

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a necessity for humans that not only makes them smart but also makes them good with their character. Character education is an essential aspect of holistic individual development. Character education aims to shape positive values, attitudes, and good behavior in individuals, enabling them to become good and quality members of society. Therefore, character has crucial role in society. It is mention in Q.S An-Nahl verse 90, as follow.

إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ
يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ (٩٠)

Meaning: “Allah commands justice, the doing of good, and liberality to kith and kin, and He forbids all shameful deeds, and injustice and rebellion: He instructs you, that you may receive admintion.”

This verse explains about ordering humans to be fair, kind, and give right to relatives. This verse also prohibits doing bad things and committing violence against fellow humans (Assidiq, 2022, p. 75). One way to build character in humans id by embedding the values of character education in school.

The principles of character education mentioned in Q.S Luqman verses 12-14, as follow.

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَنْ اشْكُرْ لِلَّهِ ۚ وَمَنْ يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۗ وَمَنْ كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ

حَمِيدٌ (١٢)

وَأَذَقْنَا لِقُومِ الْبَنِي إِسْرَائِيلَ وَهُوَ يَعِظُهُ ۗ يٰبَنِي إِسْرَائِيلَ لَا تُشْرِكُوا بِاللَّهِ ۚ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ (١٣)

وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ ۖ حَمَلَتْهُ أُمُّهُ ۖ وَهَنَا عَلَىٰ وَهْنٍ ۖ وَفِصْلُهُ ۖ فِي عَامَيْنِ أَنْ اشْكُرْ لِي وَلِوَالِدَيْكَ ۖ إِلَيَّ الْمَصِيرُ (١٤)

لِدَيْكَ ۖ إِلَيَّ الْمَصِيرُ (١٤)

Meaning: “We bestowed (in the past) Wisdom on Luqman: “Show (try) gratitude to Allah.” Any who is (so) grateful does so the profit of his own soul: but if any is ungrateful, verily Allah is free of all wants, Worthy of all praise (12). Behold, Luqman said to his son by way of instruction: “O my son! Join not in worship (others) with Allah. For false worship is indeed the highest wrong-doing (13). And We have enjoined on man (to be good) to his parents: in travail upon travail did his mother bear him, and in years twain was his weaning: (hear the command), “Show gratitude to Me and to the parents: to Me is (the final) Goal (14).”

These verses explain the wisdom that Allah bestowed on Luqman, the essence of which is gratitude to Allah, and which is reflected in the recognition of Him and His grace. Then, Luqman warned his son not to associate parents with Allah, and also respect and filial piety to parents as a reminder that they have raised their children (Wahidi, M. A, 2016, p. 100).

In Indonesia, character education is integrated into the curriculum to support students' personality development. Character education is not

limited to specific subjects but should be aligned with all areas of learning, including English. Although English is a foreign language, it is important to incorporate the character values desired by the Indonesian nation as a form of strengthening national identity (Muttaqin, 2023, p. 133). Recently, Indonesia with the implementation of independent courses, it is expected that the learning system will be more perfect and the character of the students can be improved through activities related to the Pancasila student files.

In general, the Merdeka Curriculum has several unique features. Some key characteristics of Merdeka Curriculum that assist learning reconstruction are: project-based learning to improve students' soft skills and character in accordance with the Students' Pancasila Profile, a focus on essential content to allow adequate time to learn in-depth of basic competencies for instance literacy and numeracy, flexibility in conducting differentiated learning for teacher based on students' abilities and adapt to local context and content (Khoirirrijal, et al, 2022, p. 7). Character development program aims to maximize intellectual, social emotional, and physical development to achieve the Pancasila Student Profile (Purnamasari & Soegeng, 2022, p. 3).

Based on the Project of Development and Straightening the Guideline Book of Pancasila Students Profile that published by the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology of Republic of Indonesia, the

Pancasila Students Profile includes several aspects, such as: faith, devout to God the Almighty, noble morality, global diversity, mutual cooperation, independence, critical thinking, and creativity (Muttaqin, 2023, p. 135). The implementation of the Merdeka Curriculum encourages the strengthening of Pancasila Student Profile.

Along with the implementation of the new curriculum, several textbooks have been published as the main source of learning, that makes teachers have to choose which textbooks are suitable to be the main source of learning, so that learning objectives can be achieved. In accordance with its duties and function, the Ministry of Education, Culture, Research, and Technology has published a textbook entitled “Bahasa Inggris Work In Progress Class X”. It is a guideline textbook for Curriculum Implementation in the context of Learning Recovery as stipulated by Decree of the Minister of Education, Culture, Research, and Technology Number 56/M/2022 dated February 10, 2022, as well Learning Outcomes in Early Childhood Education, Primary School Level, and Secondary Education Level in the Merdeka Curriculum as stipulated by Decree of Head of the Education Standards, Curriculum, and Assessment Agency Number 008/H/2022 dated February 15, 2022. This study aims to analyze character education contained in the “Bahasa Inggris Work In Progress” book.

There is a curriculum change in the current education system. The newest implemented curriculum, known as the “Merdeka Curriculum”, there is a strong emphasis on the development of students’ character and

personality (Sari, et. Al., 2022, p. 3528). The character education in Merdeka Curriculum known as Pancasila Students Profile. In the English language learning, using a textbook plays a crucial role in instilling Pancasila Students Profile values in students.

The significant connection between this research with English language learning and the “Merdeka Curriculum” is that the curriculum emphasizes the importance of character education in all fields of studies (Muttaqin, 2023, p. 144). English language learning has a special role in the development of students’ character as it involves social interaction, communication, cultural understanding, and ethical values. Through the analysis of Pancasila Students Profile content in the book “Bahasa Inggris Work In Progress”, we can observe to what extent this book has integrated Pancasila Students Profile values into English language learning according to the concepts and goal of the “Merdeka Curriculum”.

Due to the “Merdeka Curriculum” places the importance of character and personality development as the foundation of education, this research is relevant as it will provide insights into the Pancasila Students Profile present in the “Bahasa Inggris Work In Progress” book. By analyzing this book, we can determine what values and positive attitudes are taught to students in English language learning. This research also supports the “Merdeka Curriculum” implementation that focuses on analyzing the existence of Pancasila Students Profile and how the author integrating them. By analyzing a textbook used in learning, we can evaluate to what extent

the book supports the vision and goals of the “Merdeka Curriculum”. The result of this research can provide valuable input for educators and textbook authors to improve the way to integrate Pancasila Students Profile into reading text that align with the Pancasila Students Profile values expected in the “Merdeka Curriculum”.

Furthermore, this research can also contribute to understand the effectiveness of the “Bahasa Inggris Work In Progress” book as an English language learning resource capable of delivering Pancasila Students Profile effectively. It can assess the extent to which the book can influence students’ character formation, enhance students’ English language proficiency, and assist students in facing everyday challenges.

Based on the explanation of the urgency of using a textbook in relation to character education expected by the “Merdeka Curriculum”, the researcher is interested in analyzing the character education content presented in the “Bahasa Inggris Work In Progress” book. Therefore, the researcher conduct a study entitled “THE ANALYSIS OF PANCASILA STUDENTS PROFILE IN THE ENGLISH TEXTBOOK: WORK IN PROGRESS OF 10TH GRADE”.

B. Definition of Key Terms

To avoid misinterpretation of the title, the researcher explains the key terms such as:

1. Pancasila Students Profile is a part of Merdeka Curriculum program in the realm of character education. Pancasila Student Profile includes Believing, Fearing God, and Having Noble Character Global Diversity, Mutual Cooperation, Independent, Critical Thinking, and Creative.
2. Elements of Believing, Fearing God, and Having Noble Character Dimension are religious morality; personal morality; morality towards humans; morality towards nature; and morality as a citizen. Elements of Global Diversity Dimension are understanding and appreciating culture; intercultural communication and interaction; and social justice. Elements of Mutual Cooperation Dimension are collaboration; caring; and sharing. Elements of Independent Dimension are self-awareness and situational awareness; and self-regulation. Elements of Critical Thinking Dimension are Acquiring and Processing Information and Ideas; Analyzing and Evaluating Reasoning; and Reflecting on Thinking and Thinking Processes. Elements of Creative Dimension are Generating Original Ideas; Producing original works and actions; and Has Flexibility of Thought in Finding Alternative Solutions to Problem.

3. Bahasa Inggris Work In Progress is the book used in this study. The book referred to is published by the Ministry of Education, Culture, Research, and Technology in 2022.
4. Reading material is the reading texts contained in the material section in the book “Bahasa Inggris Work In Progress”. Reading material is a focus of this study.

C. Research Questions

Based on the background above, the researcher investigated and focused on:

1. What are the Pancasila Students Profile presented in the book “Bahasa Inggris Work In Progress”?
2. How is Pancasila Students Profile integrated in the book “Bahasa Inggris Work In Progress:?”

D. Objectives of Study

Based on the research question above, the objectives of this research are stated as follows:

1. To find out the Pancasila Students Profile presented in the book “Bahasa Inggris Work In Progress”.
2. To analyze the integration of Pancasila Students Profile towards learning English in the book “Bahasa Inggris Work In Progress”.

E. Significance of Study

1. Theoretically

The findings of this study can contribute to the theoretical study of Pancasila Students Profile of the Merdeka Curriculum, specially in English language learning. The researcher hope that these results can serve as an evaluation source for the development of the Bahasa Inggris Work In Progress by the publisher. Through the analysis of Pancasila Students Profile in the book, the research aims to provide a better understanding of the role of textbooks in shaping students' character and offer recomendations for the development of more effective English language learning materials that incorporate character values within the context of the Merdeka Curriculum.

The Merdeka curriculum requires teachers to improve teaching materials according to the needs and learning environment of students or known as the culturally responsive teaching approach. This research can help teachers to improve reading texts by integrating Pancasila Students Profile according to the needs and environment of students.

2. Practically

The finding of this study can serve as a valuable reference for furthur research, particularly in the areas related to integrate the teaching materials, analysis of English language textbook content, the implementation of the Merdeka Curriculum, and the implementation of

Pancasila Students Profile in reading text. This research holds significant relevance in the context of English language education and the implementation of the Merdeka Curriculum.

a. Author

This research provides a new perspective for author on the implementation and integration of the Pancasila student profile in their books. With the results of the analysis presented, the author can develop the reading texts in the book. Thus, author can create texts with the highest quality and in line with the objectives of Merdeka Curriculum.

b. Teachers

The results of this study are useful for teachers to develop their learning, especially related to the selection of reading texts that are in accordance with the Pancasila student profile that they want to teach to students. In addition, the results of this study can also help teachers to compile and develop reading texts that will be taught in their classes.

c. Students

For students, the results of this study can assist them to comprehend Pancasila student profile and how it is applied in daily behavior. Thus, learners can practice it in their daily lives as well.