

CHAPTER V

CLOSURE

A. Conclusion

1. Based on the analysis of the book "English Work In Progress Class X" that was published by the Ministry of Education, Culture, Research, and Technology in 2022, the dimensions of the Pancasila student profiles found are Believing, Fearing God, and Having Noble Character, Global Diversity, Mutual Cooperation, Independent, Critical Thinking, and Creative. Of the VI chapters, the Pancasila student profiles is found in chapters I, III, IV, V, and VI.
2. In the Believing, Fearing God, and Having Noble Character dimension, the elements found include religious morality, personal morality, morality toward humans, and morality toward nature. The element of Global Diversity dimension found social justice element. The element of Mutual Cooperation dimension found caring element. In the independent dimension, both elements found, namely self-awareness and self-regulation. Meanwhile, the Critical Thinking dimension found acquiring and processing information and ideas element and analyzing and evaluating reasoning element. Finally, the Creative dimension only found producing original works and actions element.

3. The author of the book uses explicit and implicit techniques to integrate Pancasila student profiles. Although, the explicit technique is only found in one reading text in chapter IV because most of the reading texts use the implicit technique.

B. Suggestion

1. Author

In presenting the Pancasila student profiles, the author should consider the proportion of the six dimensions. It was found that the independent dimension appeared much more often than the other dimension, especially the dimension of global diversity and mutual cooperation. Even though these two dimension also very important dimension in the lives if students. Moreover, in the rapid development of this era, students tend to be more individualistic, and have less emphaty for each other and their environment. In addiction, nowadays globalization is increasingly eroding the people's love and pride of Indonesian culture.

2. Teacher

In English language learning, the teacher can develop the reading text that will be used besides the texts on the guidebook. Teachers can apply the culturally responsive teaching approach in developing reading texts by adding textss that are familiar with the students' living environment. This will help teachers to develop the ability to compose reading texts independently according to Pancasila students' profile.

3. Students

It is expected that students can read other reading texts in library books or outside the school so that students have broad knowledge and views. By reading more textx other that those given by the teacher, students can also absorb more values of Pancasila student profiles.