

## CHAPTER I INTRODUCTION

The chapter reveals the research background, research questions, research purposes, research significance, research scope, conceptual framework, and previous studies.

### **A. Background**

The *Merdeka Curriculum* is the current curriculum that is implemented in Indonesia. The *Merdeka Curriculum* offers a variety of intra-curricular learning opportunities with appropriate materials to provide students with sufficient opportunities to enhance their conceptual understanding and solidify their skills. Through the curriculum, teachers are allowed to choose from a wide range of instructional resources, enabling them to customize instruction to each student's interests and learning needs (Kemendikbud, 2023).

The *Merdeka Curriculum* contains the values of Pancasila, which are the ideology of Indonesia, including divinity, humanity, unity, democracy, and justice. The implementation of the values in school is crucial in developing students' sense of responsibility, fostering patriotism, and shaping their character (Asmalinda & Herliza, 2023). Through the *Merdeka Curriculum*, the implementation of the Pancasila values allows students to actualize the principles in their lives actively.

Additionally, according to Fauzi et al. (2023), the *Merdeka Curriculum* is designed to help students develop their character and apply the values contained in the Pancasila principles. The curriculum emphasizes the importance of character education by integrating the values of Pancasila into various subjects and activities aimed at enhancing students' self-identity and national unity. Furthermore, the Pancasila values are implemented through the *Pancasila student profile*, which is rooted in the visions and missions of the Ministry of Education and Culture (Suriyati & Lubis, 2023).

*Pancasila student profile* can assist in translating the educational objectives and vision into a language that all parties involved in education can easily understand. Moreover, the profile serves as the ultimate objective of all activities in

educational units and a compass for educators and students in Indonesia. The *Pancasila student profile*, precisely, consists of six dimensions, including believing in the fear of God and having a noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Kemendikbud, 2023).

Nevertheless, the *Pancasila student profile* can be contextualized through listening activities. It is in line with Trionfero (2005) in Prismarani *et al.* (2014) that said listening skills can help students acquire values from the people around them, such as respect from their teachers, school rules from the principal, and responsibility from their parents. Students unconsciously and effectively strengthen the key components of Character education throughout the process (Prismarani *et al.*, 2014).

As the *Merdeka Curriculum* incorporates *Pancasila student profiles*, all learning material in Indonesian schools must likewise involve the profile, including English subjects. Accordingly, it is necessary to use teaching media in learning English to help teachers deliver knowledge to students more quickly and easily, such as textbooks (Areo, 2021). Textbooks are useful since they are visible and hence easy to negotiate (Hutchinson & Torres, 1994).

In formal education, textbooks are intended to support teaching and learning activities. It is in line with the definition of the textbook itself, which is a book that is a commonly used teaching and learning media in educational settings, serving as a source to facilitate the teaching and learning process (Masrupi *et al.*, 2020). Some of the advantages of textbooks include serving as a reference for a particular curriculum and syllabus, conveying knowledge, skills, attitudes, and values to teachers and students (Rasmed, 2021).

English textbooks are educational resources containing various content designed to enhance students' language proficiency. In the current curriculum in Indonesia, English textbooks emphasize the development of students' competencies and character. Apart from that, several items need to be analyzed in the textbook, one of them is the *Pancasila student profile* which is the character and competencies expected to be achieved.

*English for Nusantara* textbook is an English textbook that is analyzed in the research. The textbook is chosen because it is used by the English teachers in seventh grade at a junior high school in Bandung. The textbook is in accordance with the *Merdeka Curriculum*, which is why the teacher used it. Furthermore, the researcher has experience using the book while teaching as a pre-service teacher at one of the junior high schools in Bandung. The experience offered valuable insight into how the textbook content can increase understanding in enhance students' character.

Since the *English for Nusantara* textbook is a *Merdeka Curriculum* textbook, hence the content of the textbook consists of the *Pancasila student profile*. The contents of *Pancasila student profile* are contained in all sections, one of them is in the listening section which is the focus of the research. By focusing on the section, the research is expected to reveal the reflection of the *Pancasila student profile* contained in the *Merdeka Curriculum* through the listening activities.

In the present research, the researcher chose the topic of the *Pancasila student profile* with the aim of identifying the representation of the profile in the English textbook entitled "English for Nusantara SMP/MTs Kelas VIII". An initial analysis of the *English for Nusantara SMP/MTs Kelas VIII* textbook has been carried out. Several pieces of data show potential in representing *Pancasila student profile*, for instance on page 25, there is a conversation from the audio between Galang and his father.

The conversation is below.

*Galang* : *Assalamu'alaikum.*

*Galang's father* : *Wa'alaikumsalam. How was your school, son?*

The data show that greeting is a basic manner that every religious person should know, in this case, Muslims. *Assalamu'alaikum* and *Wa'alaikumsalam* are Muslim greetings to greet people they meet, especially older people. The greeting is commonly used when a Muslim enters a house. The explanation of the conversation is explained in the following table.

**Table 1.1** Kinds of *Pancasila student profile* found in the *English for Nusantara SMP/MTs Kelas VIII* textbook

| No | Page | Dimension   | Elements           | Sub-elements                 |
|----|------|---|--------------------|------------------------------|
| 1  | 25   | Believing in the fear of God and having a noble character | Morals of religion | Implement religious guidance |

Several studies have been conducted related to the *Pancasila student profile*. Liagustin (2023) conducted research on a content analysis of character education in “English for Nusantara” textbook for seventh-grade students. Hayati (2022) conducted research on Pancasila values on the English textbook “When English Rings a Bell” for creating students’ character. Battle and Suárez (2021) conducted a research an analysis of repair practices in 12 Spanish listening comprehension materials with implications for teaching interactional competence.

Based on the previous research above, there is a significant gap in the representation of the *Pancasila student profile* in English textbooks, which is supported by the absence of study in eighth-grade textbook. Accordingly, the research aims to address the gap by examining how far the *Pancasila student profiles* are integrated into English for the Nusantara SMP/MTs Kelas VIII textbook. The findings of the research can provide valuable insight into the effectiveness of the *Pancasila student profile* in shaping students’ characters.

## **B. Research Questions**

From the research background above, the research questions are as follows.

1. What kinds of *Pancasila student profile* dimensions are integrated into the English textbook "English for Nusantara SMP/MTs Kelas VIII" in the listening section?
2. How are the *Pancasila student profile* dimensions are represented in the English textbook "English for Nusantara SMP/MTs Kelas VIII" in the listening section?

### **C. Research Purposes**

From the research questions above, the research purposes are as follows.

1. To identify kinds of *Pancasila student profile* dimensions are integrated into the English textbook "English for Nusantara SMP/MTs Kelas VIII" in the listening section.
2. To figure out the *Pancasila student profile* dimensions are represented in the English textbook "English for Nusantara SMP/MTs Kelas VIII" in the listening section.

### **D. Research Significances**

Theoretically, the research provides a valuable and relevant contribution in providing extensive information about how *Pancasila student profiles* are interpreted in books. The research can also serve as the ground for future researchers.

Practically, the research helps English teachers explore *Pancasila student profiles* regarding understanding and application of Pancasila values in everyday life. English teachers can design appropriate and effective teaching strategies to strengthen the understanding and implementation of Pancasila values in the younger generation.

### **E. Research Scope**

The scope of the research focuses on analyzing the representation of the *Pancasila student profile* in *English for Nusantara SMP/MTs Kelas VIII* textbook. The research subject of the study is limited to six audios in the listening section, with two listening audios in the easy category, two listening audio in the medium category, and two listening audios in the difficult category.

### **F. Conceptual Framework**

The *Merdeka Curriculum* provides students sufficient time to explore concepts and strengthen their competencies through various intra-curricular learning activities. Teachers have the flexibility to select various teaching tools according to the needs and interests of students at each educational level (Kemendikbud, 2023).

The curriculum emphasizes both essential material and character development of the students (AdminWeb, 2023).

The *Merdeka Curriculum* was launched by the Ministry of Education and Culture in February 2022 as one of the *Merdeka Belajar* programs to improve the quality of learning. The curriculum will be implemented in 2024 and will become the national curriculum. The curriculum has undergone three years of iterative improvement in different schools/madrasahs and regions (Althaf & Romanti, 2022).

Along with the development of the times, the curriculum in Indonesia has undergone several changes, and the latest is the *Merdeka Curriculum*. Within it, the *Pancasila student profile* has been involved in the current curriculum. It is intended to assist in explaining the goals and vision of education in a way that all parties involved in education can easily comprehend.

The *Merdeka Curriculum* has integrated the *Pancasila student profile* into the educational system. The profile assists in translating the educational objectives and vision into a language that all parties involved in education can easily comprehend. In addition, the profile serves as the ultimate objective of all activities in educational units and a compass for educators and students in Indonesia (Kemendikbud, 2023).

The six dimensions of the *Pancasila student profile* include believing in the fear of God and having a noble character, global diversity, cooperation, independence, critical reasoning, and creativity. Moreover, the *Pancasila student profile* also involves several elements and sub-elements according to Badan Standar, Kurikulum, dan Assesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi, Republik Indonesia (2020 p.32-53).

**Table 1.2** Dimension of *Pancasila student profile*

| No | Dimension   | Elements             | Sub-elements   |
|----|---|----------------------|--|
| 1  | Believing in the fear of God and having a noble character | Morals of religion   | a) Recognize and worship God<br>b) Have knowledge of religion/beliefs<br>c) Implement religious guidance |
|    |   | Morals of individual | a) Integrity   |

| No | Dimension        | Elements                         | Sub-elements  |
|----|------------------|----------------------------------|---|
|    |                  |                                  | b) Self-management physically, mentally, and spiritually  |
|    |                  | Moral towards human beings       | a) Prioritizing the equality beyond others and respect the diversity<br>b) Empathy to others  |
|    |                  | Morals towards nature            | a) Protecting the nature<br>b) Recognize the interconnectedness of the earth's ecosystem  |
|    |                  | Morals of nationality            | a) Execute the rights and obligations as citizen  |
| 2  | Independence     | Self-understanding and situation | a) Recognize self-quality and interest also challenges faces<br>b) Develop self-reflection  |
|    |                  | Self-regulation                  | a) Emotion regulation<br>b) Goal setting and self-development and achievements strategic plan<br>c) Have initiative and work independently<br>d) Develop self-control and discipline<br>e) Confident, resilient, and adaptive |
| 3  | Cooperation      | Collaboration                    | a) Cooperation<br>b) Communication to achieve the common goal<br>c) Positive interdependence<br>d) Socio-coordination   |
|    |                  | Concern                          | a) Responsive to the environment<br>b) Social perception  |
|    |                  | Share                            |   |
| 4  | Global Diversity | Recognize and respect culture    | a) Deepen culture and identity<br>b) Explore and compare cultural knowledge, beliefs, and practice<br>c) Increase respecting the sense of cultural diversity  |

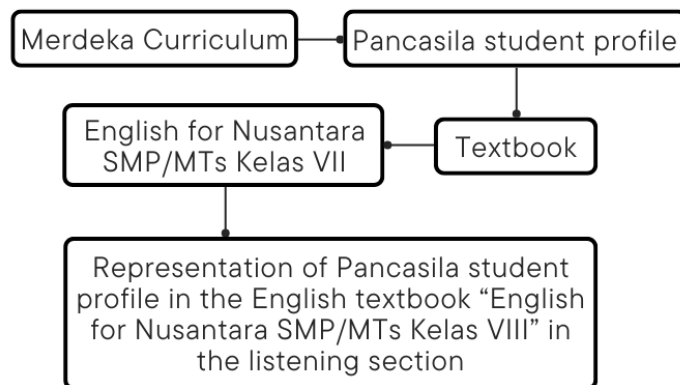
| No | Dimension          | Elements  | Sub-elements  |
|----|--------------------|---|---|
|    |                    | Communication and interaction between culture                             | <ul style="list-style-type: none"> <li>a) Communication beyond culture</li> <li>b) Consider and improve any perspective</li> </ul>  |
|    |                    | Reflection and responsibility for the diversity experience                | <ul style="list-style-type: none"> <li>a) Reflection on the diversity experience</li> <li>b) Harmonize cultural diversity</li> </ul>  |
|    |                    | Social justice  | <ul style="list-style-type: none"> <li>a) Active in constructing an inclusive, equal, and sustainable society</li> <li>b) Participate in the decision-making process</li> <li>c) Aware of individual role in democracy</li> </ul> |
| 5  | Critical reasoning | Obtain and process information and ideas                                  | <ul style="list-style-type: none"> <li>a) Ask questions</li> <li>b) Identification, classification, and processing of information and ideas</li> </ul>  |
|    |                    | Analyse and evaluate the reasoning  |   |
|    |                    | Self-reflection and evaluation of thoughts                                | <ul style="list-style-type: none"> <li>a) Reflection on diversity experiences</li> <li>b) Eliminate stereotypes and prejudice</li> <li>c) Harmonize cultural diversity</li> </ul>   |
|    |                    | Social justice  | <ul style="list-style-type: none"> <li>a) Active in constructing an inclusive, equal, and sustainable society</li> <li>b) Participation in decision-making process</li> <li>c) Aware of individual role in democracy</li> </ul>   |
| 6  | Creativity         | Generate original ideas   |   |
|    |                    | Generate original works and action  |   |
|    |                    | Have flexibility in thinking in finding alternative solutions to problems |   |



With proper implementation and understanding of the *Pancasila student profile*, the next generation is expected to grow and develop into individuals who have faith, noble character, and appreciation for diversity. They are expected to have independence, the ability to work together, critical thinking skills, and strong creativity power, enabling them to have a positive impact on Indonesian society and the nation (Kemendikbud, 2023), one of which can be facilitated through the textbook.

In this regard, textbook plays an important role in education by helping teachers deliver material to the students (Magnusson, 2021). Teachers use textbooks as guide to achieve the learning objectives and learning goals. Additionally, the best way to view a textbook is as a tool to achieve predetermined goals and objectives that address the needs of students (Cunningson, 1995:7).

Textbooks as sources of information used in educational form can help teachers in determining learning objectives (Mithans & Grmek, 2020). The English textbook analyzed in the research is “English for Nusantara SMP/MTs Kelas VIII”. The textbook is organized into six chapters, each chapter consists of three listening sections focusing on different topics.



**Figure 1.1** Conceptual Framework

### G. Previous Studies

The previous research relevant to the topic includes various studies that have been carried out before. A number of studies have been conducted, such as Susilowati *et al.* (2023) analyzed the contents of the *Pancasila student profile* in

the reading material of the Ministry of Education and Culture's national literacy movement. The study used a descriptive qualitative method with qualitative document analysis and the data source was digital short story text on the website of the Ministry of Education, Culture, Research, and Technology. The finding indicated that the character education or the *Pancasila student profile* values represented in the reading materials for the national literacy movement are faith; fear of God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning, and; creative with the most dominant values represented in the textbook is creative. It is different from the present research, where the research analyzes an English for Nusantara Kelas VIII textbook and uses a qualitative document analysis.

Next, Adilah *et al.* (2023) focused on an analysis of textbook "English in Mind: Student's Book Starter" for the 7<sup>th</sup>-year students of junior high school based on the *Merdeka Curriculum*. The study used a qualitative descriptive with content analysis method. English in Mind: Student's Book Starter published by Cambridge University Press and written by Herbert Puchta and Jeff Strank in 2010 was the data source of the study. The result showed that the textbook contained all eight criteria that have been considered and were categorized to be of good quality for use in seventh-grade junior high school. The eight criteria are goals and approach divided into two, aims and objectives and the teaching and learning situations; Design and organization are divided into two, the components of the textbook package and the organization of the textbook; Language content is divided into two, grammar and vocabulary; Skills are divided into 4 listening, reading, speaking and writing; Topics are divided into two, topic and subject content, and social and cultural values; methodology; teacher's book; and practical concern that indicate the textbook was determined to be of satisfactory quality and appropriate for use in grade seven of junior high school. The difference with the present research is that the research uses a qualitative document analysis and the textbook used is English for Nusantara Kelas VIII published by the Ministry of Education and Culture.

Last, Birhan *et al.* (2021) analyzed exploring the context of teaching character education to children in pre-primary and primary schools. The study used a mixed

method and the data were collected using a questionnaire and document analysis. The participants were 272 teachers from 18 schools in the administrative regions of East Gojjan, West Gojjan, and Awi and 272 parents of students. The result showed that among the six categories of character (caring, honesty, emotional intelligence, responsibility, and respect) parents emphasized teaching children to be honest and responsible for their actions and behaviours. Teachers give high emphasis on teaching children to be respectful and caring to others and fairness and respect. There is still a gap with the present research, in which the research tries to analyze the *Pancasila student profile* in the listening section in the seventh grade of junior high school using qualitative methods. It is different from current research, where the research uses qualitative document analysis with data obtain from junior high school eighth-grade textbooks.

From the explanation above, there is a gap between the previous studies and the current research in the representation of the *Pancasila student profile* in the English textbook in eighth grade. In this present research, the researcher aims to address the gap by examining the extent to which the *Pancasila student profile* integrated into an English textbook entitled “English for Nusantara SMP/MTs Kelas VIII”. The findings of the research can provide valuable insight into the effectiveness of the *Pancasila student profile* in shaping students’ characters.