

# Analysis of Pancasila Student Profiles Represented in English Textbook for Senior High Schools

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**Abstract:** Education is an effort to equip individuals with knowledge and instill character values to enhance students' future self-quality. This study analyzes the implementation of the Pancasila Student Profile (P3) in English textbooks for class X SMA/MA. The six elements of P3 include: 1) Faith, piety to God Almighty, and noble character; 2) Global diversity; 3) Collaboration; 4) Independence; 5) Critical reasoning; and 6) Creativity, serving as a framework to understand student characteristics. Using a qualitative approach and content analysis, this research involved identifying and categorizing text samples (e.g., words and sentences) to evaluate the representation of P3 dimensions. Findings reveal that the textbooks reflect behaviors and values aligned with the P3 dimensions. These include habitual worship and prayer, acceptance of differing perspectives, effective group discussions, critical problem-solving, and independent, wise behavior reflecting responsibility as Pancasila students. Results are presented in a checklist table, highlighting the integration of P3 values within the textbooks.

**Keywords:** Analysis, Pancasila student profiles, English textbooks

**Abstrak:** Pendidikan merupakan upaya untuk membekali individu dengan pengetahuan dan menanamkan nilai-nilai karakter guna meningkatkan kualitas diri siswa di masa depan. Penelitian ini menganalisis implementasi Profil Pelajar Pancasila (P3) dalam buku teks Bahasa Inggris untuk kelas X SMA/MA. Enam elemen P3 meliputi: 1) Keimanan, ketakwaan kepada Tuhan Yang Maha Esa, dan akhlak mulia; 2) Kebinekaan global; 3) Gotong royong; 4) Kemandirian; 5) Bernalar kritis; dan 6) Kreativitas, yang menjadi kerangka kerja untuk memahami karakteristik siswa. Dengan pendekatan kualitatif dan analisis isi, penelitian ini melibatkan identifikasi dan kategorisasi sampel teks (misalnya, kata dan kalimat) untuk mengevaluasi representasi dimensi P3. Temuan menunjukkan bahwa buku teks mencerminkan perilaku dan nilai-nilai yang selaras dengan dimensi P3. Hal tersebut mencakup kebiasaan beribadah dan berdoa, penerimaan terhadap perbedaan perspektif, diskusi kelompok yang efektif, pemecahan masalah secara kritis, serta perilaku mandiri dan bijak yang mencerminkan tanggung jawab sebagai pelajar Pancasila. Hasil penelitian disajikan dalam bentuk tabel ceklis, yang menyoroti integrasi nilai-nilai P3 dalam buku teks tersebut.

**Kata kunci:** Analisis, Profil pelajar Pancasila, Buku teks Bahasa Inggris

## 1. INTRODUCTION

There is question about how can the education of the Pancasila values through English textbooks enhance not only academic proficiency but also foster a deeper

appreciation for Indonesian culture and national identity among students?

First, education is a form of effort made by individuals to gain knowledge and teaching about various aspects of life. Education can provide many benefits to individuals as a provision to live life in the present and the future. As a learner, one should

be able to take advantage of education as an opportunity to develop oneself as much as possible. Not only in terms of knowledge and skills, education should also be able to instill character values that can improve the self-quality of students who will become part of society in the future. (Muslich, 2011) argues that education is a process of adapting culture to a person or society so that it is able to make that person or community have manners in behavior. Along with the previous opinion, Suparto in (Yanuarti, 2018) expressed Ki Hajar Dewantara's opinion regarding the function of education is not a goal but a medium that is used to achieve a goal in life, namely to realize independence within the individual. Independence is not only related to being free from the shackles of colonialism but being independent in this case refers to the physical and mental freedom of individuals so that they have the freedom to develop and obtain the things they need according to their own interests and desires without any restrictions or coercion from others. Education not only gives independence to individuals but also instills the values of life as an integral part of the experience of education itself. Put forward Ki Hajar Dewantara's opinion regarding the function of education is not a goal but a medium that is used to achieve a goal in life, namely to realize independence within the individual. Independence is not only related to being free from the shackles of colonialism but being independent in this case refers to the physical and mental freedom of individuals so that they have the freedom to develop and

obtain the things they need according to their own interests and desires without any restrictions or coercion from others. Education not only gives independence to individuals but also instills the values of life as an integral part of the experience of education itself.

In relation to the Indonesian education system, currently a new paradigm of education has been implemented, namely education based on an independent curriculum. Minister of Education and Culture Nadiem Makarim changed Indonesian education, which originally implemented the 2013 curriculum into a prototype curriculum which was later changed to become an independent curriculum in 2019 as an effort to restore the educational situation which had experienced learning loss due to the covid-19 pandemic (Sa'dullah, 2023). The implementation of the independent curriculum is followed by several excellent programs that are beneficial to education in Indonesia, one of which is the Pancasila Student Profile. P3 (Profil Pelajar Pancasila) are some of the desired characteristics that students can have through the application of the noble values of Pancasila.

The application of P3 in learning is one form of the Government's efforts to be able to shape the characteristics of students who make Pancasila the basis for thinking, behaving, and living as part of society which should be able to reflect the good values of Pancasila as the identity of Indonesian society.

In teaching and learning process could be as a one way to the product of the students' learning, whether the teacher uses a textbook,

or prepared material (Susiati & Mufidati, 2020). Many materials can be put and found in textbook, especially about the character education (Anwari, 2021). This character education has been socialized by the government and it also should be represented not only in teaching learning process but also through textbook (Hadna Suryantari, 2022).

The importance of textbook in presenting the character education play an importance role in gaining the outcomes of the students' character to become P3 students (Heriansyah, 2018), because there are a lot of character's type that has to be learned by the students nowadays. Zuchron in (Novitaningrum, 2023) states that there are six important characters, namely: 1) Faith, piety to God Almighty and noble character, 2) Global diversity, 3) Mutual cooperation, 4) Creative, 5) Critical reasoning, and 6) Independent. The six dimensions of the Pancasila Student Profile are interrelated aspects so that the planting of values from the six dimensions is an inseparable part. Although in practice, not all of these dimensions can be developed in learning.



**Figure 1.1 Six dimensions of the Pancasila Student Profile (Kemdikbud, 2022).**

Dimensional content in P3 aims to provide provisions for students so they can have knowledge and skills in living life. This is a form of practicing the values of Pancasila which is the identity of the Indonesian people. Pancasila values in the P3 dimension can be used as a reference for teachers to know and understand the character of students. One proof of the application of the P3 dimension in learning can be seen from the activities of students when learning takes place. These learning activities can be seen in one of the subjects, namely when learning Indonesian.

Instilling the values of the P3 dimension is important to apply in learning so that it can shape the characteristics of students who are able to reflect the practice of Pancasila values. Facts on the ground show that there is a tendency for different behavior changes between students who experience the Covid-19 pandemic situation and afterwards as a result of the loss learning that occurs. Through this it can be seen that P3 which is one of the pillars of the Independent Curriculum is able to provide new scenarios which are expected to improve the quality of the character of students at this time.

This study aims to determine the types of Pancasila student profile values in English textbooks and how these values are included in English textbooks for senior high schools. And here, the textbook that analyzed was the newest version of textbook which using *Merdeka Curriculum*.

## 2. RESEARCH METHODOLOGY

The Pancasila Student Profile (P3) is one of the founding pillars of the Independent Curriculum which is considered to be able to improve the quality of the characteristics of students after facing the educational crisis due to co-19. P3 is now an integral part of independent curriculum learning which is used as a reference in monitoring the character development of students. The character education values contained in P3 can provide opportunities for students to learn while developing Pancasila values as part of the personality of the Indonesian nation.

Pancasila is the basis of the state which of course is also the basis for Indonesian people to live, behave, think and socialize with their surroundings. (Zuchron, 2022) in the book *Tunas Pancasila* states that P3 functions as the main guide in determining educational policies as well as being a guide for teachers in shaping the character and skills of students. P3 has six dimensions, namely 1) Faith, piety to God Almighty and noble character, 2) Global diversity, 3) Mutual cooperation, 4) Creative, 5) Critical reasoning, and 6) Independent. The six dimensions of the Pancasila Student Profile are interrelated aspects so that the planting of values from the six dimensions is an inseparable part.

Textbook learning is part of the independent curriculum material that must be taught at the high school level or what is now called phase E. At this level, students are required to be able to recognize their potential

and talents before entering a higher grade level. In phase E, students are directed to be able to use English with teachers, peers and other people in various situations and goals. Besides that, students are also directed to be able to read, respond, and write various types of texts (narrations, procedures, etc.).

This study used content analysis techniques with the formulation of qualitative research methods (Miles et al., 2014). Content analysis begins with selecting text samples (units), which serve as the units of analysis (Sitasari, n.d.). This units can range from individual words to entire sentences, depending on the focus of the study. Then determines the units of analysis (e.g. words and sentences) and categories it, after then reviews needed for the text to be encoded.

Data collection method in this research is document analysis from English text-book entitled "Pathway to English" which is used for class X high schools which involves reviewing and evaluating documents printed or electronic.

Regarding instruments and data analysis, this study used a checklist instrument and three stages of data analysis: reduction, display and conclusion. (Miles et al., 2014), the checklist is used to find out the values of the Pancasila student profile contained in the English textbook.

The following is an example of a checklist table used in this study:

Tabel 1. Checklist Isi Nilai Karakter Berdasarkan Miles et al. (2020)

Tanpa Karakter Nilai Pendidikan	Adanya ya Tidak	Ditemukan di Halaman	Nilai karakter keterangan
1			
2			
3			

### 3. RESULTS

The implementation of the independent curriculum is a great opportunity for schools and teachers to determine for themselves a variety of activities as well as learning to be carried out for students according to their needs and characteristics. This is considered capable of providing encouragement that can maximize the development of the potential and abilities of students in various aspects. Not only about knowledge and skills, but also about the formation of the character of students (Suyadi & Aisyah, 2023).

The Pancasila Student Profile (P3) is one of the pillars of implementing the independent curriculum which is expected to improve the quality of education in Indonesia. P3 is an integral part of various activities at school, both in learning and outside of learning. According to Permendikbud Number 22 of 2020, P3 aims to form Indonesian students as lifelong students who have competence and behavior in accordance with the values of Pancasila as the nation's identity.

Zuchron (2022) states that there are six dimensions of P3, namely:

1. Faith, piety to God Almighty and noble character

This dimension emphasizes the importance of spiritual values and ethical behavior, encouraging students to develop a strong moral compass rooted in faith (Oktari & Kosasih, 2019)

2. Global diversity

Students are encouraged to appreciate and respect cultural differences, fostering an understanding of global citizenship and interconnectedness (Cintia et al., 2018)

3. Mutual cooperation

This aspect promotes teamwork and collaboration among students, highlighting the significance of working together towards common goals (Zuliani et al., 2023).

4. Creative

Encouraging innovative thinking. Here the students are allowed to express themselves through creative endeavors and problem solving (Damayanti & Mukarto, 2024).

5. Critical reasoning

Students are trained to think critically, analyze information, and make informed decisions based on evidence and reasoning (Heriansyah, 2018).

6. Independent

This dimension fosters self-reliance and personal responsibility.

Those six dimensions of the Pancasila Student Profile are interrelated aspects and it would be good conveyed in learning through textbook. In Pathway to English textbooks for class X SMA/MA, there are various written, verbal or visual communication messages have

been found that reflect the Pancasila Student Profile (Sudarwati, 2022).

The implementation of the Pancasila Student Profile can be seen in the contents of the textbook, namely:

1. Have faith, fear God Almighty and have noble character

Having faith, fearing God Almighty and having noble character is one of the dimensions of the Pancasila Student Profile. Students who believe, fear God Almighty and have noble character are students who can show morals and their relationship with God Almighty. Students understand their respective beliefs or religions while being able to apply the practices recommended therein. There are five indicators in having faith, piety to God Almighty, and having noble morals, namely, 1) Religious morality, 2) Personal morality, 3) Morals to humans, 4) Morals to nature, and 5) Morals to the country.

**Table 3.1. Five Indicators in Having Faith**

The Value of Faith, Piety to God Almighty & Noble Morals
<ul style="list-style-type: none"> <li>• Religious Morals – Yes – Frequency: 1 (Page: 45)</li> <li>• Personal Morals – Yes – Frequency: 2 (Pages: 11,12)</li> <li>• Morals to Humans – Yes – Frequency: 2 (Pages: 6,8)</li> <li>• Morals to nature – Yes – Frequency: 2 (Pages: 42,43)</li> <li>• Morals to the Country – Yes – Frequency: 1 (Page: 12)</li> </ul>

2. Global Diversity

Indonesia is a plural country with various individual characteristics. Within a small scope of the class, there are various characteristics of

students from various backgrounds. Indonesian students maintain their noble culture, locality and identity, and remain open-minded in interacting with other cultures, to foster a sense of mutual respect and the possibility of forming a noble culture that is positive and does not conflict with the nation's noble culture. Elements and keys to global diversity include knowing and appreciating culture, intercultural communication skills in interacting with others, and reflection on and responsibility for the experience of diversity. This can be shown by students when faced with group situations or discussions.

**Table 3.2 Global Diversity**

Global Diversity Value
<ul style="list-style-type: none"> <li>• Respect for culture, able to communicate and interact with other people across cultures, and able to reflect and be responsible for diversity. – Yes – Frequency : 2 (pages : 3,7)</li> </ul>

3. Mutual cooperation

Widayati (2020) defines cooperation as an activity carried out together, helping each other, helping each other to complete a particular job. Students who reflect the dimensions of mutual cooperation can show mutual help and care for their friends. Indicators of mutual cooperation can be seen in the learning process, namely when students discuss in small groups. Students who feel they understand the material will tend to share their understanding with other students resulting in exchange of thoughts and opinions. Students who feel they have not understood the material will automatically ask other students to be able

to obtain the required understanding. Gotong royong aims to complete a job together.

**Table 3.3 Mutual Cooperation Value**

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Mutual Cooperation Value

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- Students discuss in small groups – Yes – Frequency: 2 (pages 74,75)

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4. Independent

Independence is a form of courage to be able to solve a problem and think that he is consciously able to be able to do something on his own. Strengthening this opinion, Gea in (Oktari & Kosasih, 2019) outlines five criteria for individuals to be said to be independent if they have self-confidence, can work alone, master skills and skills appropriate to their work, respect time, and are able to be responsible.

**Table 3.4 Independent Value**

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Independent Value

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- have self-confidence, be able to work independently, master skills and skills appropriate to work, respect time, and be able to be responsible - Yes – Frequency : 1 (Page 71 )

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5. Critical Reasoning

Critical reasoning refers to the development of deep abilities understand a concept or material in depth to be able to describe or express his opinion regarding the results of the understanding that has been obtained while studying. In this regard, students can make an analogy of something so that they can find or solve a problem with a schematic thought process. Strengthening the opinion above, according to (Ernawati & Rahmawati, 2022) critical reasoning is defined as the ability possessed by students to be able

to deal with all kinds of life's problems. Students who have critical reasoning abilities are considered capable of constructing their understanding so that they can build new thoughts because of acquiring the captured understanding. In this case, students show dimensions of critical reasoning in the process of learning activities.

**Table 3.5 Critical Reasoning Value**

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Critical Reasoning Value

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- ability possessed by students to be able to face all kinds of life problems – Yes – Frequency : 2 (Pages : 73,75)

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6. Creative

Creativity is not only limited by the ability to produce original ideas or ideas or produce original works and actions but also has the ability to reason critically and be able to find the right solution to any existing problems. Regarding the creative dimension, Cintia et al. (2018) suggests that creative thinking requires students to be able to solve problems, have a variety of answers, master the perception of problems, and channel ideas from discussions about the problems found. In learning activities in class, there are several things that reflect the existence of creative development by students. Regarding the problem-based learning model applied.

**Table 6 Creative Value**

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Creative Value

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- able to solve problems, have various answers, master the perception of problems, and channel ideas from discussions about the problems found - Yes - Frequency : 1 (Pages : 73)

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The implementation of the independent curriculum presents a

significant opportunity for schools and educators to tailor learning experiences and activities that cater to the unique needs and characteristics of their students. This flexibility empowers teachers to design educational approaches that not only enhance academic knowledge and skills but also foster the holistic development of students, including their character formation. By focusing on diverse aspects of student potential, the independent curriculum aims to create a more engaging and relevant learning environment.

A crucial component of this independent curriculum is the Pancasila Student Profile (P3), which serves as a foundational framework for enhancing the quality of education in Indonesia. P3 is designed to be integrated into various school activities, both within and outside the classroom, ensuring that its principles are woven into the fabric of the educational experience. According to Permendikbud Number 22 of 2020, the primary goal of P3 is to cultivate Indonesian students as lifelong learners who embody competencies and behaviors aligned with the values of Pancasila, which represents the national identity of Indonesia. Pancasila Student Profile encompasses six interrelated dimensions, among others Faith and Piety, Global Diversity, Mutual Cooperation, Creativity, Critical Reasoning, Independence.

Moreover, the six dimensions of the Pancasila Student Profile are not isolated; rather, they are interconnected aspects that collectively contribute to shaping well-

rounded individuals. By integrating these dimensions into the independent curriculum, educators can create a comprehensive educational framework that not only focuses on academic achievement but also nurtures character development and social responsibility among students.

#### 4. CONCLUSION

Based on a series of data collection and processing processes that have been carried out by describing the findings from the implementation of the Pancasila Student Profile (P3) in learning to analyze the procedure text in the Pathway to English, an English textbook for class X SMA/MA, the result is that the Pancasila Student Profile consists of six dimensions, namely, 1) Faith, piety to God Almighty and noble character, 2) Global diversity, 3) Mutual cooperation, 4) Creative, 5) Critical reasoning, and 6) Independence has been reflected in the contents of the textbook itself.

Based on the results presented, several recommendations can be made to enhance future research and practical applications. Teachers, as facilitators in the learning process, are encouraged to use this English textbook as a model to inspire innovation and develop diverse methods, models, or approaches that support the integration of the Pancasila Student Profile into education. By leveraging this textbook, teachers can create learning strategies that foster the development of values



and skills outlined in the Pancasila framework. Additionally, this research can serve as a reference for future studies, encouraging other researchers to refine, expand, and innovate methods aimed at enhancing students' characteristic values through the application of the Pancasila Student Profile in learning environments.

Furthermore, it is recommended that future editions of *Pathway to English* be more closely aligned with Indonesian culture and daily practices, particularly when crafting stories and examples. For instance, the critical thinking task on page 160 features a narrative more suited to Western cultures, where meat is a dietary staple, whereas in Indonesia, rice is the primary staple, and meatless meals are more common. To ensure better cultural relevance and inclusivity, the authors are advised to thoughtfully select content that resonates with the experiences and values of Indonesian students, making the textbook more engaging and contextually appropriate.

In summary, the independent curriculum and the Pancasila Student Profile together represent a transformative approach to education in Indonesia, aiming to empower students as capable, ethical, and engaged members of society. This holistic focus prepares them not only for academic success but also for meaningful contributions to their communities and beyond.

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