

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter describes the findings and analysis of the Pancasila student profiles found in the reading text of the book “Bahasa Inggris Work In Progress” published by the Ministry of Education, Culture, Research, and Technology in 2022. The explanation divided into two section as follows:

#### **A. Findings**

After collecting theories about the Pancasila student profiles related to dimensions and elements, researchers began to analyze the reading texts sequentially based on the book chapter. Furthermore, researchers present data of sentences and phrases that indicate the value of the Pancasila student profiles explicitly or implicitly in the analyzed text. The data found is classified based on the Pancasila students profile dimensions.

##### **1. Pancasila Students Profile**

The table below displays the distribution of the dimensions of the Pancasila student profiles found in the reading text in the book "English Work In Progress" for grade X of Senior High School published by the Ministry of Education, Culture, Research, and Technology in 2022.

a. Chapter I

In chapter I there are 2 reading texts entitled **Cristiano Ronaldo** and **The Paralympic Heroes**. The independent dimension was found in the text entitled **Cristiano Ronaldo** on pages 11-12. The data found are as follows:

“He used to train very hard since childhood”

In the underline phrase reveals that the character has been practicing since childhood. This indicates an emphasis on the value of hardworking which is included in the self-regulation element.

“He knew that footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match.”

The underlined phrase reveals that the character is aware of the things he needs as an athlete. This indicates an emphasis on the value of self-awareness.

“Sometimes, he even trained himself continuously from morning until evening.”

The underlined phrase reveals that the character has a strong fighting spirit to continue developing himself as an athlete. This indicates the emphasis on the value of fighting spirit in the self-regulation element.

“He also challenged himself by playing along with older players”

The underlined phrase reveals that the character has the ability of planning goals and hardworking for developmental goals and planning a plan to achieve them. This indicates an emphasis on the value of planning goals in the self-regulation element.

“All of these have helped him achieve his success”

The underlined phrase reveals that the character has professionalism because he has self-awareness and continues to develop himself so that he has the skills needed to become a soccer player. The phrase "All of these" refers to the abilities possessed by the character Cristiano Ronaldo. This indicates the emphasis of professional values in the self-awareness element.

Furthermore, in the text entitled **The Paralympic Heroes** on page 27, the independent and global diversity dimension also found. The data found is as follows:

“Leani Oktila Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in”

The underlined sentence reveals that the character has nationalism which is realized in the form of making the nation proud by winning competitions in sports. This is a form of pride for her to be an Indonesian and she is also proud of Indonesia. This indicates the emphasis on the value of nationalism in the social justice element.

“An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encourage by her family and inspired by watching other Paralympians she picked up the racket again.”

The underlined sentence shows that the character is able to endure obstacles and self-manage to get back up. This indicates the emphasis on the value of resilient, fighting spirit, and tough hardiness in the self-regulation element.

Based on the data above, it can be concluded that the Pancasila student profiles that appears in 2 texts in chapter I focuses on the independent and global diversity dimension.

b. Chapter III

In chapter III, there is a reading text entitled **My Daily Journal**. In the text on page 77, the Believing, Fearing God, and Having Noble Character dimension is found. The data found is as follows:

“The level of mental health and student anxiety has implications for their learning at home, which can lead to unsatisfactory learning outcomes.”

In the underlined phrase, the author presents information about the implication of the level of mental health and student anxiety for learning at home. This indicates the emphasis on the value of maintaining psychological health in the personal morality element.

Based on the data above, it can be concluded that the profiles of Pancasila students that appear in the text in chapter III focus on the dimensions of Believing, Fearing God, and Having Noble Character.

c. Chapter IV

In chapter IV, there are 2 reading texts entitled **Simple Tips for Healthy Eating** and **My Healthy Meal**. In the text entitled **Simple Tips for Healthy Eating** pages 84-85, the Believing, Fearing God, and Having Noble Character dimension is found. The data found are as follows:

“Proper nutrition helps us prevent cancer, heart disease, and other serious ailments.”

In the underlined phrase, the author emphasizes self-respect by providing information about the advantages of eating healthier for mental health. This indicates an emphasis on the value of maintaining physical health in the personal morality element.

“Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive.”

In the underlined phrase, the author presents information about the implication of the level of mental health and student anxiety for learning at home. This indicates the emphasis on the value of maintaining psychological health in the personal morality element.

“Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally”

In this sentence, the writer emphasizes the self-respect value by providing information about the explanation of what happened to the processed food. This indicates the emphasis on the value of maintaining physical health in the personal morality element.

“When we eat different types of foods, we are more likely to get all the nutrients we need in order to be healthy.”

In this sentence, the author emphasizes the self-respect value by providing information about the benefits of eating different types of food. This indicates the emphasis on the value of maintaining physical health in the personal morality element.

“Besides saving a lot of money, you will also be able to control what goes into your food. You will not be using chemical and other unhealthy additives.”

The author emphasizes the self-respect value through providing information about the advantages of cooking than eating out from Surah Al-Baqarah: 168. Maintaining physical, psychological, and spiritual health included in personal morality element of Believing, Fearing God, and Having Noble Character dimension. Based on the theoretical framework, the value that student have in personal morality is taking care of their physical, mental,

and spiritual well-being by participating in sport, social events, and religious worship activities that align with their religions and beliefs.

“Instead of eating until you are completely full, stop eating before you feel completely satiated.”

In the underlined phrase the writer emphasizes the religious teaching of Islam from Surah Al-A'raf: 31 about the command to eat and drink in moderation. This indicates an emphasis on understanding and applying religious teachings in the religious morality element.

“Always try to eat at a proper dining table. When you make a point to sit down at a table and focus on your meal, you will be less likely eat unconsciously.”

In the underlined phrase, the writer emphasizes the religious teaching of Islam from Hadith narrated by Muslim about the prohibition of drinking while standing.

The second reading text entitled **My Healthy Meal** on page 96 found independent dimension.

“Thus, adolecence is a critical period to instill positive dietary and health behaviors.”

In the sentence above, the writer emphasizes the self-awareness value through providing information about the importance of healthy meals in adolescence period.

Based on the data above, it can be concluded that the Pancasila student profiles that appear in the 2 reading texts in chapter IV focus on the independent dimension and the dimension of Believing, Fearing God, and Having Noble Character.

d. Chapter V

In chapter V, there are 5 reading texts in total but the Pancasila student profiles only found in the three of them. The reading texts entitled **Why Should Graffiti be Considered Art?**, **Graffiti is Always Vandalism**, and **Post written by Hanif**. In the text **Why Should Graffiti be Considered Art?** pages 109-110, there are Creative dimension and Critical Thinking dimension. The data found are as follows:

“The artist gets to know that their work is loved and effects those who see it.”

In the underlined phrase, the writer presents an opinion about graffiti and it followed by the argument of the opinion. This indicates the emphasis on the analyzing and evaluating reasoning value element.

“They are expressing their artistic abilities and their voices through a canvas.”

In the underlined phrase, the writer presents the ability to produce work or action value through the statement of the way to express the abilities. It indicates that the writer emphasizes producing original works and actions element.

“The last reason why graffiti is an art is because of its uniqueness.”

In the underlined phrase, the writer presents an opinion about graffiti and it followed by the argument of the opinion. This indicates the emphasis on the analyzing and evaluating reasoning value element.

The second reading text entitled **Graffiti is Always Vandalism** on page 111 found Believing, Fearing God, and Having Noble Character dimension.

“By definition, it is committed without permission on another person’s property, in an adolescent display of entitlement.”

In the underlined sentence, the writer uncovers information about how graffiti is defined. This indicates the emphasis on the religious teaching of Islam from Surah Al-A’raf: 56. Religious teaching included in religious morality element of Believing, Fearing God, and Having Noble Character Dimension.

The third reading text is a **post written by Hanif** on page 116 found Believing, Fearing God, and Having Noble Character dimension, Mutual Cooperation dimension, and Critical Thinking dimension.

“Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.”

In this phrase, the writer emphasizes caring to social environment value by providing suggestion about how to express ourselves properly value. Caring to social environment included in Caring element.

“Instead, they seek funding and gain fame through legal exhibitions.”

In this phrases, the writer emphasizes analyzing ideas or phenomena value by providing examples of how a professional artist behaves. Analyzing ideas or phenomena included in Acquiring and Processing Information and Ideas element.



“It’s really pathetic to spoil this architecture with graffiti and what’s more, the method destroys the ozone layers.”

In this phrases, the writer emphasizes caring and saving the environment value by providing views about the impact of spoiling the architecture with graffiti. Caring and saving the environment included in Morality toward Nature element.

Based on the data above, it can be concluded that the Pancasila student profiles that appear in the 3 reading texts in chapter V focus on Believing, Fearing God, and Having Noble Character dimension, Critical Thinking dimension, Creative dimension, and Mutual Cooperation dimension.

e. Chapter VI

In chapter VI, there are 3 reading texts in total but the Pancasila student profiles only found in the one of them. In the text **Little Red Riding Hood** pages 109-136, there is Believing, Fearing God, and Having Noble Character dimension. The data found are as follows:

“He came inside and hit the wolf over the head with his axe.”

In this phrase, the writer emphasizes helpful value by implying it through the behavior of one of the story's characters. Helpful included in Morality toward Humans element.

2. Technique in Integrating Pancasila Students Profile

The researcher found that in the reading text in the book “Bahasa Inggris Work In Progress” published by the Ministry of Education, Culture, Research, and Technology in 2022, The values of

Pancasila student profiles are integrated by using explicit and implicit technique, either separately or by combining the two. The data found are as follows.

a. Explicit

Explicit technique is found in Chapter IV and V. Data findings are presented based on reading titles. The author integrates the Pancasila student profiles explicitly in Chapter IV and V as follows:

#### Simple Tips for Healthy Eating

- Line 1-8** All of us know about the benefits of eating healthier. Proper nutrition helps us prevent cancer, heart disease, and other serious ailments. It allows us to lose weight and keep the pounds off. Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive. I wanted to simplify the rules for eating healthier and make it simple for those who are interested in improving the way they eat. So what are these tips?
- Line 9-12** **1. Eat Real Food, Not Processed Food**
- It is best to eat foods in their natural state. Forget foods that are processed in a factory. Some examples of processed foods are convenience snack (potato chips, baked crisps, etc.), white bread (bread is not supposed to be white in color), cereals, canned vegetables, canned meats, canned fruit, granola bars, candy bars, white sugar, bleached flour, beef jerky, soda, sports drinks, margarine (it is hydrogenated in a factory), packaged cookies, frozen dinners, processed meats like hot dogs, canned soups, fruit juices, ketchup, etc. Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.
- Line 13-20**
- Line 21-25** **2. Eat a Variety of Different Foods**
- Each type of food ingredient that exists in nature has its nutritional makeup. When we eat different types of foods, we are more likely to get all the nutrients we need in order to be healthy.

**Line 26-30 3. Cook More Than Eating Out**

One of the best ways to eat healthier is to cook your own food. Besides saving a lot of money, you will also be able to control what goes into your food. You will not be using chemicals and other unhealthy additives.

**Line 31-37 4. Stop Eating Before You are Full**

Instead of eating until you are completely full, stop eating before you feel completely satiated. It is OK (and healthy) to stop eating while you still have some room in your stomach. And do not forget, it takes a while for your stomach to send the message to your brain that you are full and have had enough to eat.

**Line 38-44 5. Eat at The Dining Table, Not in Your Car or at Your Desk**

Always try to eat at a proper dining table. Never eat in your car or at your desk. When you make a point to sit down at a table and focus on your meal, you will be less likely to eat unconsciously. And food that is served to you through a window is almost never healthy. Following this rule also reduces the chances of eating when you are bored.

**Line 45-50 6. Drink Water and Forget Everything Else**

Water is the healthiest drink on the planet, period. Sodas, energy, and flavored drinks are the most unhealthy and they should be avoided at all costs. If you want to have a flavored drink, make lemonade using fresh lemons, or drink tea, or water flavored with fresh fruit and vegetables.

Line 51-52 So there you have it: you can eat much healthier simply by following the 6 tips listed above.

*Adapted from: <http://www.skilledatlife.com/16-simple-rules-for-healthy-eating/>  
Retrieved: 12 February 2022*

Table 4.1 Data of Explicit Sentences on Chapter IV

| Chapter – Title                     | Data (Phrase/Sentence)                                                                           | Dimension – Element | Line |
|-------------------------------------|--------------------------------------------------------------------------------------------------|---------------------|------|
| C4 – Simple Tips for Healthy Eating | Besides saving a lot of money, you will also be able to control what goes into your food.        | D1 – D1b            | 28   |
|                                     | Instead of eating until you are completely full, stop eating before you feel completely satiated | D1 – D1a            | 32   |

|  |                                                                                                                                                                                 |                 |           |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|
|  | <p>Always try to <u>eat at a proper dining table</u>. When you make a point to <u>sit down at a table and focus on your meal</u>, you will be less likely eat unconsciously</p> | <p>D1 – D1a</p> | <p>39</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------|

Graffiti is Always Vandalism

Line 1-4     Anyone who glorifies graffiti needs to answer one question: If your home were tagged during the night without your consent, would you welcome the new addition to your décor or would you immediately call a painter, if not the police?

Line 5-10     First of all, graffiti is something that one celebrates, if one is juvenile enough to do so, when it shows up on someone else's property but never on one's own. No institution that has celebrated graffiti in recent years — like the Museum of Contemporary Art in Los Angeles or the Museum of the City of New York — would allow its own premises to be defaced for even one minute.



Picture 5.7 Graffiti is always vandalism.  
 Sumber: Baptiste/unsplash/0otb1kKe3xw (2021)

Line 17-23     Next, the question “When does graffiti become art?” is meaningless. Graffiti is always vandalism. By definition, it is committed without permission on another person's property, in an adolescent display of entitlement. Whether particular viewers find any given piece of graffiti artistically compelling is irrelevant. Graffiti's most salient characteristic is that it is a crime.

Line 24-30     Furthermore, John Lindsay, the progressive New York politician who served as mayor from 1966 to 1973, declared war on graffiti in 1972. He understood that graffiti signaled that informal social controls and law enforcement had broken down in New York's public spaces, making them vulnerable to even greater levels of disorder and law-breaking. A 2008 study from the Netherlands has shown that physical disorder and vandalism have a contagious effect, confirming the “broken windows theory.”

Line 31-37

Acti  
Go to

In conclusion, there is nothing “progressive” about allowing public amenities to be defaced by graffiti; anyone who can avoid a graffiti-bombed park or commercial thoroughfare will do so, since tagging shows that an area is dominated by vandals who may be involved in other crimes as well.

Adapted from: <https://www.nytimes.com/roomfordebate/2014/07/11/when-does-graffiti-become-art/graffiti-is-always-vandalism>  
(Retrieved March 6, 2022)

Table 4.2 Data of Explicit Sentences on Chapter V

| Chapter – Title                            | Data (Phrase/Sentence)                                                                                                                                 | Dimension – Element | Line |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------|
| C5 –<br>Graffiti is<br>Always<br>Vandalism | Graffiti is always vandalism. By definition, it is committed without permission on another person’s property, in an adolescent display of entitlement. | D1 – D1a            | 18   |

b. Implicit

Implicit technique is found in Chapter I, III, IV, V, and IV.

The data findings are presented based on the title.

**Cristiano Ronaldo**

Line 1-7 Cristiano Ronaldo has very strong determination. He used to train very hard since his childhood. He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players.

Line 8-14 He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. Normal football players will use their single leg of their dominant side body, i.e. players of right-handed or left-handed use their respective legs to score goals but Ronaldo can easily use both of his legs efficiently to make goals. In addition to that, he can use his head to score goals as well.

Line 15-23 He is also one of the fastest football players in football history. Ronaldo can run very fast, he can run with a speed of 33.6 kilometers per hour. That is why he is also known as a rocket man. This helps Ronaldo to do his famous free-kick. Ronaldo's free-kick speed is approximately 130 kilometers per hour.



Picture 1.7 CR 7 is showing his skill.

Source: Jan SOLO/Flickr/CC-BY-SA 2.0 (2010)

Line 24-34 While jumping, Ronaldo's s jumping height is much more G-force is five times higher ayer. All of these have helped than that of a cheetah. He can young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes.

Adopted from: <https://youthmotivator4life.com/cristiano-ronaldo-biography/>

## The Paralympic Heroes

### Background



Picture 1.10 Leani Oktila Ratri, one of the paralympic heroes.

Source: Getty Image/olympics.com (2021)

Line 1-5 Leani Oktila Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. She was 20 years old when the motorcycle accident happened, her left leg ended up seven centimeters shorter than the other and stopped playing the game she loves. An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again.

Line 6-10

Source: <https://olympics.com/en/news/paralympic-badminton-star-leani-ratri-oktila-the-pride-of-indonesia>

Tabel 4.3 Data of Implicit Sentence on Chapter I

| Chapter – Title        | Data (Phrase/Sentence)                                          | Dimension – Element | Line |
|------------------------|-----------------------------------------------------------------|---------------------|------|
| C1 – Cristiano Ronaldo | He used to train very hard since childhood.                     | D4 – D4b            | 1    |
|                        | He knew that footballer requires good stamina ....              | D4 – D4a            | 2    |
|                        | ... he even trained himself continuously ...                    | D4 – D4b            | 5    |
|                        | He also challenged himself by playing along with older players. | D4 – D4b            | 6    |
|                        | All of these have helped him achieve his success                | D4 – D4a            | 28   |

|                            |                                                                                                                                                                    |          |    |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----|
| C1 – The Paralympic Heroes | Leani Oktilla Ratri achieved a historic Para badminton double at Tokyo 2020 and came close to making it three gold medals in the three competitions she played in. | D2 – D2d | 1  |
|                            | ... she picked up the racket again                                                                                                                                 | D4 – D4a | 10 |

## My Daily Jurnal

### Background

**Line 1-7** A study conducted in 2021 to 210 students from junior high school, senior high school, and university levels which were selected randomly revealed that there was a positive and significant influence of the students' age group on mental health and stress levels during the outbreak of COVID-19. The analysis also concluded that students in the 12-15 years' age group had the worst mental health level.

**Line 8-14** Meanwhile, students in the 20-25 years' age group are known to have the lowest anxiety level. Overall, this study found that Indonesian students experienced a decline in mental health and detected an increase in anxiety levels. The level of mental health and student anxiety has implications for their learning at home, which can lead to unsatisfactory learning outcomes.

*Source: <http://dx.doi.org/10.23887/jpi-undiksha.v10i4.30119>*

Tabel 4.4 Data of Implicit Sentence on Chapter III

| <b>Chapter – Title</b> | <b>Data (Phrase/Sentence)</b>                                                               | <b>Dimension - Element</b> | <b>Line</b> |
|------------------------|---------------------------------------------------------------------------------------------|----------------------------|-------------|
| C3- My Daily Jurnal    | The level of mental health and student anxiety has implications for their learning at home, | D1 – D1b                   | 12          |



### Simple Tips for Healthy Eating

Line 1-8 All of us know about the benefits of eating healthier. Proper nutrition helps us prevent cancer, heart disease, and other serious ailments. It allows us to lose weight and keep the pounds off. Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive. I wanted to simplify the rules for eating healthier and make it simple for those who are interested in improving the way they eat. So what are these tips?

Line 9-12 **1. Eat Real Food, Not Processed Food**

Line 13-20 It is best to eat foods in their natural state. Forget foods that are processed in a factory. Some examples of processed foods are convenience snack (potato chips, baked crisps, etc.), white bread (bread is not supposed to be white in color), cereals, canned vegetables, canned meats, canned fruit, granola bars, candy bars, white sugar, bleached flour, beef jerky, soda, sports drinks, margarine (it is hydrogenated in a factory), packaged cookies, frozen dinners, processed meats like hot dogs, canned soups, fruit juices, ketchup, etc. Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.

Line 21-25 **2. Eat a Variety of Different Foods**

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Always try to eat at a proper dining table. Never eat in your car or at your desk. When you make a point to sit down at a table and focus on your meal, you will be less likely to

Line 51-52 So there you have it: you can eat much healthier simply by following the 6 tips listed above.

*Adapted from: <http://www.skilledatlife.com/16-simple-rules-for-healthy-eating/>*

## My Healthy Meal

### Background

Line 1-4 Adolescents (10 – 19 years old) in Indonesia consume inadequate amounts of protein, fruits and vegetables, and excessive amounts of Na and western fast food. Adolescent malnutrition is a growing global concern.

Line 5-11 Behavior acquired during adolescence often lasts into adulthood and influences peers. For some, health risks such as obesity and its psychological cost may also persist in adulthood. Adolescents' nutritional status plays an essential role in the health of their offspring, particularly for girls. Thus, adolescence is a critical period to instill positive dietary and health behaviors.

*Source: <https://pubmed.ncbi.nlm.nih.gov/32907682/>*

Table 4.5 Data of Implicit Sentence on Chapter IV

| Chapter – Title                    | Data (Phrase/Sentence)                                                                                                                               | Dimension – Element | Line |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------|
| C4- Simple Tips for Healthy Eating | Proper nutrition helps us prevent cancer, heart disease, and other serious ailments.                                                                 | D1 – D1b            | 1    |
|                                    | Eating healthier also helps to enhance our mood substantially and increases our chances of living longer and enjoying well-being while we are alive. | D1 – D1b            | 4    |
|                                    | Processed foods have been greatly modified and contain a lot of ingredients that do not exist in the food naturally.                                 | D1 – D1b            | 18   |
|                                    | When we eat different types of foods, we are more likely to get all the nutrients we need in order to be healthy.                                    | D1 – D1b            | 23   |
| C4 – My Healthy Meal               | Thus, adolescence is a critical period to instill positive dietary and health behaviors.                                                             | D4 – D4a            | 10   |

### Why Should Graffiti be Considered Art?

**Line 1-6** In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.

**Line 7-13** First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple

**Line 14-18** old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.



**Picture 5.6** Graffiti is art.

Sumber: Darshan Patel/  
unsplash/7pxrvUbp62A (2020)

Line 19-28      Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can tell the quality of a person's painting by the audience that they are drawing. People will stand and watch you paint for hours. Many times, they will stand and look, never once moving from their spots. People will then tell you how much they like it and share their thoughts and opinions. The artists are no longer making art for themselves.

Line 29-37      The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. Graffiti art is not meant to be understood by everyone, but everyone is meant to be appreciated.

Line 38-42      Thus, as part of the existing society, every person must strive to educate themselves of the origins of graffiti and how it has evolved to this very day. A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.

Adapted from: <https://theartbay.com/why-should-graffiti-be-considered-art/>  
(Retrieved March 5, 2022)



**A. Hanif**

Today at 10:00am · 🧑🏻

Line 1-6      I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society. Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they?

Line 7-12      Instead, they seek funding and gain fame through legal exhibitions. In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Table 4.6 Data of Implicit Setence on Chapter V

| Chapter – Title                             | Data (Phrase/Sentence)                                                                                                              | Dimension - Element | Line |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|---------------------|------|
| C5 – Why Should Graffiti be Considered Art? | It connects them to the artist and the artist gets to know that their work is loved and effects those who see it.                   | D5 – D5b            | 9    |
|                                             | The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. | D6 – D6b            | 20   |
|                                             | The last reason why graffiti is an art is because of its uniqueness.                                                                | D5 – D5b            | 29   |
| C5 – Post written by Hanif                  | Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.             | D3 – D3b            | 2    |
|                                             | Instead, they seek funding and gain fame through legal exhibitions.                                                                 | D5 – D5a            | 7    |
|                                             | It is really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layers.               | D1 – D1d            | 9    |

**Little Red Riding Hood**  
(Traditional Version)

Line 1-9 One day, Little Red Riding Hood's mother gave her a basket with some cake inside and told her to walk through the forest to the other side where her grandmother lay sick in bed.

Line 10-13 "Remember not to talk to strangers!" Little Red Riding Hood's mother said.

Line 14-19 On the way to her grandmother's house, Little Red Riding Hood met the Big Bad Wolf.



**Picture 6.9 Red Riding Hood**  
(Traditional version)

|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|            | <p>“Where are you going little girl?” he asked with his biggest smile.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Line 20-27 | <p>“To my grandmother’s house on the other side of the forest,” said Little Red Riding Hood who had forgotten what her mother told her.</p> <p>The wolf took a shortcut and ran ahead to Grandmother’s house. When he got there, he went inside and swallowed Grandmother whole!</p> <p>Then he put on her cap and nightgown and climbed into her bed.</p>                                                                                                                                                    |
| Line 28-35 | <p>When Little Red Riding Hood got there, she walked right up to the bed. “Grandmother! What big ears you have,” she said.</p> <p>“All the better to hear you with my dear,” said the wolf.</p> <p>“And what big eyes you have,” she said.</p> <p>“All the better to see you with my dear,” said the wolf.</p> <p>“And what big teeth you have,” said Little Red Riding Hood.</p> <p>“All the better to eat you with!” said the wolf and he jumped out of bed and started chasing Little Red Riding Hood.</p> |
| Line 36-40 | <p>A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground, and Grandmother popped out of his mouth. Then the woodsman, Little Red Riding Hood, and Grandmother all had cake and tea.</p>                                                                                                                                                                                                             |

Source: <http://interactives.readwritethink.org/fractured-fairytales>  
(Retrieved: March 23 2022)

Table 4.7 Data of Implicit Sentence on Chapter VI

| Chapter – Title             | Data (Phrase/Sentence)                                      | Dimension – Element | Line |
|-----------------------------|-------------------------------------------------------------|---------------------|------|
| C6 – Little Red Riding Hood | He came inside and hit the wolf over the head with his axe. | D1 – D1c            | 37   |

## B. Discussion

In general, the six profiles of Pancasila students found in the reading text in the book “Bahasa Inggris Work In Progress” published by the Ministry of Education, Culture, Research, and Technology in 2022. However, there are only some elements that represent it. The following is a further description based on the data found.

### 1. Pancasila Student Profiles

#### a. Believing, Fearing God, and Having Noble Character Dimension

In the reading texts analyzed, some elements of Believing, Fearing God, and Having Noble Character Dimension revealed. There are religious morality, personal morality, morality towards nature, and morality towards human.

For religious morality, that the author emphasizes the religious teaching of Islam from Surah Al-Isra: 26-27 about giving close relatives their due in the form of benevolence and friendship, then give the poor who are in need and their due in the form of zakat and sadaqah, also do not squander your wealth on things that do not bring benefit, in excess (Shihab, 2002, p. 450). The verses are as follows:

وَأْتِ ذَا الْقُرْبَىٰ حَقَّهُ ۗ وَالْمَسْكِينِ وَالْبَنِيَّ السَّبِيلِ ۗ وَلَا تُبْذِرْ تَبْدِيرًا (٢٦)

إِنَّ الْمُبَدِّرِينَ كَانُوا إِخْوَانَ الشَّيْطَانِ ۗ وَكَانَ الشَّيْطَانُ لِرَبِّهِ ۙ كَفُورًا (٢٧)

Meaning: “And give the relative his right, and [also] the poor and the traveler, and do not spend wastefully (26). Indeed, the wasteful are brothers of the devils, and ever has Satan been to his Lord ungrateful (27).”

The author also emphasizes the religious teaching of Islam from Surah Al-A'raf: 31 about the commandment to eat and drink in moderation. Allah commands to always cover the awrah and also commands to eat halal, delicious, nutrition food and drink anything as long as it is not intoxicating and does not interfere with the health of the fiber is not excessive (Shihab, 2002 p.75 ). The verse is as follows:

يٰۤاَيُّهَاۤ اٰدَمُ خُذُوْا زِيْنَتَكُمْ عِنْدَ كُلِّ مَسْجِدٍ وَكُلُوْا وَشَرِبُوْا وَّلَا تُسْرِفُوْا ۗ اِنَّهٗ

لَا يُحِبُّ الْمُسْرِفِيْنَ (۳۱)

Meaning: “O children of Adam, take your adornment at every masjid, and eat and drink, but be not excessive. Indeed, He likes not those who commit excess.”

The author uncovered information about how graffiti is defined as a form of destruction of other people's property and doing damage to the earth. Thus, students can avoid destructive actions. This indicates the emphasis on the religious teaching of Islam from Surah Al-A'raf: 56 that explains about the importance of protecting the earth and not causing damage to it (Shihab, 2002, p. 123) . The verses are as follows:



وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا ۚ إِنَّ رَحْمَتَ

اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ (٥٦)

Meaning: “Do not spread corruption in the land after it has been set in order. And call upon Him with hope and fear. Indeed, Allah’s mercy is always close to the good-doers.”

In addition, the author emphasizes the religious teaching of Islam from the Hadith narrated by Muslim about the prohibition of drinking while standing. The hadith reads:

عن أنس رضي الله عنه عن النبي صلى الله عليه وسلم : أَنَّهُ نَهَى أَنْ  
ذَلِكَ أَشْرٌ - أَوْ : قَالَ فَقُلْنَا لَأَنْسٍ : فَالْأَكْلُ؟ : قَالَ فَتَادَهُ . يَشْرَبَ الرَّجُلُ قَائِمًا  
عَنْ . أَنَّ النَّبِيَّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ زَجَرَ عَنِ الشُّرْبِ قَائِمًا : وَفِي رِوَايَةٍ . أَخْبَثُ  
لَا يَشْرَبَنَّ أَحَدٌ مِنْكُمْ قَائِمًا ، فَمَنْ نَسِيَ « : أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ مَرْفُوعًا  
حَدِيثُ أَنْسِ رَضِيَ اللَّهُ عَنْهُ : رَوَاهُ مُسْلِمٌ . حَدِيثُ أَبِي ] - [صَحِيحٌ] فَلَيْسَتْ قِيَّةُ  
[هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ : رَوَاهُ مُسْلِمٌ

Meaning: “Anas (may Allah be pleased with him) reported that the Prophet (may Allah's peace and blessings be upon him) forbade drinking while standing. Qatādah said: "We asked Anas: What about eating? He said: That is even worse - or more detestable." Another narration reads: "The Prophet (may Allah's peace and blessings be upon him) forbade drinking while standing." Abu Hurayrah (may Allah be pleased with him) reported that the Prophet (may Allah's peace and blessings be upon him) said: "None of you

should drink while standing, and whoever forgets, then let him induce vomit. (HR Muslim)”

Religious teaching included in religious morality element of Believing, Fearing God, and Having Noble Character Dimension. Based on the theoretical framework, the value that students have in religious morality is obeying the command of God and avoiding His prohibitions (SK BSKAP No. 009, 2022, p. 6-10).

Furthermore, the author emphasizes the values from Surah Al-Baqarah: 168 about lawful and good food as a form of maintaining physical, psychological, and spiritual health. Allah commands us to eat halal food. Halal food is food that is neither haram or foorbidden by religion. However, not all halal food is good. Because not everything that is halal is suitable for each condition. Some are halal but not nutitions, and then they are not good. What is commanded by the verse is food that is halal again good. Therefore, Allah command us to eat halal and good food (Shihab, 2002, p. 379 ) It indicates the author implying personal morality element. The verse is as follows:

يَا أَيُّهَا النَّاسُ كُلُوا مِمَّا فِي الْأَرْضِ حَلَالًا طَيِّبًا ۖ وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ ۚ

إِنَّهُ لَكُمْ عَدُوٌّ مُّبِينٌ (١٦٨)

Meaning: “O people! Eat from what is lawful and good on the earth and do not follow Satan’s footsteps. He is truly your sworn enemy.”

Moreover, for personal morality, the author reveals that proper nutrition can prevent various diseases, the positive impact of consuming healthy food for the mood, the content in processed foods, fulfilling the nutritional needs of the body by eating different foods, control the food that enters the body and avoid consuming harmful ingredient, and the advantages to control the food that enters the body and avoid consuming harmful ingredients by cooking.

Based on the theoretical framework, the value that students have in personal morality element is constantly taking care of their physical, mental, and spiritual well-being (SK BSKAP No. 009, 2022, p. 3).

The author presents morality toward humans by implying helpful value through the behavior of one of the story's characters. Based on the theoretical framework, the value that students have in Morality toward Humans element is continually attempt to help those in need and identify the most effective strategy for maintaining their survival. (SK BSKAP No. 009, 2022, p. 4).

For morality toward nature element, the author emphasizes caring and saving the environment value by providing views about the negative impact of spoiling the architecture with graffiti. Based on the theoretical framework, the value that students have in

Morality toward Nature element are contributing a significant role to stop the activities that harm and abuse the environment as well as remaining reflection, thought, and awareness regarding to the effects of his behavior on the environment (SK BSKAP No. 009, 2022, p. 4-5).

b. Global Diversity Dimension

The author revealed this dimension by showing that the character has nationalism which is realized in the form of making the nation proud by winning competitions in sports. This is a form of pride for the character to be an Indonesian and the character is also proud of Indonesia. This indicates the emphasis on the indicator of nationalism. Based on the theoretical framework, the important indicator of Dimension Global Diversity is Nationalism including proud to be Indoensian, love Indoensian homeland, willing to sacrifice for nation, receive the difference, proud of various culture, appreciate the patriot's merit, prioritize public important (Maslikhah, 2019, p. 28).

c. Mutual Cooperation Dimension

The author presents this dimension by emphasizing caring to social environment value by providing suggestion about how to express ourselves without inflicting extra costs upon society. Through this statement, the student's mind will be opened to find and think about the right way to express themselves without

harming the environment and people around them. Caring to social environment included in Caring element of Mutual Cooperation Dimension. Based on the theoretical framework, the value that students have in Caring element is aware of proactive about social and physical environment conditions (SK BSKAP No. 009, 2022, p. 19).

d. Independent Dimension

In this dimension, the author brings up both elements of the Independent dimension. For self-awareness, the author presents that the character is aware of what he needs as an athlete. The character also has professionalism because he has self-awareness and continues to develop himself so that he has the skills needed to become a soccer player. The author also provides information about the important of healthy meal in adolescence period. By knowing this information, students will better maintain their food intake during the adolescence period. This indicates an emphasis on the value of self-awareness. Based on the theoretical framework, the value that students have in self-awareness is recognizing and realizing his own developmental needs in live with ongoing changes and development (SK BSKAP No. 009, 2022, p. 25).

For self-regulation element, the author emphasizes some value such as hardworking, planning goals, resilient, fighting spirit, and tough hardiness. First, the author reveals that the character has

been practicing since childhood. This indicates an emphasis on the value of hardworking. Second, the author reveals that the character has a strong fighting spirit to continue developing himself as an athlete. This indicates an emphasis on the value of fighting spirit. Third, it also reveals that the character has the ability of planning goals and hardworking for developmental goals and planning a plan to achieve them. Furthermore, it shows that the character is able to survive in the face of obstacles when she gets into a motorcycle accident and her leg ends up seven centimeters shorter than others. She can also manage herself to get back on her feet. This indicates the emphasis of resilient, fighting spirit, and tough hardiness values.

Based on the theoretical framework, the value that students have in the self-regulation element is that students are capable of creating their own development goals and establishing plants of action to achieve them. The student can regulate how self-development activities are conducted while exhibiting the optimal possible behavior and enthusiasm for achieving his learning objectives. The student continues to keep monitoring and regularly evaluates the results. When faced with difficulties in his learning, the student keep trying to look for other approaches or techniques that would help him achieve the objectives successfully (SK BSKAP No. 009, 2022, p. 25).

e. Critical Thinking Dimension

In this dimension only two of the three elements appear, namely acquiring and processing information and ideas element and analyzing and evaluating reasoning element. For acquiring and processing information and ideas element, the author emphasizes analyzing ideas or phenomena value by providing examples of how a professional artist behaves. By being informed of how the artist behaves, the reader will have examples of positive behaviors that an artist should do. Based on the theoretical framework, the value that students have in Acquiring and Processing Information and Ideas element asking relevant question and classifies concepts (SK BSKAP No. 009, 2022, p. 30).

For the analyzing and evaluating reasoning element, the author expresses his opinion on how graffiti can connect the artist with the public. His opinion is accompanied by an argument in the previous sentence. Then, the reading text presents the writer's opinion about graffiti is a part of an art and it followed by the argument of the opinion. It fulfills arguing with arguments indicator that included in analyzing and evaluating reasoning element. Based on the theoretical framework, the value that students have in in analyzing and evaluating reasoning element is the ability to explain accurate and relevant reasoning for problem solving and decision making (SK BSKAP No. 009, 2022, p. 30).

f. Creative Dimension

In this dimension only found producing original works and actions element. The author states that people who make graffiti express themselves with artistic abilities through canvas. From this statement, the author emphasizes that people can produce works to express themselves so that students can be provoked to create their own work as a form of self-actualization. Based on the theoretical framework, the value that students have in producing original works and actions element is producing work by their interests and preferences(SK BSKAP No. 009, 2022, p. 34).

2. Technique in Integrating Pancasila Students Profile

a. Explicit

In the chapter IV, the author integrates the personal morality element by directly giving his view that cooking your own food can save money. Thus, students will consider cooking their own meals and have the view to behave frugally. Furthermore, the author states directly that students should stop eating before feeling completely satiated. The author also states directly that readers should eat in a proper place with a sitting position. Lastly, the author directly stated that people can control what goes into their food by cooking. By these direct statements, the students know how to act properly as appropriate as Pancasila students profile value.



In the chapter V, the author integrates religious morality by directly stating that graffiti is always vandalism. The reader can comprehend that graffiti is the act of damaging and destroying works or other valuables. By this direct statement, the students know how to avoid destructive actions.

Based on the data found, the integration of the Pancasila student profiles with the explicit method is carried out by the author reading the text by giving a direct statement. This is in line with the theoretical framework that the meaning of explicit is clear, firm, straightforward, uncomplicated (people can easily grasp their intention), and does not have a blurry or false picture of news, decisions, speeches, etc. Explicit method is fully and clearly expressed without anything implied. (Maslikhah, 2019, p. 41).

b. Implicit

Pancasila students profile integrated implicitly in chapter I by several ways. First, the author integrates the self-regulation element, by telling about the character's attitude of practicing hard since he was a child. This will make students understand the importance of practicing diligently from an early age. The author also tells about the character's attitude who continues to practice continuously and upgrade himself by challenging himself to play along with older players. This will lead students think the

importance of practicing consistently in an effort to develop one's abilities.

The author implies self-regulation element by presenting the achievements of famous characters in the story while representing the country. So that students will be motivated to achieve achievements that can make the country proud. Indirectly, this will foster the student's sense of nationalism. Then, the author also tells about the attitude of famous figures who success in facing their life challenges until finally the character can rise again.

The author tells about the main character's awareness of what it takes to become a soccer player. This will make students know the importance of self-awareness about the requirements of the field we live in. Furthermore, the author implies self-awareness element, by saying that the abilities the main character has support him to achieve his success. This will make students realize the importance of being professional in their field in order to achieve success like the main character.

In chapter III, the author integrates the personal morality element, by revealing the impact of mental health for learning at home. By knowing this, students will appreciate and concern themselves more and cultivate their mental health.

The author integrates Pancasila student profile implicitly in chapter IV by several ways. First, for the personal morality

element, the author implicitly reveals that proper nutrition can prevent various diseases. So that students will have more awareness to consume nutritious food. Second, the author informs about the positive impact of consuming healthy food for the mood. So that students will not only care about physical health but also pay more attention to their food to maintain their psychological health as well. Third, the author provides insight to readers by informing the content in processed foods. So that students can be more aware of the food they consume.

Forth, the author also provides insights to readers by informing that readers can fulfill the nutritional needs of the body by eating different foods. So that students will consider not always eating just one type of food repeatedly over a long period of time. Last, the author informs about one of the advantages of cooking alone, which is being able to control the food that enters the body and avoid consuming harmful ingredients. It is expected that students will cook their own food more often than buying junk food. In implicitly integrating the self-awareness elements, the author says that adolescence is a critical period to instill positive dietary and health behaviors. This will make students pay more attention to themselves at that time.

In chapter V, the author integrates analyzing and evaluating reasoning element by not stating directly that the students should

argue with arguments. However, the author gives an example by stating his opinion that graffiti can connect the viewer with the artist and then gives reasons to reinforce his opinion. The author implicitly integrates the element of producing original works and actions by giving an example of the way how to express artistic abilities and voice. It can stimulate students to think that there are a lot of way that they can do and create to express themselves. As a result, the students will try to create their own works as self-actualization.

Then, the author also does not state directly that the students must be arguing with arguments. However, the author gives an example by stating his opinion that graffiti is an art and then gives reasons to reinforce his opinion.

The author looks for alternative ways to express oneself without harming others around. Thus, students can think more about actions that should be done and not done in order to maintain order in the social environment. Furthermore, the author integrates the Pancasila student profiles of critical thinking dimension by stimulating students through giving questions. Then proceed with a statement about how an artist should behave. Finally, in integrating Morality towards Nature element, the author does not state the need to protect the environment directly, but by providing views

and information related to the impact caused by polluting the environment and facilities with graffiti.

Pancasila student profile of morality toward human element integrated implicitly in chapter VI by the author implicitly provides an example of a helpful attitude through the actions of one of the story characters who helped the girl from the wolf attack.

Based on the data found, the integration of the Pancasila student profiles with the implicit method is carried out by the author reading the text by using visuals and comparisons with comparable events in the students' lives, bringing the characters through stories, and informing the life stories of noteworthy people. The Minister of Education once stated that these three methods can be used to study character education (Maslikhah, 2019, p. 40). Furthermore, it is in line with the theoretical framework that implicit method can be implied or understood though not plainly or directly expressed. Therefore, something is implied when it isn't explicitly mentioned but is either implied by the language or required to achieve the goal. (Maslikhah, 2019, p. 42).