

## Promoting Pancasila Student Profile in Teaching and Learning English in Senior High School

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### ARTICLE INFO

*Keywords:* Global Diversity,  
Character Education,  
Pancasila Student Profile,  
Promotion of Pancasila  
Character

*Received :* 3 October

*Revised :* 5 November

*Accepted:* 19 December

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### ABSTRACT

This research aims to determine the strategies used by teachers to promote and discover factors that influence the promotional activities of the Pancasila Student Profile in English learning process. This research used a case study method and was carried out in three Yogyakarta SHS. Data were collected by interviewing English teachers, analyzing teaching modules, and observing learning process. The data obtained were then analyzed using interactive model by Miles, et.al (2014). The results are: (1) Activities to promote Pancasila student profiles integrated into the content of the text, employing storytelling, habituation and field trips (2) Factors that influence the promotion of Pancasila student profiles are support from schools, facilities, teacher mastery and trust, strategies, students' awareness and learning process

## INTRODUCTION

Today's rapid distribution of knowledge in the fields of education and culture significantly impact the attitudes and disrupting the lifestyle of teenagers who are considered characterless and far from Indonesian norms and values. To prevent the threat of an ever-growing wave of globalization, Pancasila is required to protect and uphold national character. One of the ways Indonesian students are required to live up to the Pancasila ideals is through the Pancasila Student Profile. One of education's objectives is to develop people as individuals and as a society capable of mastering science and technology and having moral principles, as success depends on more than just knowledge and technical proficiency (hard skills). It also depends on people's ability to manage their affairs and the affairs of others (soft skills). As a result, the Pancasila Student Profile is a valuable strategy for fostering moral principles in the classroom. Background aspects for developing the Pancasila Student Profile include social and cultural changes, environmental changes, and technological advancements (Kahfi, 2022, p. 139). To work together in the process of human existence, education and science have a theoretical link that is both practical and functional. Samsul, A. (2021:17) claimed that the profile of Pancasila students is one of the manifestations of a student who is continually prospective to have global talents and character in line with the ideals of Pancasila.

The teacher unquestionably requires a strategy to adopt these values in the teaching and learning process to accomplish the learning objectives. Since this is the case, the teacher must also have his or her plan on how to give the Pancasila character's promotion top priority in the classroom learning process. The most essential component of the "Pancasila Student Profile" is that a student ought to possess an individuality that reflects the character and survival of his nation in the age of globalization. Diversity, as used in pedagogy, refers to a method of learning that fosters the virtues of fairness, acceptance, appreciation for differences, rule of law, and harmony (Indawati, 2022). Promoting the Pancasila values in English subject is essential because while maintaining an open mind when interacting with different cultures, learning the Pancasila values is expected to make students uphold the country's virtuous tradition, location, and identity.

## LITERATURE REVIEW

### The Need for Character Education

Character building has become more and more of a focus in schooling. This happens due to several societal problems that are regarded incorrectly as a lack of moral integrity (Lickona, 2012; Pike et al., 2021). A practical solution to the problems of the moral crisis is character education. (Ilma, 2015; Manulang, 2013). Character education is used to help children build their character. Character education aspires to and equips students to act as capable individuals with morality or to do "good" in the world (Berkowitz, 2011). Character education in Indonesia places a strong emphasis on cultivating exceptional civic intelligence and building a nationalism that can accept pluralism and multiculturalism (Najmina, 2018).

According to Zubaedi (2012), character education is the entire organizational strategy completed by educators who can affect the development of their students' characters and comprehend, shape, and promote ethical ideals generally. Furthermore, the goal of character education, a nationwide movement, is to promote schools that encourage moral behaviour in students and teach them to be responsible, compassionate, and ethical adults. The five keys to the success of character education are (1) Planned instruction, (2) application, (3) understanding by the teacher, (4) support, and (5) Preparing the student (Character Education Informational Handbook & Guide II 2001). In this instance, the government is attempting to publicize the Pancasila student profile as a model for people to follow when it comes to behaviour and character. If your work is quantitative, please provide previous research that agrees or rejects your proposed hypothesis.

### **Pancasila Student Profile**

The fourth modern transformation, or Industrial Revolution 4.0, is happening worldwide. For Indonesian students to succeed in this age, they must be able to compete and adapt. Indonesian students must have a solid foundation to progress and develop to become students of international quality while still holding fast to the character and values of social culture. The Pancasila Student Profile has evolved into a north star that endures as a determinant of the direction of development and a guide to the calibre of Indonesian education, even though the curriculum has altered. The main force behind Indonesia's human growth is Pancasila. The most essential component of the "Pancasila Student Profile" is that a student ought to possess an individuality that reflects the character and survival of his nation in the age of globalization. The "Pancasila student profile" consists of six elements: (1) faith, fear of God, and noble manners, (2) global diversity, (3) mutual assistance, (4) independence, (5) critical reasoning, (6) creativity (Pusat Penguatan Karakter Kementerian Pendidikan dan Kebudayaan). To ensure that every individual grows, the six elements of the Pancasila student profile must be considered collectively into a lifelong learner who is competent, moral, and displays Pancasila ideals. It is anticipated that the Pancasila Student Profile will operate as expected and be well-realized to produce Indonesian students who have high moral character, possess abilities to compete on a national and international level, have the potential to collaborate with people and in any setting, independent in their task completion, possess critical reasoning, and have original ideas to develop.

### **Global Diversity**

It is well known that the numerous changes brought about by interference in the areas of technology, culture, society, and our surroundings have altered the way of life for youngsters who are viewed as lacking in morality. Supplying fundamental competencies is vital to engaging, communicating, and participating in global life while addressing these diverse challenges and issues (Irawati et al., 2022). The diversity education is necessary due to the unavoidable impact of globalization, which necessitates the incorporation of multiple beliefs, lifestyles, and cultures via an endless supply of information conduits (Triguna, 2017). The purpose of Indonesianness is not to eliminate the unique identities of the various parts of the country but to enable everyone to become an Indonesian

citizen without feeling alienated. This means that a multiculturalism strategy must be used to understand and manage the diversity of the Indonesian people in order to turn differences into proper cultural capital for development.

### Promoting Character Values in Teaching and Learning Process

As the newest and currently used curriculum, the Merdeka Curriculum is practiced and focused on forming student profiles to embody the spirit and principles of the Pancasila precepts. The character values in the Merdeka Curriculum contain character values in Pancasila (Safitri et al., 2020). As a result, the Pancasila Student Profile is used to help students strengthen their moral principles. As stated by Samrin (2021: 78), character education can be implemented through a variety of methods, such as creating role models, strengthening disciplinary action adjustment, as well as integrity and internalization. To foster relationships that are conducive to learning, a teacher needs a methodical lesson plan (Desnita & Susanti, 2017; Iqbal et al., 2021; Syafrijal & Desyandri, 2019). Lee (2009) and Zurqoni, Retnawati, Arlinwibowo, and Apino (2018) make similar claims. Teachers typically develop teaching modules for character development in the classroom based on the curriculum before implementing those plans. A teaching module should include a methodical approach to presenting the subject as well as ideals that promote character development (Zurqoni, Retnawati, Apino, & Anazifa, 2018). The character's strategy can be inserted and is connected to how students engage in class to develop the inherent human resources in people. (Hasanah & Deiniatur, 2020; Khuriyah et al., 2017; Ülger et al., 2014). According to Siregar and Naelofaria (2020), education has only one purpose: to improve the quality of life for all citizens. The values of Pancasila are inextricably linked to educational implementation.

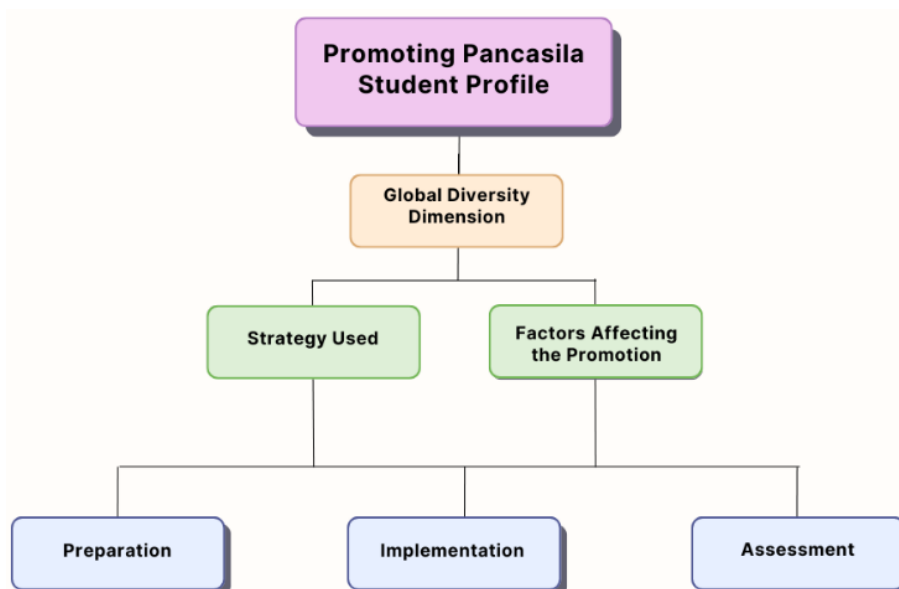


Figure 1. Conceptual Framework

## METHODOLOGY

This study was designed using a descriptive case study methodology and three Yogyakarta state senior high schools were the chosen locations for this study. The selection of these schools was determined by the period of implementing the Merdeka curriculum, which prioritizes the integration of the Pancasila student profile inside the educational institution. The case study 1 is a pilot school in Yogyakarta and has been implementing the Kurikulum Merdeka for three years, case study 2 has been implementing Kurikulum Merdeka for two years, and case study 3 has been implementing Kurikulum Merdeka for one year. This research used documentation, interviews, and observation as data collection techniques. After gaining the data, it was analyzed using interactive model by Miles, Huberman, and Saldana (2014). The components in this data analysis are (1) data condensation; The process of choosing, concentrating, streamlining, abstracting, and modifying data to roughly encompass the entirety of written field notes, interview transcripts, papers, and empirical materials (2) in-depth analysis; display data, organize, assemble, and infer information, and assist in understanding the research context as it allows, (3) conclusion drawing; gathers information by, among other things, seeking for understanding that defies pattern recognition, noticing explanatory regularities, and observing causal flows.

## RESEARCH RESULT

### Integrating Promotional Activities in Teaching Modul

When carrying out the teaching and learning process, the teacher used the teaching module as a reference in carrying out learning, including integrating the Pancasila values that he wanted to promote in the teaching and learning process. From the interviews conducted, each teacher prepared a teaching module by considering and, of course, including the profile of the Pancasila students they wanted to promote in learning and teaching processes, especially the dimensions of global diversity. One of the values of the Pancasila student profile that was promoted in the teaching module developed by T1 in the descriptive text material was global diversity. It is evident in Figure 1 that in learning objectives in the descriptive text found: "reading descriptive text, especially Indonesian tourist destinations and analysing the structure of descriptive text". By reading descriptive text about tourist attractions, the teacher hopes that students will be able to recognise their cultural identity as their own identity and be proud of the unique culture they have. From the interviews conducted with the teacher, it was known that T1's strategy for promoting global diversity was storytelling.

3. membaca teks deskriptif khususnya destinasi wisata indonesia dan menganalisis struktur dasar teks deskriptif.
4. memahami arti kosakata tertentu dalam konteks.

Figure 2. Activity to Promote Pancasila Student Profile

Meanwhile, in the teaching module created by T2, the researcher found that the teacher did not plan in writing regarding the value of the global diversity profile in the Pancasila student profile sub-chapter in the teaching module, but

in the learning objectives flow based on evidence in Figure 2, it was written that in the descriptive material the Pancasila student profile that was included was one of global diversity

Alur Tujuan Pembelajaran							
No	Materi	Tujuan Pembelajaran	Elemen	Profil Pelajar Pancasila	Modul	JP	Ket
1	Descriptive	<ul style="list-style-type: none"> <li>mengidentifikasi ide utama dan detail relevan dari diskusi atau presentasi mengenai topik yang dekat dengan kehidupan pemuda</li> <li>mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks, mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.</li> <li>Menulis dan mempresentasikan teks descriptive</li> </ul>	<ul style="list-style-type: none"> <li>Menyimak – Berbicara</li> <li>Membaca dan Memirsa</li> <li>Menulis dan Mempresentasikan</li> </ul>	berkebinekaan global: mengenal dan menghargai berbagai tempat bersejarah di dunia	1	8	Sem 1

Figure 3. Pancasila Student Profile in Learning Objective Flow

Additionally, in the descriptive text teaching module analysed by researchers, it was found that in the main activity, the teacher asked students to observe to identify and formulate problems regarding descriptive text related to tourist attractions and famous buildings. This makes students consciously find out and then read, which increases their knowledge about their own culture. Meanwhile, in the main activity of historical recount text material, researchers found that there were exploration activities. In this activity, students are asked to explore historical events that occurred in the past by referring to time and endings based on the context of their use. The teacher always started the lesson by singing the Indonesian Raya song and closed the lesson by singing a folk song. The activity of singing this song was carried out every time you started and closed learning and teaching activities, so this activity was carried out repetitively. This habit was expected to be able to instil a sense of ownership and pride in national and cultural identity in the students themselves.

The last teaching module document analysed by the researcher was the teaching module compiled by T3. It was found that T3 included the Pancasila student profile values of the global diversity dimension in the report text, advertisement, and announcement materials. The activities written to promote the global dimension of diversity are based on identifying examples related to teaching materials on the internet in the surrounding area from a global perspective. In the teaching module prepared by T3, the strategy used was a communication strategy. Implementing this communication strategy applies to almost all teaching materials, except for text materials; teachers used storytelling to be later able to integrate promotional actions for Pancasila student profiles.

### **Integrating in Teaching and Learning Activities**

After observed T2 and T3, it was found that learning was carried out in accordance with the teaching modules that had been created previously. Meanwhile, at T1, it was found that the teacher consistently tried to carry out the learning process in accordance with the teaching module that had been created, but it turned out that the teacher promoted elements of the global diversity dimension more in-class activities without any written plan in the previous teaching module. This was because each student has a different way of teaching, so the teacher make several improvisations and changes when implementing the teaching modules that have been prepared. In the learning and teaching process,

T1 used content taken from the internet related to Yogyakarta's culture and customs and using PPTs and videos also convey it through storytelling. Drawing from the observation findings, T1 got used to the greeting culture before starting the lesson. After presenting the material through storytelling, T1 asked students to investigate and explore historical buildings or cultural tourist attractions independently.

In the meantime, T2 used descriptive text on historical locations and architecture in Indonesia as well as other countries when teaching descriptive text company with photos were downloaded from the internet. Based on observations made by researchers, T2 introduces historical or cultural places to students through descriptive text so that students know and recognize historical places and related cultures. After delivering the material, T2 gave examples before assigning students to work in groups to investigate historical buildings or places, as well as their culture, and compose descriptive texts in order to characterize and report their discoveries to their peers. Meanwhile, in the historical recount material, T2 presented a historical text about the Bandung Sea of Fire, explaining this event to students so that students would know more about the heroes' struggles and emulate their nationalist attitudes.

In the learning and teaching process carried out at the case study 3, T3 emphasised the value of communication. To accomplish its educational goals pertaining to the Pancasila student profile, T3 used discussion activities. Throughout the observation, the researcher found case study 3 was coordinated by teachers, particularly T3, who led the group in singing the Indonesian Raya song at designated intervals during the teaching and learning process.

### **Promoted Values in the Teaching and Learning Process**

Teachers included character education values in the teaching module and when the learning and teaching process takes place. In the teaching module created by the teachers, it was only stated that the promoted Pancasila student profile is global diversity, not the particular elements that are promoted. To identify specific components that were supported in greater depth during the process of learning and teaching English in high schools, researchers carried out interviews with teachers, observations in the classroom, and analysis of teaching modules. Researchers discovered that T1 made an effort to advance a number of components of the global diversity dimension, including: understanding and appreciating the cultural dimension, communication and intercultural interaction dimension, social justice dimension, and reflection and responsibility for the experience of diversity. The global diversity values promoted by T2 in the teaching and learning process are: understanding and appreciating the cultural dimension, social justice dimension, and reflection and responsibility for the experience of diversity. And lastly, the global diversity values promoted by T3 in the teaching and learning process are: understanding and appreciating the cultural dimension and communication and intercultural interaction dimension.

### **Factors Affecting the Promotion of Pancasila Student Profile**

Good cooperation between teachers, schools, and students was needed to promote the Pancasila Student Profile. Based on the results of interviews and observations on T1 made by researchers, it was known that the school really supported the promotion carried out by the teacher. The case study 1 is the pilot school and pointed as a driving school, then the facilities in the school quite sufficient and the student enthusiastic in teaching and learning process help the smooth running of the promotional activities. Therefore, it was important for teachers to understand and have adequate knowledge regarding the profile of Pancasila students themselves. Meanwhile, in the teaching and learning process carried out by T2, he has a sufficient understanding of the profile of Pancasila students, especially global diversity. Plus, he was part of the school's cultural team, so matters related to culture, both local and interlocal, became a priority and his focus. Efforts to promote global diversity are also fully supported by the school. Apart from programs related to local culture, the class's facilities and infrastructure are also very adequate and fully support the teacher's efforts to promote the values of the Pancasila student profile. In implementing the promotion of the Pancasila student profile and global diversity dimension at the third school, T3 received facility support from the school for the smooth running of the teaching and learning process. Aside from that, however, educators also faced a number of challenges as a result of the recently imposed Merdeka curriculum in their schools. As a result, educators are still investigating and learning about the Pancasila student profile and how it fits into the teaching and learning process.

## **DISCUSSION**

### **Integrating the Promotion in Text Context**

The Pancasila Student Profile can be mirrored in the learning methods and content. Teachers can incorporate Pancasila student profiles through teaching modules in the Kurikulum Merdeka. Each module applies learning objectives derived from learning outcomes, using the Pancasila Student Profile as the focal point. Modules are organized based on the phases or stages of student development, accounting for the material to be studied, adjusting it to learning objectives, and taking long-term development into consideration. The character aspects that will be taught to the students are written in the lesson plan by the EFL teachers in an implicit manner. Following that, they might involve character values in their interactions with students in the classroom and present a role-modelling aspect according to particular character values.

In this research, the teacher integrated students' Pancasila values in descriptive and historical recount text. Teachers use text as the main medium for inserting Pancasila character values to be promoted in the learning and teaching process. Using texts indirectly made students able to introduce their native culture to other friends and immediately get to know different cultures globally (Mariyani et.al: 2024 and Nugraha et.al: 2023). Descriptive texts with a range of talks at every learning level can also encourage students to develop their characteristics, from recognizing and analyzing language and text structure to creating descriptive texts. Discovery learning is one technique that may applied

to writing activities, including descriptive texts. Learning is designed so students can independently comprehend critical ideas and concepts. Students look for multiple significant ideas or concepts by searching, analyzing data, drawing conclusions, describing them, and so forth. Students are expected to research and examine historical sites, popular tourist destinations, and cultural artefacts. According to Irma (2018), the author of a literary work portrays every incident that individuals encounter on a daily basis. Literary works describe the behaviour of people in diverse specific values include social, cultural, character, moral, ethical, and habitual values. Students are introduced to historical events that contain elements of culture, nationalism, and patriotism.

### **Delivering Material Using Storytelling**

In delivering teaching materials, teachers are required not to teach with emotional behaviour but to be realistic and logical. Learning about values is more critical in verbal than written curricula (Onder, 2017). This is also in agreement with the findings of Rahim and Rahiem (2012), who declare that storytelling may qualify as a vehicle for moral instruction for learners. In recent times, teachers and language learners have tried to apply storytelling as an option for communication when teaching languages. Abdullah (2015, p.122) revealed in a published book, *The Character of Character Cities* (2006) character is the desire within to do the right thing, no matter what the "price" is. This comprehension, which is linked to actions, encompasses principles, ethics, or values in life, such as integrity, forbearance, devotion, self-control, and so on. After gaining some understanding, it came to pass that character education should be deeply established in children from an early age in order to promote connection with people from different cultural backgrounds. Interpersonal relationships, social structures, and organizations are all shaped by the way people communicate and interact with one another (Hendrith, 2018) and the sharing process, which is made possible by activities that promote cultural exchange and are especially important for young students (Hastings, 2018) particularly in this era of digitalization. Not only may storytelling be utilized as an instructional technique for language, particularly when teaching vocabulary and syntax, but it can also assist children in developing their emotional intelligence and getting an understanding of how people behave (Samantaray, 2014). Teachers can accomplish learning objectives in writing skills through the use of storytelling strategy in the teaching and learning process while also raising the profile of Pancasila students.

### **Habituation**

Habituation is one way to instil ideals in character. People who are raised with a strong work ethic, high degree of discipline, independence, and responsibility will become more habitual of these qualities. Habituation is the process of building planned concepts to produce actions that learners can perform on a regular basis (Anggraeni, 2021; Isnaini et al., 2020). Teaching a child to be physically grown is far simpler than teaching them to be spiritually developed, as physical development is visible, while psychological growth can only be understood via introspection. Consequently, attitude and behaviour are the two main ways in which one might observe someone's character. Students will be directed by habituation to help them comprehend the actions they take.

Good practices will result in optimistic thinking. For the strategies already mentioned to become deeply established in their behaviours, they must continuously apply them. The habituation of values at school is also seen in social life at school; children consider acceptable and unacceptable behaviour and follow and pay attention to social conventions and morality. It is true that children pay attention to their teachers, both in the way the teacher speaks, acts and behaves both inside and outside the classroom. To develop the desired character and make it a habit, character cultivation needs to be repeatedly experienced and exercised. We have to set up specific conditions before we can expect someone to learn. According to the principles of classical conditioning, repetition is the key to learning. If you repeatedly practice a behaviour, even though it is initially exceedingly difficult, you will eventually become proficient at it and be able to carry it out on your own. Therefore, training students through habituation is one way to inculcate and apply character education.

### **Field Trip**

It is the role of teachers to pique students' interest and motivate them. Regardless of the subject matter, field visits and experiential learning are effective ways to pique students' interest since they give them real-world learning experiences. One method to obtain experience while acquiring a body of knowledge is through instruction. It does not imply that a teacher would only have the students sit through a lesson. Naturally, students are highly curious to understand stuff about themselves through independent research or discovery. While little is known about how student travel affects their sense of cultural identity, there has been a new focus on the value of travel in fostering an understanding of one's own and other cultures (e.g., Diekmann, Vincent, & Patwardhan, 2019). Any trip that is organized by a group of students outside of the district and is a required component of a curriculum that is overseen and managed directly by a member of the teaching staff or an adviser appointed by the superintendent is considered a field trip. Culture and cultural legacy are the most crucial building blocks for establishing and preserving concepts of identity, ownership, and citizenship, according to Di Pietro, Guglielmetti, and Renzi (2018). Lesson content and concepts can be immediately experienced by students in a real-world setting according to the learning values that are centred on the integration of knowledge with realistic scientific practice. . Students who actively engage in a field experience have a more favourable attitude toward the subject. It is imperative to underscore that participatory activities during educational field trips allow students to investigate and analyse cultural sites, thus contributing to a shared understanding of the meanings connected to the location.

### **Factors Affecting the Promotion of Pancasila Student Profile**

Education is among the contributing elements that have a significant role in building the character of a nation. In Indonesia's education world, there has been much discussion about character education, which is still low (Suprayitno, 2020). Character education is an educational approach that focuses on instilling values, morals and ethics in students, with the aim of increasing their ability to distinguish between right and wrong in everyday activities. Character improvement is evenly aligned with the use of pedagogical techniques that have

the capacity to foster the principles of the Pancasila student profile (Sulastri et al., 2022). Efforts to develop the profile of Pancasila students cannot be separated from the role of educators who have a position in guiding and focusing students; the mentoring process carried out by teachers provides personality strengthening, and teachers are the moral and moral level of students. This profile includes the development of students who have the necessary competencies, demonstrate appropriate behaviour, and embody a character in accordance with Pancasila values.

### **Factor Supporting the Promotional Activities in Learning Process**

In promoting the Pancasila student profile, the provision of learning facilities by schools, qualified teaching staff who have a good understanding of the Pancasila Student Profile, and two-way interaction between educators and students are factors that influence the sustainability of this character education. The school's willingness to provide supporting facilities in the learning and teaching process, such as LCDs, projectors, and laptops, and to realise learning outside the classroom, namely field trips, really helps teachers to be able to carry out learning according to plans that have been made previously. School can be said to be a second home for children/students. If calculated, most of the children's activity time is done at school, especially in schools that implement a full day school system. The programs prepared by the school contribute more or less to character education. Simple programs such as flag ceremonies, singing national songs, singing regional songs and field trips to museums to introduce culture directly to students are activities that can promote global diversity.

To align with the programs that have been created by the school, teachers' mastery of the class and the values being promoted are also important things that can influence the promotion of Pancasila student profiles. If school is a second home for students, then teachers are second parents for students. Teachers are expected to act as facilitators in the learning process. They assist their student in developing their competency, as is demonstrated in learning activities (Ratama et al., 2021). Choosing a strategy that suits the diversity of students and integrating the values of the Pancasila student profile in it is the first step for teachers to be able to instill character in students. The existence of students with diverse characteristics is not only accepted but must also receive accommodations or adjustments to learning according to their conditions and needs, so Teachers' insight and skills in managing classes that can provide equally good services to diverse students.

### **Factors Inhibiting the Promotional Activities in Learning Process**

Educational goals will be of high quality and achieved if students have a high sense of enthusiasm for the importance of education (Rodhiyah, Degeng, & Adi, 2021: 81). Enthusiasm for learning is a student's attitude to be enthusiastic and more enthusiastic and have a great interest in participating in learning activities. Students' self-awareness is related to the student's enthusiasm for learning, which is influenced by the strategy applied by the teacher during the learning and teaching process. The lack of knowledge of Pancasila values and strategy to promote will hinder the teaching and learning process to promote character education in a subject that does not directly address a character-related issue for the students. This is because teachers must impart moral principles that

are directly related to the subject matter being covered while also teaching the primary subject. Teachers also have the issue of adjusting to the new curriculum, particularly in schools where the Pancasila profile was recently implemented into instruction. Instructors find it challenging to participate in online webinars or briefing sessions about the profile of Pancasila students without assistance from other parties due to their inadequate technological proficiency; they are still groping as they go along to be able to incorporate it properly. As stated by Sofia, I. R. & Moh. Gufron (2019:126), the environment, the teacher's actions, and the students themselves all work against the development of children's character. Student organization activities during class hours distract students from learning. Students cannot follow the learning process in its entirety, so sometimes they lose more hours in class, which causes the delivery of material and other things to not run as they should.

## **CONCLUSIONS AND RECOMMENDATIONS**

Activities to promote Pancasila student profiles are integrated into the teaching and learning process by integrating in text content, delivering material using storytelling, habituation and field trips. The strategy, content, and media has been prepared and planned by the teacher in the teaching module. Because the dimensions being promoted are not directly related to the subject material, the strategy used in promotional activity chosen is one that can cover the main learning material.

As stated by Samrin (2021: 78), character education can be implemented through a variety of methods, such as creating role models, strengthening disciplinary action adjustment, as well as integrity and internalization. In promotional activities carried out in the classroom, teachers integrating Pancasila values in text because using text indirectly made students know different cultures as well as introduce their original culture. Discovery learning used by teacher when assigning student, they are expected to research and examine historical sites, popular tourist destinations, and cultural artefacts. Besides, teachers applying storytelling to deliver teaching material related to text and writing skills. Generally speaking, the most effective way to instil moral principles in children of all ages has been thought to be through storytelling. Not only can be used to promote the values of the Pancasila student profile, but storytelling strategy can also help students' creativity and vocabulary, which is also a learning object that must be achieved during learning. Apart from that, teachers also apply habituation strategies. Teachers familiarise students with carrying out certain activities which in the future they hope will become a habit that sticks with them. A particular strategy to inculcate and apply character education in students is through habituation training. The capacity to distinguish between positive and negative values is acquired. Based on these beliefs, they also learn when and how to act. When conduct becomes ingrained through habit, it is extremely difficult to stop or change. In out-of-class activities, teachers integrate promotional activities for Pancasila student profiles during field trips. During the field trip, students face reality through interactions, cultural objects and situations related to Indonesian culture.

Furthermore, there are several factors influence the promotional activity of the Pancasila student profile. Support from schools, such as adequate facilities and trust in teachers to freely plan the learning process, are factors that launch activities to promote the profile of Pancasila students. The five keys to the success of character education are (1) planned instruction, (2) application, (3) understanding by the teacher, (4) support, and (5) preparing the student (Character Education Informational Handbook & Guide II 2001). The learning planning process is also influenced by the teacher's mastery of the values to be promoted and the strategies to be used. Choosing an appropriate strategy to apply is the first step to integrating character education in learning because students have varied characters with different types of learning acceptance, so teachers' insight and skills in managing classes that can provide the same good service to diverse students are also needed. Students' self-awareness and their eagerness for learning are correlated, and both are strongly affected by the teaching and learning strategies used by the teacher. Choosing an inappropriate way to promote Pancasila values makes students less interested in subjects, and passive participation in the learning process hinders these promotional activities. Teachers' lack of mastery of Pancasila values also leads to inhibiting factors such as limited teachers' ability to design effective teaching modules, minimal lesson content, and limited teachers' ability to use science and technology. Again, the disruption of teaching and learning activities by organizational activities during lessons also hinders promotional activities in the classroom.

#### **FUTHER STUDY**

The limitation of this study is that it only discusses and focuses on one dimension, namely the global diversity dimension. This does not yet cover the other five dimensions of the Pancasila student profile. In addition, the outcomes of used techniques selected by educators are practically applied to the same content, which is text material. There are two points that the researcher would like to suggest regarding the improvement and development of research in the realm of Pancasila student profiles. First, implementing certain model or strategies other than those mentioned in the findings to promote the profile of Pancasila students in English language learning, and the second is exploring the factors that influence the promotion of Pancasila student profiles based on the background of teachers or students in learning English.

#### **ACKNOWLEDGMENT**

The researcher expresses her highest gratitude to Allah ﷻ for blessing, love, opportunity, health, and mercy to complete this thesis. Heartfelt gratitude goes to my beloved parents, who kept praying for, guiding and providing moral and material support and my excellent siblings for their unwavering support. I am also glad and grateful to have amazing friends who always keep with me and give their best. Without them, I would never be able to reach my goal. With all humility and sincerity, the researcher would like to thank my supervisor, who has guided and encouraged me while writing this thesis. I express my deepest gratitude for all the advice and guidance so far. I hope blessings and health will always surround him for all his goodness during this time.

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