

## Best Practice: *Profil Pelajar Pancasila* in English Teaching of SMAN 2 Pare

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### Abstract

The introduction of a new curriculum, known as the Merdeka curriculum, has fundamentally altered various vital aspects, including character education. Merdeka curriculum provides Indonesian character education with a new paradigm, *Profil Pelajar Pancasila*. However, it can be challenging for English teachers to include activities based on the Pancasila ideals and the foreign culture in their lessons. The study portrays how English teachers of SMAN 2 Pare plan, carry out, and evaluate *Profil Pelajar Pancasila* in teaching activities. This descriptive qualitative study collected data from three English teachers of SMAN 2 Pare through interviews, classroom observations, and document analysis. The findings showed that the teachers conducted the application of *Profil Pelajar Pancasila* in teaching in three steps: planning, classroom practice, and assessment. Various learning activities and forms of tasks were synced with the profile elements in targeted materials. For the assessment, the teachers used self-designed rubric to regularly observe the students' engagement in *Profil Pelajar Pancasila* before releasing the numerical and descriptive report. Although facing difficulties to implement values of morals to nation and global diversity, the teachers could familiarize the pupils with the foreign culture while ensuring they maintained their identity as Pancasila students. Furthermore, the result helps English teachers acquire practical advice regarding using *Profil Pelajar Pancasila* in foreign language teaching.

Keywords: character education; English teaching; foreign language teaching; Merdeka curriculum; Pancasila values.

Indonesian students' PISA performance has been dismal over the past 20 years and barely improved (Mulyadin et al., 2023). With a score of 382, Indonesia is ranked 74th out of 79 participating nations, against a global average score of 500 points (Ward, 2018). Furthermore, the COVID-19 outbreak in 2020 has exacerbated the learning issues in Indonesia. The Ministry of

Education, Culture, Research, and Technology in Retnawati (2020) found that learning progress for reading and math sharply fell during the pandemic, dropping from 129 and 78 and 34 points in 2019 to 77 and 34 points. To aid, the government provided an alternative that focused on developing character and essential skills, called the emergency curriculum (Satiti &

Falikhatun, 2022). This curriculum later served as the foundation for the current curriculum, the *Merdeka* curriculum.

Nadiem Makarim, the minister of the Education, Culture, Research, and Technology Ministry (Kemendikbudristek), officially introduced the *Merdeka* curriculum in February 2022. The regulation of Education Ministry number 56 in 2022 addresses the curriculum implementation guide to recover learning loss utilizing the *Merdeka* curriculum as the supplement to the prior curriculum (M. I. A. Gunawan & Usman, 2022). Competency-based learning, flexible learning, and *Pancasila* characteristics, according to Anggraena et al. (2022), are three essential pillars of the *Merdeka* curriculum's structure. It demonstrates that the new curriculum emphasizes character development and retaining pupils' cognitive abilities. *Profil Pelajar Pancasila* refers to the *Merdeka* curriculum's character education paradigm (Yonata & Prastikawati, 2022). Schools with either the 2013 curriculum (K-13) or the *Merdeka* curriculum must use the *Pancasila* character paradigm in compliance with the new curricular release (Direktorat PAUD, 2021).

*Pancasila* is regarded as the foundation of the character paradigm since it displays the national identity that goes alongside the cultures of Indonesia (Yunita & Suryanti, 2022). *Pancasila* students present Indonesian students as lifelong learners with global proficiency and *Pancasila* values-aligned behavior (Direktorat PAUD, 2021). *Profil Pelajar Pancasila* aims to enable students to participate in worldwide competitions and model *Pancasila*-compliant behavior (Sufyadi et al., 2021). *Profil Pelajar Pancasila* is part of Indonesia's educational vision, according to Minister of Education and Culture Regulation No. 22 of 2020 on the Strategic Plan of the Ministry of Education and Culture for 2020–2024. The vision affirms:

*The Ministry of Education and culture support the visions and missions of the President to create an Advanced Indonesia that is sovereign, independent, and become a well-behaved nation through the realization of Pancasila Students who*

*are critical, creative, independent, have faith, fear God Almighty, and have a noble character, work together, and have global diversity.*

Listed in Law Number 20 of 2020, *Profil Pelajar Pancasila* consists of six dimensions, namely 1) Believing and fearing God Almighty and having a noble character, 2) Global diversity, 3) Mutual cooperation, 4) Creativity, 5) Critical thinking, and 6) Independent. The six dimensions are inseparable as they support one another to improve the values of *Profil Pelajar Pancasila* (Farida et al., 2022). The character of *Pancasila* Students is not confined to the six characters mentioned above or dimensions since each dimension is still separated into sub-elements (Yunita & Suryanti, 2022). The sub-elements aim to provide the detail of each dimension objective. Educational institutions carry out three leading alternatives for implementing *Profil Pelajar Pancasila*: conducting co-curricular activities, incorporating topic materials, and changing the teaching methodology (Irawati et al., 2022). *Profil Pelajar Pancasila* can support the character paradigm function by being interwoven into every subject's learning process (Anggraena et al., 2022). The best teaching and learning practices can mold students' competencies by the characteristics of *Profil Pelajar Pancasila*. In the character education implementation plan, teachers can achieve the character values that must be attained in lesson plans and the syllabus (Aditama et al., 2022). However, in practice, the mandate to utilize *Profil Pelajar Pancasila* has left some teachers puzzled. Teachers must consider whether to create their lesson plans and activities to reflect those values or the other way around in the lessons (Suherdi & Muslim, 2022).

The current curriculum mandates that English be one of the compulsory subjects in elementary until high school levels (Direktorat PAUD, 2021), considering the evaluation of previous removal in elementary school and the significant roles of English for students' global competence. Teaching English at schools facilitates the development of students' English

mastery using various methods and curricula (Gunawan & Saputra, 2020). Language mastery cannot be separated from the students' target language acknowledgement. Since English lessons must include foreign cultures, English teachers face additional challenges with implementing *Profil Pelajar Pancasila*.

Despite the foreign culture content, creating an integrated English learning environment with local cultures is necessary to establish a learning integration and boost the reputation of students with *Pancasila* values (Cahya & Syafrizal, 2022). Various other researches explored how *Profil Pelajar Pancasila* is integrated into certain school subjects, such as history, religious education, and civic education. In history teaching, Project-based learning becomes the relevant model to support the improvement of *Profil Pelajar Pancasila* (Shofa, 2021) while the Value Clarification Technique (VCT) is included in effective teaching model to integrate *Profil Pelajar Pancasila* in civic education (Rahmawati et al., 2023). Additionally, the research conducted by Muthoharoh (2022) depicted the teachers' role in developing students' personalities in *Profil Pelajar Pancasila* during religious education. This research does not merely portray a specific teaching model to gain a broader reference of the implementation. Nevertheless, it pictures the whole practice of *Profil Pelajar Pancasila* that the teachers conducted in English teaching of SMAN 2 Pare, where the *Merdeka* curriculum is carried out independently. Regarding the study's primary objective, the researcher presents this paper under the title "Best Practice: *Profil Pelajar Pancasila* in English Teaching of SMAN 2 Pare."

## Method

This research used a qualitative case study methodology to portray *Profil Pelajar Pancasila*'s implementation of SMAN 2 Pare in English teaching. To illustrate the situation, the researcher conducted a field study by observing teaching activities and interacting with the teachers on planning, carrying out,

and evaluating the implementation.

## Respondent

The researcher chose three English teachers that teach the tenth-grade students of SMAN 2 Pare. This grade has worked with the *Merdeka* curriculum in the first year of the launch, while the eleventh and twelfth grades still use the previous curriculum. The selected respondents were the teachers who regularly handle English learning in the tenth grade, and they became the prominent respondents for this research.

## Intervention Procedure

This study started with determining the proper respondents for this case using purposive and random sampling. The respondents were chosen to consist of three English teachers of SMAN 2 Pare who participated in pre-teaching and post-teaching interviews with the researcher. The classroom learning activity was then observed to see how the research subject was carried out throughout teaching. Summing up the data before further discussion, the researcher worked with the teaching documents from the teachers, which included the lesson plan and assessment instrument.

## Instrument

This research used an interview guide, observation checklist, and related teaching documents as instruments to gain the primer data. To keep the data validated in triangulation procedures, the researcher applied an observation checklist to observe three classes of English teachers to compare the interview results. Teaching documents were also analyzed to assist the researcher acquire reliable data and corroborate the other data sources.

## Results and Discussion

Character education is the practice of instilling the ideals of daily living in students during the learning process (Aditama et

al., 2022). *Merdeka* curriculum, the current education foundation, launched *Profil Pelajar Pancasila* character education. Since the subject involves foreign culture, *Profil Pelajar Pancasila* in English teaching is significant. The research explores three features of *Profil Pelajar Pancasila* practice in English teaching of SMAN 2 Pare: the teaching preparation, implementation, and assessment.

### ***The English Teachers' Preparation for Implementing Profil Pelajar Pancasila***

Lesson planning is essential to execute learning activities and is a teaching requirement (Baharun & Adhimiy, 2018). The teachers should also plan character education lessons (Sutrisna, 2021). *Merdeka* curriculum employs a teaching module, or modul ajar, which incorporates more comprehensive components than the lesson plan design of its predecessor (Barlian & Solekah, 2022). The English teachers in SMAN 2 Pare determine *Profil Pelajar Pancasila* dimensions to integrate since the dimensions incorporated into a lesson are the obligated aspect of a teaching module.

English teachers are free to decide *Profil Pelajar Pancasila* characteristics for their lessons. Designing the teaching modules, English teachers of SMAN 2 Pare consider learning objectives (TP) from the learning objectives flow (ATP) based on material learning outcomes (CP). Then, the teachers select relevant *Pancasila* values to incorporate into techniques, materials, assignments and teaching evaluations. Thus, a lesson should include only some dimensions of *Profil Pelajar Pancasila*. The researcher used analytical exposition text teaching to demonstrate integrated teaching module design. The teaching module covers four of six *Pancasila* dimensions: (1) Faith, fear of God Almighty and noble character, (2) Mutual cooperation, (3) Critical thinking, and (4) Creativity.

Since every SMAN 2 Pare English class has distinct students, each teacher devises their lesson plan. *Merdeka* curriculum allows teachers to customize their students' educations

to reflect their diversity (Marlina et al., 2022). To maintain class synchronization, the teachers review the final module design together, aiming to gain varied teaching approaches, material references, and instructional media.

### ***The Implementation of Profil Pelajar Pancasila in English Teaching***

Teachers should impart information and morality to their students during teaching and learning (Suryantari, 2022). The English teachers at SMAN 2 Pare apply *Profil Pelajar Pancasila* based on the teaching modules they create as the foundational teaching direction. In teaching, the classroom activities, assessment forms, and lesson references differ to impart the specific *Pancasila* values selected for a lesson. The following explanation illustrates the classroom practice of *Profil Pelajar Pancasila* in English teaching of SMAN 2 Pare:

#### ***1. Faith, Fear of God Almighty and Noble Character***

Indeed, discussing this dimension always connects to the prayer action that students perform before the learning activity, which is also regularly conducted in SMAN 2 Pare. This value encompasses a broader scope of student morality, including religious, personal, social, natural, and national morals. Throughout most of the teaching process, SMAN 2 Pare English teachers deal with all aspects in various ways.

Each student's religion and commitment to God impacts their religious and personal morals. Students with a noble character and fear God have an excellent relationship with God (Musyadad et al., 2022). Furthermore, The SMAN 2 Pare English teachers emphasize school or student environment themes from religious and moral views to be explored in the classroom. The teachers also choose material instances with moral teachings, such as texts and dialogues, for the pupils to examine. To instil good values like honesty and civility in students, teachers consistently promote them. In terms of social, natural, and national

morals, the teachers emphasize daily good habits. They continuously remind students that they become a family and they must look out for one another. Teachers can promote their students' school engagement by building and maintaining positive relationships in the classroom (Teuscher & Makarova, 2018). Then, the teachers require a clean classroom for learning and campaign the appropriate waste management and eco-friendly products to raise students' environmental awareness. In asserting morals to the nation, the teachers have to face difficulties due to today's students with their weaker awareness of national and political issues. Globalisation is one factor that leads to a decrease in nationalism (Wijayanti & Suwanda, 2022). The teachers are aware of this and strive to tie classes to current national issues in a particular lesson to raise students' awareness.

## 2. *Global Diversity*

Indonesian students who keep their noble culture and identity while being open-minded in their encounters with various cultures promote mutual tolerance and the development of a new positive culture that does not go against the nation's noble culture (Badan Standar, 2022). Because it must incorporate foreign culture into its instruction, English is the appropriate lesson to convey this concept. As a result, teachers face a challenge in handling the collaboration of two cultures, English and local culture, since this value needed to be highlighted in the previous K-13 character educational curriculum, resulting in a completely new experience for teachers.

The English teachers of SMAN 2 Pare integrate local and target language cultures into English lessons through examples for materials, cultural comprehension, and supplemental activities. The students are exposed to texts that represent their local knowledge and texts that deal with global issues when learning text types in English. Local English textbook authors usually promote students' native cultures

(Abdul Rahim & Jalalian Daghigh, 2020). Narrative text teaching, for example, uses local tales, such as Cindelaras, Keong Mas, and Jaka Tarub from East Java, to complete instances of texts from the target language.

The teachers often invite students to relate the English culture to their own culture during the learning process. The cultural and moral values of various studied materials can be compared, and so can the communication techniques of the two cultures. Students should be encouraged to find connections between their culture and the target culture to establish a common understanding (M Hernandez et al., 2021). That allows students to understand English culture while keeping their own cultural identities. The teachers also modify the types of assignments they provide to improve cultural teaching in English. Class activities and written assignments encourage thinking, build knowledge and learning skills, promote problem-solving, enhance critical thinking, and increase students' creativity, ingenuity, and decision-making abilities (Alkhatib, 2019). The English teachers of SMAN 2 Pare conduct cultural introduction activities, including making cultural documentaries, comparing and analyzing cultures in videos, and teleconferencing with international pals. The global diversity factor also includes social justice, which requires pupils to identify and handle societal disparities. The teachers advise their students not to be picky while making friends as they need to form positive relationships with all their classmates. The teachers use the following approaches to divide students for group tasks to assert this sub-element value: (1) random system, in which students are grouped at random; (2) differentiated learning styles, in which students are placed with friends who have similar learning styles; and (3) competency-based system, in which poor achievers are grouped with higher achievers to assist them in learning.

## 3. *Mutual Cooperation (Gotong Royong)*

Cooperative learning is the most

practical way to implement mutual cooperation in the classroom. The English teachers of SMAN 2 Pare utilise this strategy to assign students group projects with their classmates. Students who can collaborate, particularly in carrying out tasks with sincerity so that activities can be carried out smoothly, effortlessly, and lightly (Istianah & Susanti, 2021). To keep students from becoming bored, teachers create collaborative peer-learning activities that foster three sub-elements of mutual cooperation values: collaboration, caring, and sharing.

The teachers typically assign challenging tasks to keep students motivated in group learning, such as chain words, role-playing, and material exchange. Collaborative learning can help students solve problems, discuss, and develop communication skills (Loes et al., 2018). For example, students are separated into five groups when studying analytical exposition materials. As part of the lesson sharing, each group is responsible for discussing and presenting one component of the texts, such as grammatical features, communicative intent, or vocabulary usage. This practice boosts the students' altruistic and cooperative traits because they must assist their classmates in understanding what they are presenting.

Although cooperative learning is the most successful method for adopting collaboration, not all students can benefit from it due to the obstacles. There are four main issues to the effectiveness of cooperative learning: students' lack of collaborative skills, free-riding, competence status, and friendship (Le et al., 2018). The English teachers of SMAN 2 Pare detect several inactive students who are unwilling to cooperate with their classmates. This non-participation leads the teachers to sustain the learning actively, although most of the instruction is done in groups. It is, however, the responsibility of teachers to ensure that students work well together in their groups without difficulty.

#### 4. *Independent*

Independent students are dedicated to improving their capabilities to adapt to and solve local and global problems (Irawati et al., 2022). Two of the most significant components of this value are self-awareness and self-control. SMAN 2 Pare's English teachers exemplify this approach to their students by enabling them to plan their studies independently. The teachers deliver the materials ahead of time and share them with the students so they may explore them at their leisure. The students must complete solo work in addition to collaborative assignments since students' cognitive and motivational components of self-controlled education differ significantly across academic environments (Susiani et al., 2022). Individualised learning enables students to train and manage themselves.

*Profil Pelajar Pancasila*, in particular, requires the ideals of independence and mutual cooperation, which are challenging to incorporate due to their contradictory image. The English teachers of SMAN 2 Pare successfully integrate these ideals through the learning tasks they create. When students participate in group discussions, each student must present the discussion report orally or in writing. That leads students to participate in learning activities without relying on their peers, keeping their individual accountability. In reality, the teachers also agree that collaborative action inevitably provides opportunities for individual improvement. Collaborative learning can raise students' self-directed learning in cases where students do not already possess a high level of self-directedness in learning (Mentz & Van Zyl, 2018). To initiate a discussion, students should express their thoughts before establishing an accord. That demonstrates that independent and mutual cooperation can work well in the classroom.

#### 5. *Critical Thinking*

Critical thinking process extends beyond reflection, concluding, and information

interpretation. It makes appropriate assessments and decisions more accessible in the classroom and in everyday life (Nur'azizah et al., 2021). Students must be able to think critically to deal with their classes and other daily concerns relating to their education. The teachers must design their lessons with stimulants that encourage students to think critically about the material they are studying. The English teachers of SMAN 2 Pare always begin their lessons with engaging questions or stories to introduce the day's material.

The stimulants are meant to help students think critically about their answers and solve the problems that teachers present. Logical and intriguing questions can help pupils solve problems and learn more (Andresta et al., 2018). For example, when students study analytical exposition materials, the teachers begin class by asking them questions about public smoking and transportation issues. As a result, the students are motivated to connect the engaging topics to their daily lives and react to the problems, sparking a critical discussion in class.

The teachers note that students' critical thinking correlates not just with their experiences but also with their literacy rates. The learning model completed with scientific literacy engages students in the problem-solving process and improves students' performance (Sutiani, 2021). Students with more extensive knowledge can think critically and respond more comprehensively to offered themes. Teachers' initiatives to improve students' literacy include reading materials before class. A good learning process has to facilitate the students to master scientific literacy skills and critical thinking skills (Auerbach & Schussler, 2017). Students will have more time to prepare for the following lesson and will be able to read additional sources to supplement their classroom learning on the topic, which is expected.

## 6. Creative

*Pancasila* students are expected to

generate original creative ideas, works, and also have the mental flexibility to find alternative answers to problems (Badan Standar, 2022). The English teachers at SMAN Pare understand that creativity is essential to language learning, so they encourage students' creativity. The teachers assign different types of work and make the assignments challenging. Problematic and challenging creative thinking exercises stimulate activity and encourage willpower enlargement, hence contributing to pupils' positive, creative, and active development (Melibayeva et al., 2020). For instance, when studying procedure texts, the teachers provide the students the titles of recipes and grant them a limited amount of time to write a procedure text based on the label. Assignments with abrupt themes and limited time stimulate students' capacity to think creatively.

As creative activity is intrinsically tied to producing ideas, actions, and goods, the students' originality becomes essential to creating values. Originality is the ability to create ideas for issue resolution and new and different concepts (Handayani et al., 2021). The English teachers of SMAN 2 Pare urge students to keep their work original by respecting whatever they generate. Teachers appreciate the final results of assignments completed independently by pupils. The students will get more motivated to complete tasks without resorting to cheating if they sense that their teachers value their independent effort.

### ***The English Teachers' Reflection and Assessment for Implementing Profil Pelajar Pancasila***

The application of *Profil Pelajar Pancasila* in the English teaching of SMAN 2 Pare has been following the teachers' teaching modules. The lesson plans represent the teachers' ideas about what constitutes good teaching and how lessons should be presented (Akmal et al., 2022). Teaching is effective when teachers manage a class according to their lesson plans. That is a good sign that the school can incorporate *Merdeka* curriculum

components into learning independently. SMAN 2 Pare stakeholders encourage teachers to use *Merdeka* curriculum components like *Profil Pelajar Pancasila* to promote student character. The school provides teachers with the independence and flexibility to organize and conduct their sessions. To improve teamwork, the school continues to provide discussion, coaching, and regular evaluation forums for teachers to share their teaching experiences and concerns.

The teachers of SMAN 2 Pare struggle with time limitations and new dimensions during the introduction of *Profil Pelajar Pancasila* into the classroom. *Profil Pelajar Pancasila* must be integrated into classroom learning and project-based activities as part of the *Merdeka* curriculum. *Profil Pelajar Pancasila* initiative accounts for 30% of the total number of learning hours per year (Shalikhah, 2022). That impacts how teachers organize their active hours for learning the actual content. Aside from time constraints, the teachers see global diversity as a new challenge to be incorporated into English teaching. Given that the primary curriculum did not require students to have such values, they should carefully construct the collaboration of local and target language cultures.

Furthermore, the English teachers of SMAN 2 Pare evaluate the practice of *Profil Pelajar Pancasila* by observing the students' behavior in the classroom. The teachers created a grading rubric based on the official guidance from the Education ministry with a score for each sub-element completed by each student. At each class meeting, teachers must observe the students' actions and record data to conclude the students' performance at the end. The final report later for students consists of a numerical score and a description; both are included in students' final report for the second semester.

### Conclusion

The English teachers of SMAN 2 Pare apply *Profil Pelajar Pancasila* in their

classrooms primarily in three stages: the planning, implementation, and evaluation. The teachers should not incorporate the entire *Profile* dimensions while designing instructional modules, but they can choose the appropriate dimensions for each material. When the teachers conduct the teaching, they apply various teaching models, stimulants, assignment forms, and behavioral campaigns for students to integrate the selected values of *Profil Pelajar Pancasila*.

Unfortunately, the teachers find it challenging to integrate morals into the nation as a sub-element derived from the value of believing in and fearing God Almighty and possessing a noble character due to the low level of nationalism awareness among today's students. Global diversity also needs to be clarified for the teachers as it was not fully covered in the previous curriculum. The final phase of teaching is the evaluation of *Profil Pelajar Pancasila* implementation. The end-of-semester worded and numerical assessment report is based on the teacher's regular observations of student behavior during learning activities. Since this study focused primarily on the teachers' implementation of *Profil Pelajar Pancasila*, additional researchers are required to depict the students' perspective on the integration and determine the behavioral effects of the implementation.

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