

CHAPTER I

INTRODUCTION

This chapter describes the research background, identification of the problem, limitations of the research, formulation of the study, research objectives, and research significance.

A. Background of the Research

Education is a well-organized system with a very wide mission: everything concerning physical growth, health, skills, thoughts, emotions, will, and social and religious difficulties (Sahroni, 2017). Education is an effort to mature students, both mentally and in thinking. According to National Education Law No. 20 of 2003, education is a deliberate and planned effort to create a learning environment and learning process in which students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills required by them, society, nation, and state (Maulida, 2022).

Talking about education, education currently has too many bureaucratic burdens that are too complicated (Baedhowi, 2020). Various innovations and developments in designing learning have been carried out by the Indonesian state, at least experiencing more than ten curriculum changes that have affected learning styles since the beginning of independence. From the 1947 Learning Plan to what has just been discussed, namely "*Merdeka Belajar* (The Freedom of

Study)." *Merdeka Belajar* is a policy to restore the essence of assessment. The concept of *Merdeka Belajar* is to return education to the nature of the law to give schools the freedom to understand the basic competencies of the curriculum to be their assessment (Kusumaryono, 2020). In addition, *Merdeka Belajar* also revitalizes the education system to build key competencies so that learning activities become fun. In the pedagogy category, *Merdeka Belajar* encourages competency and values-based curriculum and assessment, as well as individual needs-based and student-centered approaches. In the curriculum category, *Merdeka Belajar* forms a curriculum based on competencies and focuses on soft skills and character development (Efyanto, 2021).

The Ministry of Education and Culture, Nadiem Makarim, said that *Merdeka Belajar* aims to explore the most significant potential of teachers and students and improve the quality of learning by giving teachers the freedom to choose how to deliver the curriculum or how to teach according to the competence of their students. Where this will certainly affect the effectiveness of the education curriculum." The effectiveness of the curriculum in specific conditions reinforces the importance of changing the design and implementation strategy of a more comprehensive curriculum," said Nadiem. This curriculum is a reference for school members, especially teachers, and requires some preparation to maximize the use of the *Merdeka* curriculum in educational units. *Merdeka* Curriculum is introduced as a learning design that allows students to learn without pressure and according to their abilities while emphasizing the freedom to think innovatively

and creatively. Another advantage of implementing the Merdeka Curriculum is that it is more relevant and interactive, where students will have more opportunities to actively explore actual issues such as the environment, health, and other issues that support the development of the Pancasila students' profiles (Nisa, 2022).

One of the features of the Merdeka curriculum is the cultivation of character education through the Pancasila Students' Profiles Strengthening Project or P5 for short. P5 is cross-disciplinary learning to observe and think about solving problems in the surrounding environment. The approach taken in P5 uses project-based learning (PBL), which fundamentally differs from project-based learning integrated into school subjects.

The Pancasila students' profiles strengthening project is a project-based co-curricular activity designed to strengthen efforts to achieve competencies and character traits following the Pancasila students' profiles developed following the Graduate Competency Standards. Education units can involve the community and the workplace in designing and implementing initiatives to enhance the Pancasila profiles of their students. The initiative to strengthen the profiles of Pancasila students is implemented with flexibility in terms of its content, activities, and duration. The Pancasila students' profiles improvement endeavor is distinct from extracurricular initiatives. The objectives, content, and activities of a project do not need to align with extracurricular objectives and materials (Satria, et al., 2022).

The Pancasila students' profiles strengthening project emphasizes character education currently being implemented in Indonesia. We usually refer to this character education as the Pancasila students' profiles which consists of six aspects, including a) *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (believing, fearing God Almighty, and having noble character); b) *berpengetahuan global* (global diversity); c) *bergotong-royong* (mutual cooperation); d) *mandiri* (independent); e) *bernalar kritis* (critical thinking); and f) *kreatif* (creative). The Pancasila students' profiles which have these six aspects, become a reference for educators and students in schools during the learning process based on the Merdeka Curriculum (Laila, et al., 2022). From these six aspects, it can be detailed that believing, fearing God Almighty, and having noble character must contain religious morals, personal morals, morals to humans, morals to nature, and religious morals. Global diversity must include recognizing and appreciating the culture and having intercultural communication skills in interacting with others. Mutual cooperation must include collaboration, caring, and self-regulation. Independent should include awareness of self and the situation at hand and regulation. Critical thinking should include obtaining and processing information and ideas, analyzing information and ideas, reflecting on thoughts and thought processes, and making decisions. Creative should include generating original ideas and producing works and actions. The entire Pancasila students' profiles are adapted from the values of Pancasila, where Pancasila is the

basis of the Republic of Indonesia so that the Pancasila students' profiles can be the basis of the character of Indonesian students themselves.

Talking about Pancasila students' profiles, it correlated with problems in the world of education, especially in the academic field that occurs today, namely the low motivation of students to learn, especially in English lesson. Indayati's opinion on Karlina's (2022) research states that learning motivation is the efforts of a student to provide all his resources and efforts to learn so that he wants or wants to carry out the learning process. Without motivation, there would be no learning process. In addition, Lince (2022) also defines that learning motivation is a form of business that is felt urgent and has a role based on its own will in an effort to achieve goals in learning. Learning objectives can not be separated from the relation to achieving science or knowledge, which of course, needs direction or motivation, be it external motivation such as motivation from teachers and parents, as well as internal motivation of students who are felt to be very influential in shaping the interests and talents possessed.

When students have a high motivation to learn, then the learning process will also be successful. In this case, both parents and teachers at school have a responsibility to foster student learning motivation. Utami & Nurjati's opinion on Karlina's (2022) research states that many students pay less attention when their teacher explains in class. Moreover, among students, there has developed a strong impression that English lesson is difficult to understand and always less interesting.

The implementation of Pancasila students' profiles of Merdeka Curriculum is expected to increase student learning motivation because all learning activities at Merdeka Curriculum are student-centered (Lince, 2022). Nevertheless, the role of the teacher is still needed. Teachers must foster student learning motivation to obtain optimal learning outcomes, and teachers must creatively generate student learning motivation to form effective student learning behavior. The teaching system will also change from being initially nuanced in the classroom to outside the classroom. The nuances of learning will be more comfortable because students can discuss more with teachers, learn with outing classes, and not only listen to the teacher's explanation, but more form the character of students who believing, fearing God Almighty and have a noble character, global diversity, mutual cooperation, independent, critical thinking, and creative because actually, every student has talent and intelligence in their respective fields.

Based on Yusri, et al. (2018) research, students' learning motivation will increase if they get interesting activities in learning. Vice versa, students' learning motivation will decrease if they do not get interesting activities in the learning process. Therefore, it is very important to make the learning process as interesting as possible so that students will be interested in following the learning process.

Yusri, et al. (2018) stated again that learning motivation is very influential on the learning achievement that can be achieved by students. Because with motivation, students have a high willingness and will try to improve their

knowledge, understanding, skills, and attitude values in learning English. Students' lack of motivation to learn is because they consider certain subjects, especially English, difficult subjects because they have complicated grammar and lack motivation to learn English itself. This problem will certainly affect student learning outcomes, especially in the academic scores they will get.

To increase students' motivation to learn English, it is considered very appropriate to apply Pancasila students' profiles in the learning process, so this is important to be researched. The existing academic problems can be researched more deeply and become the reason for the researcher choosing the Pancasila students' profiles as a research topic.

According to the Ministry of Education and Culture (Laila, et al., 2022), Pancasila students' profiles are indispensable for learning in the current era of character building. Creating students' profiles with Pancasila characters is one of the government's efforts to improve the quality of education in Indonesia as a whole. From this statement, it can be seen that character building by applying the Pancasila students' profiles is indeed necessary.

The results of pre-research observations show that teachers have implemented the Pancasila students' profiles in English lesson in the classroom. Some examples of implementation, including the implementation of believing, fearing God Almighty, and having noble characters, can be seen when students pray before the English lesson begins. Then the implementation of the aspect of critical thinking is seen when the teacher asks students about the purpose of

specific material, and students actively answer. Furthermore, the implementation of the mutual cooperation aspect can be seen when students memorize dialog tasks in pairs, and students can be seen working well with their partners. In addition, the independent factor is also seen when students record the material given by the teacher at that time. In addition, the English material provided by the teacher has also reflected Pancasila students' profiles in it. For example, the material provided trains students to think and analyze critically according to their abilities. From the results of the pre-research observations, it is increasingly visible how important the strengthening of student character is to the competence of the Pancasila students' profiles, so it must be researched more deeply.

In this study, the chosen school is SMKN Pringkuku, which is an institution that has been around for a long time and has long been recognized by the community in general, both in terms of quality and quantity. Currently, SMKN Pringkuku has become a driving school that automatically uses Merdeka Curriculum and 2013 Curriculum. There is an implementation of two curricula because the school makes gradual adjustments. The Merdeka Curriculum is implemented in Grade 10, while Grades 11 and 12 still use the 2013 Curriculum. Based on the vision of SMKN Pringkuku, it is stated "The realization of human resources with character, excellence, and Environmental Culture based on faith and piety", so SMKN Pringkuku commits to producing students with character according to the Pancasila students' profiles.

Based on the research context above regarding the implementation of the Pancasila students' profiles, the researcher is interested in conducting a study entitled "The Implementation of the Pancasila Students' Profiles in English Lesson at SMKN Pringkuku in the Academic Year of 2022/2023".

B. Identification of the Problems

Based on the background of the problems mentioned above, several problems happened at SMKN Pringkuku related to English lesson in 10th grade, among others:

1. What are the students' responses about the implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?
2. What are the teachers' obstacles towards implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?
3. How are the teachers' implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?
4. Do students understand the meaning of Pancasila students' profiles?
5. Are there still students who tend to be closed and do not want to cooperate with their friends?
6. Have students fully implemented the Pancasila students' profiles?
7. How is the learning technique applied by the teacher to emphasize the critical reasoning aspect to students?

8. How is the learning technique applied by the teacher to emphasize the aspect of cooperation to students?

C. Limitations of the Research

Based on the problem identification above, the researcher limits the scope of the study to clarify the problem systematically. This study only focuses on analyzing the implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023.

D. Formulation of the Research

Based on the background of the research, the problems of research can be divided into:

1. What are the students' responses about the implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?
2. What are the teachers' obstacles towards implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?
3. How are the teachers' implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023?

E. Objectives of the Research

Based on the problem of the research, the objective of the study can be divided into the:

1. To identify the students' responses about the implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023.
2. To analyze the teachers' obstacles towards implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023.
3. To reveal the teachers' implementation of the Pancasila students' profiles in English lesson at SMKN Pringkuku in the academic year of 2022/2023.

F. Significant of the Research

Based on the focused of the limitations of the research, the researcher found the significance of the study, they were:

1. Theoretically

This research contributes to implementing the Pancasila students' profiles in English lesson and student responses. It is helpful for other researchers to understand the implementation of the Pancasila students' profiles, especially in English lesson when used as a reference.

2. Practically

This research is expected to be useful for English teachers, students, and other researchers.

a. English teachers

It is hoped that this research can provide knowledge and understanding to English teachers about internalizing Pancasila values in implementing the Pancasila students' profiles.

b. Students

It is hoped that this research can add insight into the researcher's repertoire of knowledge in educating students in the future, so that they can internalize the values of the Pancasila students' profiles and become material for knowledge and experience in compiling scientific papers and can be used as a requirement to become a bachelor.

c. Other researchers

This research is expected to be a new reference in the Merdeka Curriculum, especially in implementing the Pancasila students' profiles in English lesson.

