understanding of character education is very lacking, especially if they have to deal with character assessment indicators."*

The fifth challenge is the negative impact of television. The teacher states that this fifth challenge is a challenge that will definitely occur (I01). This was explained by the teacher (I02): *"Today's children certainly cannot be separated from technology because that is the era. Therefore, it is important for parents to supervise their children when watching television, because teachers can only advise verbally without supervision."* The researcher also found the negative influence of television on students' character during observations. The researcher heard direct conversations between students where the topic of their discussion was not good. The students talked about bad things because they often saw and heard them on television. It was not just one or two students who spoke, but there were five to six students.

The last challenge is the influence of online learning during the Covid-19 pandemic. The last challenge mentioned by the teacher (I01): *"When talking about challenges that I can currently mention is the impact of the Covid-19 pandemic, especially online learning."* The teacher explained that, during online learning parents were mostly busy with their own activities, so there was no supervision for the children. The teacher explained (I02): *"We as teachers cannot fully control students during online learning, so the character formed during online learning is difficult to change when faced with offline learning."*

B. Discussion

The data that has been found above will be analyzed in this section. Researchers will connect the findings with theories that will answer the research questions of this study.

1. EFL Teacher's Activities to Build Pancasila Student Profile in English

Instruction

It was found that the teacher carries out various kinds of activities during the teaching and learning process based on the data above. These activities are carried out to build the profile of Pancasila students. These activities are related to the characters in Pancasila Student Profile.

There are seven activities that teachers have carried out to build character, having faith and piety to the creator, and honorable character. These activities are related to one of Ki Hadjar Dewantara's approaches, namely *Ing Ngarso Sung Tulodo*, meaning a leader is not just the one who goes ahead but also sets a model for others who follow it (Ki Hadjar Dewantara in Wijayanti, 2019). The teacher in the classroom must act as good examples for their students. Giving an example means good words and actions, and this can be seen through the following activities. *Ing Ngarso Sung Tulodo* also in line with one of Thomas Lickona's approaches which is Inculcation Approach where the methods used in this approach for the learning process are exemplary, positive and negative reinforcement, simulation, role play, and others. The word

"exemplary" explains that the teacher in the classroom is an example for the students.

Firstly, the teacher always says *salam* to open learning activities. This is proven by the teacher's words at the beginning of each learning activity: "*Assalamu'alaikum Warahmatullahi Wabarakatuh*" The teacher provides good habits by getting used to saying *salam*. Second, teachers always invite students to pray before receiving learning. The teacher said: "Before we start the lesson, let's pray together" Every time before entering the material. Through this activity the teacher gives an example to students so that when starting something, it is better if students pray first. Third, a teacher often invites students to pray for their friends who are not at school because they are sick. The teacher's sentence to convey the invitation is: "*Ayo kita do'akan supaya teman yang sakit cepat sembuh, aamiin.*" The teacher gives an example to the students that they must pray for sick people. Fourth, the teacher asks students to be grateful for the health that God has given to them. This is known from the third, fourth, and fifth observations with the sentences: "*Karena kita telah diberikan kesehatan, mari kita bersama-sama mengucapkan Alhamdulillah.*" The teacher is an example to students to always be grateful for something. Apart from that, this activity is also in line with one of Ki Hadjar Dewantara's approaches, *Ngroso*, which means the ability to compute and distinguish between right and wrong are taught to the children (Ki Hadjar Dewantara in Indarti, 2019). Meanwhile, Thomas Lickona also conveyed one of the same

approaches, namely Values Clarification Approach which is an attempt to assist students in assessing their own feelings and actions, as well as increasing their awareness of their own values. That means the teacher wants to create a feeling that if students are grateful for something, then it is the right thing to do.

Fifth, the teacher asks students to read *Qur'an* at the beginning of each learning activity. This activity is always carried out from the first observation to the seventh observation. The teacher said: "*Mari kita membaca Al-Qur'an sebelum memulai pelajaran, kemarin sampai surah mana?*" The teacher gives an example to students to build good habits by reading *Qur'an*. Sixth, the teacher responds to the greeting of one of the students who comes from outside the classroom with a sentence: "*Wa'alaikumsalam*" This is a proof that students imitate a good behaviour of their teachers. This activity is also related to *Ngroso*, where the teacher fosters the feeling that if someone says *salam* then returning the *salam* is something that should be done. Seventh, the teacher said the word "*Masyaallah*" when reprimanding the students. This activity is an example for students to use good expressions and this activity is also in line with *Ngroso*. The teacher teaches students that when you want to express something, use good words. Eighth, teachers always invite students to pray before going home. Similar to the first activity, the teacher familiarizes students with praying for their safety.

Furthermore, in building global diversity character. There are three activities that have been carried out by the teacher. The first activity is that the

teacher invites students to sing the song *Indonesia Raya*. This activity is in accordance with *Ing Ngarso Sung Tulodo* and Inculcation Approach. The teacher said: “*Untuk meningkatkan rasa cinta kita ke tanah air, mari kita nyanyikan lagu Indonesia Raya*” The teacher gives an example to the students in singing the national anthem, which is done to foster a sense of love for the country in the students' personalities. The second activity is for the teacher to introduce houses, food, musical instruments and traditional Indonesian clothing through a monopoly game. This activity is also related to *Ing Ngarso Sung Tulodo*. The teacher said: “*Lihat dimana penghapus kalian berhenti. Silahkan disebutkan hurufnya. Misalnya berhenti di huruf L, yaitu Lupis. Ada yang tau makanan lupis itu warna apa dalam bahasa inggris?*” Through this activity the teacher acts as an example of a citizen who knows and also introduces his country's culture.

The third activity is for the teacher to give advice to students not to make fun of other friends. This activity is related to *Ngerti*, which is one of Ki Hadjar Dewantara's approaches. *Ngerti* approach means to provide the children with as much understanding as possible between positive and negative things (Ki Hadjar Dewantara in Indarti, 2019). *Ngerti* is related to one of Thomas Lickona's approaches which is Cognitive Moral Development Approach. This approach motivates students to think about moral issues, as well as in making moral decisions. It means that the teacher teaches students which things are positive to do and which things are negative. This is proven by the teacher's

sentence: “*Kita tidak boleh mengata-ngatai teman yang berbeda bentuk fisiknya, itu perbuatan yang salah. Baik bentuk rambut, bentuk tangan, bentuk wajah, dan bentuk lainnya. Kalau kita berbuat salah maka kita harus mengucapkan?*” This activity is in line with *Ngroso*, where the teacher wants to give students feelings of guilt if they make fun of another friend.

Building the character of mutual assistance has been carried out by teachers through five activities. In the first activity, the teacher asks students who have become a group to read the sentences in their book together. The second activity, when playing the whisper game, the teacher asks each group not to whisper too loudly so that the other groups cannot hear the answer. In the fourth activity, the teacher asks students to work in groups together and not individually. In the fifth activity, the teacher asks each group to determine who will be the group representative to present the results of their work.

Activities one to five, except activity three are related to one of Ki Hadjar Dewantara's approaches, namely *Nglakoni*. *Nglakoni* approach involves taking action on all actions and accepting responsibility for the results according to acquired knowledge (Ki Hadjar Dewantara in Yanuarti, 2017). Apart from that, *Nglakoni* is in line with one of Thomas Lickona's approaches, namely Action Learning Approach where this approach emphasizes efforts to provide opportunities for students to perform moral actions, both individually and collectively in a group. Through the first activity the teacher said: “*Nah sekarang, kelompok yang di depan, sebutkan nomor 1, bersama-sama*” The

teacher here wants each group to dare to take action to read the sentences in their book. Then in the second activity the teacher wants students to take strong cooperative action to win the game. Therefore, the teacher conveyed: “*Mohon kerjasama dengan kelompoknya. Jangan terlalu nyaring berbisik jawabannya agar jawaban kalian tidak diketahui oleh kelompok lain*” Next in the fourth activity the teacher said: “*Kerjakan secara berkelompok tidak boleh kerjanya sendiri-sendiri*” Basically, the teacher wants each group to act cooperatively and be responsible for their own groups.

In the fifth activity the teacher asks students to determine the group presenter and then the teacher said: “*Dah silahkan dikerjakan secara berkelompok. Siapa yang mengerjakan nomor satu, siapa yang mengerjakan nomor dua, siapa yang mengerjakan number three, siapa yang mengerjakan number four, terus tentukan siapa yang akan presentasi*” The teacher here wants each group to be able to take action in discussions and students who are selected to be presenters must be responsible for their duties. Meanwhile, the third activity is in line with one of Ki Hadjar Dewantara's approaches which is *Ing Madya Mangun Karsa*. *Ing Madya Mangun Karsa* means when the leader is surrounded by followers, it needs to be able to inspire the followers (Ki Hadjar Dewantara in Wijayanti, 2019). The teacher said: “*Mohon semua siswa menanyikan lagu ular naga bersama mister supaya suara merdu kalian serta lagunya terdengar oleh teman-temannya*” The teacher's praise for the students is what will motivate the students to sing the song together.

The teacher has carried out six activities to build autonomy character. In the first activity, the teacher asks students to write their answers on sticky notes that have been distributed by saying: *“Hari ini mister Arif akan membagikan sticky notes. Tulis nama kalian disitcky notes ini. Silahkan tulis perasaan kalian hari ini sesuai dengan pilihan yang ada”* This activity is related to one of Ki Hadjar Dewantara's approaches, namely *Tut Wuri Handayani* which means the leader must be able to allow the followers freedom while paying close attention (Ki Hadjar Dewantara in Wijayanti, 2019). *Tut Wuri Handayani* also related to Action Learning Approach. In the sense that the teacher gives opportunity and freedom regarding the feelings that students will write about while still providing limitations such as providing a choice of feelings that students can choose. In the second activity, the teacher asks students to attach their own sticky notes with the sentence: *“Kemudian tempelkan di papan tulis sesuai dengan perasaan kalian hari ini”* This activity is in line with *Nglakoni*, where the teacher gives students the opportunity to act by attaching their own sticky notes according to the feelings column that has been created by the teacher. In the third activity, the teacher asks students to determine the order of the contents of their own bingo tables. This activity is in accordance with *Tut Wuri Handayani* and also Action Learning Approach. The teacher said: *“Setelah kalian buat tabel bingo, silahkan isi dengan colour atau number dalam bahasa inggris yang sudah kita pelajari. Urutannya terserah kalian yang penting semua colour serta number yang kita pelajari termuat dalam tabel bingo”* It

means the teacher gives students the chance to choose and the freedom to determine the order of the contents of their bingo table, but there are still limitations in the form of the contents of the bingo table itself, which is material that students have studied.

In the fourth activity, the teacher asks students to do their own work without having to copy their friends' work by saying: "*Ayo kerjakan masing-masing tugasnya. Jangan menyontek milik teman*" Therefore, this activity is in line with *Ngerti* and *Ngroso*. *Ngerti* means to understand and *Ngroso* means to feel (Ki Hadjar Dewantara in Indarti, 2019). Cognitive Moral Development Approach and Values Clarification Approach are in line with *Ngerti* and *Ngroso*. The teacher provides students with an understanding that individual assignments must be done individually. By warning not to cheat on friends, the teacher also wants students to feel that cheating is wrong.

The fifth and sixth activities where the teacher asks students to look up English vocabulary individually in their own dictionaries with the sentence: "*Karena kalian belum tau apa arti dari kata tersebut, maka silahkan buka kamus yang kalian bawa. Silahkan dicari masing-masing di dalam kamus, pasti bisa, nanti mister bantu*" And the teacher also asks students to tidy up their chairs and tables when learning is finished by saying: "*Anak-anak tolong rapikan kursi dan mejanya masing-masing, nanti sambil mister bantu*" Both of these activities are related to *Ing Madya Mangun Karsa*. Not only provide motivation for students, but the teacher in *Ing Madya Mangun Karsa* also have

a responsibility to foster children's creativity and work ethic (Ki Hadjar Dewantara in Wijayanti, 2019). This means that teachers have a responsibility to increase students' creativity by asking them to use dictionaries as tools that help the learning process. Teachers also increase students' work ethic, such as often asking students to be disciplined in tidying up their chairs and tables when they have finished using them.

The next character that has been built by the teacher is critical reasoning. There are four activities carried out by the teacher during the learning process. The first is that the teacher asks students to determine whether the greeting mentioned by the teacher is true or false based on the picture displayed by saying: *“Sekarang kalian masing-masing mempunyai stick yang bertuliskan true dan bertuliskan false. Angkat stick true kalian jika sapaan yang mister sebutkan sesuai dengan gambar yang muncul. Begitupun sebaliknya, jika tidak sesuai maka angkat stick false.”* Second, the teacher asks students to fill in incomplete words with certain letters to make a perfect word, the teacher said: *“Baik anak-anak, dikertas yang mister bagikan itu ada 10 soal yang mana kalian harus mengisi titik-titik tersebut dengan satu huruf tertentu. Agar menjadi suatu kata benda yang sudah kita pelajari.”* Third, the teacher asks students to write down the important points from the video shown by the teacher with the sentence: *“Kalian harus menuliskan poin-poin penting yang ada di dalam video yang mister tampilkan. Jadi silahkan siapkan kertas atau buku kalian masing-masing.”* Finally, the teacher asks students whether they

remember previous learning material about numbers, the teacher said: *“Siapa yang masih ingat tentang number? Dulu mister arif mengajari kalian tentang number dari zero to one hundred.”*

All the activities above are in common with *Nglakoni* and Action Learning Approach. Every request from the teacher for students to take action means that the teacher gives students the opportunity to think for themselves and be responsible for their actions. Such as when students have to choose between true or false, when students have to choose the appropriate letters, when students have to pay attention to important points from the video, and when students have to remember previous learning.

The last character is creative. There are four activities that teachers have carried out to build this character. First, the teacher displays a video containing the material to be presented, the teacher said: *“Tapi sebelumnya kita belajar. Mister arif ada satu video tentang, berkaitan tentang materi kita hari ini yaitu tentang time. Silahkan semuanya diperhatikan.”* Second, the teacher uses cardboard that is no longer used as a tool in the mystery box game, the teacher said: *“Jadi ini mister ada kardus kecil yang mana di dalam kardus ini ada benda yang harus kalian tebak dan setiap benda ini sudah kalian pelajari semua, ingat sebutkan benda tersebut dalam bahasa inggris.”* Third, the teacher asks students to use their own erasers as tools to play the monopoly game by saying: *“Silahkan kalian ambil penghapus masing-masing untuk dijadikan alat bermain monopoli agar tidak tertukar dengan temannya.”* These three activities

are in line with *Ing Ngarso Sung Tulodo* and also Inculcation Approach. The teacher provides an example that students can use videos as a learning tool, not just as entertainment. The teacher also shows the students that items that seem unusable can actually be used as other items. Finally, the teacher gives students an example of using surrounding items that students can use instead of having to look for new items.

According to *Ing Ngarso Sung Tulodo* where people who identify as educators (*pamong*) are expected to possess a greater level of knowledge and experience, enabling them to serve as important role models for young people and to set a positive example (Ki Hadjar Dewantara in Yanuarti, 2017). The fourth activity is the teacher to use a song to create a calm atmosphere in the classroom with the sentence: “*Sekarang coba tarik napasnya, hembuskan. Sekali lagi tarik napasnya, hembuskan. Coba usahakan yang tenang. Sambil dengarkan lagunya. Coba dengarkan baik-baik lagunya.*” This activity is in accordance with *Ing Madya Mangun Karsa*, where the teacher provides emotional support to students using a song, so students' creativity can also increase because they know that listening to songs can support their emotions.

All activities carried out by the teacher above to build Pancasila Student Profile have been planned. It is the same as the characters written by the teacher in the teaching module. However, not all characters planned by the teacher can be implemented during the learning process because various situations can occur during the learning process.

2. Challenges in Building Pancasila Student Profile in English Instruction

The first challenge that the teacher must face in building a Pancasila Student Profile is absence of oversight along with the evaluation from the government. The second is insufficient understanding regarding the use of character education. The third, teachers' hesitation and lack of commitment. The fourth, formulating indicator of character value is difficult. The fifth challenge is the negative impact of television. The last challenge is the influence of online learning during the Covid-19 pandemic.

Winarni Jhon, Sugito, Enny Zubaidah, and Ali Mustadi (2021) explained that there are challenges from the government which consist of 5 points and one of them was the absence of oversight with the evaluation from the government. Then, there are 24 challenges from the school where this challenge is in common with what the teacher said, namely insufficient understanding regarding the use of character education, teachers' hesitation and lack of commitment, and also formulating indicator of character value is difficult. Apart from that, there are 4 challenges from parents of the students. One of the challenges was approved by the teacher which is the negative impact of television. This challenge is quite a big challenge for the teacher.

Handoyo (2012) stated that one of the challenges in teaching character education is still incomplete for the instructor to comprehend the idea of character education. This challenge is the same as the challenge mentioned by the teacher in the interview, namely insufficient understanding regarding the

use of character education. This means that teachers' lack of knowledge regarding character education is a very influential challenge in building character. If the teacher cannot understand what character education is, then how can the teacher implement it into learning.

The challenge regarding the influence of online learning during the Covid-19 pandemic is a new finding from this research. One of the challenges in building character education is when there is a group of students, it is typical for them to differ from one another in all aspects of their personalities, including competency. The teacher in this scenario needs to be able to effectively manage the class without disregarding any particular students (Collin and Henjum, 1999 in Albantani & Madkur, 2016). Meanwhile, in online learning, this is increasingly difficult to do because teachers do not deal directly with students. Offline learning alone is a challenge for teachers in building character. Especially when compared to online learning, teachers cannot even manage the class the same as during offline learning. It is increasingly difficult for teachers to control their own students because of the limitations that occur when online learning takes place.