

Exploring Character of Pancasila Students in the English Textbook for the Tenth Grade Senior High School Students

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Abstract: A textbook plays a significant role in teaching and learning process and is seen as a means to convey and strengthen character education. A textbook presents character education values through organized materials which can be utilized as a resource of learning experience. Moreover, it provides a useful choice in teaching and learning process which enables students to comprehend the character education building while they involve themselves during school years. This research examines Character of Pancasila Students which is presented in an English textbook published by the Ministry of Education and Culture of the Republic of Indonesia for grade 10. Type of research is content analysis research. The source of the data for this research is the English textbook for 10th grade students. Based on the result of the analysis in the English textbook, all Character of Pancasila Students dimensions are implemented thus the English textbook is appropriate as teaching material which develops Character of Pancasila Students values of tenth grade senior high school students

Keyword: *character education, independent learning curriculum, character of pancasila students, English Textbook, tenth grade students*

Introduction

The main goal of education is developing noble character of the students. To realize it, character education is required in teaching and learning process. According to (Singh 2019) character education is defined as the conscious endeavor to build up noble characters based on fundamental good values which are good for each one and society. Consequently, teachers as the educator are required to convey both knowledge and noble characters to their students in teaching and learning process.

In Indonesia, character education is socialized by government since 2010 (Khumairoh & Pandin, 2022). To strengthen the character education, Indonesia government then implemented 2013 Curriculum which emphasized the development of students' noble characters. By the implementation of 2013 Curriculum, each teaching and learning process is required to be integrated with character education (Hadi 2015). In the implementation of 2013 Curriculum, The Ministry of Education and Culture of Republic Indonesia required eighteen character to be implemented in teaching and learning process including religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, communicative, peace loving, fond of reading, environment aware, socially aware, and responsible (Wardani, Tasnim, and B 2019). By developing those characters, the harmony between attitude, knowledge, skills, and feeling are achieved and the vision of Indonesian gold generation in 2045 realized (Heriansyah 2018).

In order to provide education edifying life of a nation based on 1945 Constitution Article 31 paragraph 3, Indonesia's curriculum is changed from time to time. Curriculum alteration is also intended to realize a system of national education which encourages devotion and faith to nation and develop noble character of its nationals. Besides, the rapid transformation of technology requires excellent ability in it. This circumstance leads Indonesia government to change 2013 Curriculum to Independent Learning Curriculum (*Kurikulum Merdeka Belajar*).

In Independent Learning Curriculum, character education is formulated in a term called Character of Pancasila Students (*Profil Pelajar Pancasila*). Pancasila is pointed out since it is found as national

identity which always goes along Indonesians' culture (Srirahmawati and Hunaifi 2022) This character is intended to figure generation with character of Pancasila which consists of six character including 1) faith and piety to God Almighty and having noble character, 2) global diversity, 3) cooperation, 4) creative, 5) critical reasoning, and 6) independent (Ministry of Education and Culture, 2022). By integrating Character of Pancasila Students in Independent Learning Curriculum, it is expected that the next generations of Indonesia are all set to realize the nation's vision and face challenges in the future (Ministry of Education and Culture, 2020).

Moreover, Character of Pancasila Students is not restricted to the six characters or dimensions above since each character is still divided into elements and sub-elements as the following (Ministry of Education and Culture, 2020).

1. Having faith, fear God, and have noble character, including (1) religious morality (knowing and loving God Almighty, religion/believe understanding, implementation of the worship); (2) personal morals (integrity, taking care of self physically, mentally, and spiritually); (3) morals to humans (prioritizing similarities with others and respecting differences, empathizing others); (4) morals to nature (understanding the connectedness of Earth's ecosystem, protecting the natural environment); (5) morals of the state (implementing rights and obligations as Indonesians)
2. Global diversity, including (1) knowing and appreciating culture (developing culture and cultural identity, exploring and comparing cultural knowledge, beliefs, and practices, fostering respect for cultural diversity); (2) intercultural communication and interaction (communicating between cultures, considering and cultivating multiple perspectives); (3) reflection and responsibility for diversity experiences (reflection on diversity experiences, eliminating stereotypes and prejudices, harmonizing cultural differences); (4) social justice (active in building an inclusive, just and sustainable society, participating in shared decision-making processes, understanding the role of individuals in democracy)
3. Mutual Cooperation, including (1) collaboration (cooperation, communication to achieve common goals, positive interdependency, social coordination); (2) caring (response to social environment, social perception); (3) sharing
4. Independent, including (1) Understanding of Self and Situation Faced (recognizing the qualities and interests of self as well as challenges faced, developing self-reflection); (2) Self-regulation (regulation of emotions, setting learning goals, achievement, and self-development and strategic plans to achieve them, showing initiative and working independently, developing self-control and discipline)
5. Critical reasoning, including (1) obtaining and processing information and ideas (asking questions, identifying, clarifying, and processing information and ideas); (2) Analyzing and evaluating the way of reasoning and its procedures; (3) reflection of thought and thinking process (reflecting and evaluating their own thinking)
6. Creative, including (1) generating original ideas; (2) producing original works and actions; (3) having the flexibility of thinking in finding alternative solutions to problems)

In its practice, Character of Pancasila Students is implemented by considering students' stage development consisting of five phases. Based on these phases, senior high school students are included in phase E (Ministry of Education and Culture, 2020). Therefore, teaching and learning conducted in phase E should implement dimension and development dimension of this phase.

A textbook plays a significant role in teaching and learning process (Wardani et al. 2019). It is seen as a means to convey and strengthen character education (Widodo 2018). According to (Mahendra, Asari, and Asmara 2022) a textbook presents character education values through organized materials which can be utilized as a resource of learning experience. Moreover, it provides a useful choice in teaching and learning process which enables students to comprehend the character education building while they involve themselves during school years (Utami, Rohmatillah, and Kholid 2021).

Based on the backgrounds above, the researcher is interested in exploring the Character of Pancasila Students values in an English textbook. The English textbook is entitled *Bahasa Inggris Work in Progress Curriculum and Book Center for SMA/SMK/MA Class X*, Ministry of Education and Culture of the Republic of Indonesia, edition 2022. This research aims at (1) describing the Character of Pancasila Students contained in the English textbook and (2) describing the integration of Character of Pancasila Students values with the material in the English textbook for class X senior high school level. The reason for choosing textbooks for class X *SMA/SMK/MA* is to find out the values of character education contained in English textbooks and to know how the values of character education are integrated into the texts in the English textbook *Bahasa Inggris Work in Progress Curriculum and Book Center for SMA/SMK/MA Class X*, Ministry of Education and Culture of the Republic of Indonesia edition 2022. Besides, senior high school students are still in the period of finding self-identity thus the students should know what characters they learn from their textbook and teaching-learning process.

Research Methods

2.1 Data of the Study

The object of this research is an English textbook which is expected to have the Character of Pancasila Students values since the textbook is provided by the Ministry of Education and Culture of Republic Indonesia for the implementation of Independent Learning Curriculum. The textbook consists of 182 pages and six chapters. The title of the English textbook is *Bahasa Inggris Work in Progress SMA/SMK/MA* published in 2022. This textbook is for the Tenth Grade Senior High School Students written by (Hermawan et al., 2022) and edited by MA. Czarina Gemzon Espiritu.

2.2 Data Analysis Technique

The design of this research is content analysis since this research is purposed to analyze the Character of Pancasila Students values presented in the English textbook. The researcher described the content of the reading texts by referring to the Character of Pancasila Students values based on the Independent Learning Curriculum provided by the Ministry of Education and Culture of Republic Indonesia. The result of the analysis is presented in the form of description.

2.3 Procedures of Analysis

In this part, the researcher analyzed the collected data by using content analysis. The analyzes answer the meaning or the characteristic of the reflected material which consists of written or visual documents (Ary, 2010). This research analyzes the reading texts in the textbook related to Character of Pancasila Students values suggested by the Ministry of Education and Culture of Republic Indonesia. The procedures of analyzing the data are based on steps proposed by Ary (2010) are as the following.

1. Specifying the phenomenon to be investigated. The researcher analyzed the Character of Pancasila Students values.
2. Choosing the media from which the observations are to be made. The media for the analysis is an English textbook entitled *Bahasa Inggris Work in Progress SMA/SMK/MA* for the grade tenth published by the Ministry of Education and Culture of Indonesia.
3. Formulating exhaustive and mutually exclusive coding categories. The researcher used the instrument to analyze the English textbook. In this step, the researcher developed the instrument based on the description of the Character of Pancasila Students values provided by the government by making the indicators for each values.
4. Deciding on the sampling plan to be used. The researcher focused on reading texts of the textbooks.
5. Analyzing the data by applying the instrument that has been established its validity and reliability. The validity establishment is conducted by asking the interaters to read and

understand instrument of the research. Besides, the reliability establishment is conducted by asking the interaters to analyze one reading text by applying instrument provided.

6. Explaining the instruments before the researcher asked the interaters to read and understand it. After the researcher and interaters read the instrument, they discussed the instrument to make the interaters understand. Then, the researcher asked the interaters to analyze one reading text. The step was continued by discussing about their analysis's result.
7. Writing the summary of the interaters' result
8. Drawing the conclusion based on data analysis.

Research Findings and Discussions

The findings of the data analysis are presented and discussed in this part to answer the research question about the Character of Pancasila Students values contained in the textbook entitled *Bahasa Inggris Work in Progress SMA/ SMK/ MA* for the grade tenth edition 2022.

3.1 The Character of Pancasila Students values in the English textbook *Bahasa Inggris Work in Progress SMA/ SMK/ MA* for the grade tenth edition 2022.

The findings of Character of Pancasila Students values in the English textbook *Bahasa Inggris Work in Progress SMA/ SMK/ MA* for the grade tenth edition 2022 are presented in the following table.

Table 1. The Data Findings of Character of Pancasila Students Value in the English textbook *Bahasa Inggris Work in Progress SMA/ SMK/ MA* for the grade tenth edition 2022

No	Main Characters/ Dimension of Pancasila Students	Character Elements	Character Sub- elements	Fre- qu- ency	Remark
1	Have faith, fear God, and have noble character	religious morality	knowing and loving God Almighty religion/believe understanding implementation of the worship	- - - -	- -
		personal morals	integrity	3	A/2a/11/P1/S1 A/2a/11/P2/S1 A/2a/11/P3/S1
			taking care of self physically, mentally, and spiritually	5	A/2b/15/P2/S2-3 A/2b/50/P1/S3 A/2b/77/P1/S4-5 A/2b/84-86/T A/2b/96/P1/S6
		morals humans	to prioritizing similarities with others and respecting differences	-	-
			empathizing others	2	A/3b/15/P1/S1 A/2c/16/P4/ S1-4
		morals nature	to understanding the connectedness of Earth's ecosystem	-	-

			protecting the natural environment	1	A/4b/116/P2/S3
		morals of the state	implementing rights and obligations as Indonesians	-	-
2	Global diversity	knowing and appreciating culture	developing culture and cultural identity	3	B/2a/109-110/T B/2a/110-112/T B/2a/127/T
			exploring and comparing cultural knowledge, beliefs, and practices	-	-
			fostering respect for cultural diversity	-	-
		Intercultural communication and interaction	communicating between cultures	-	-
			considering and cultivating multiple perspectives	1	B/2b/117/T
		reflection and responsibility for diversity experiences	reflection on diversity experiences	-	-
			eliminating stereotypes and prejudices	1	B/3b/116/T
			harmonizing cultural differences	-	-
		social justice	active in building an inclusive, just and sustainable society	-	-
			participating in shared decision-making processes	-	-
			understanding the role of individuals in democracy	-	-
3	Mutual Cooperation	Collaboration	cooperation	2	C/1a/ 35/P4/S4-5 C/1a/36/P3/S3
			communication to achieve common goals	-	-

4	Independent	Understanding of Self and Situation Faced	positive interdependency	-	-
			social coordination	-	-
			caring response to social environment	1	C/2a/136/P8/S1-3
			social perception	3	C/2b/27/ P1/S3 C/2b/36/P3/S1 C/2b/50/P1/S1
			sharing	3	C/3/15/P1/S3 C/3/15/P3/S3-4 A/2b/15/P2/S4
		Self-regulation	recognizing the qualities and interests of self as well as challenges faced	-	-
			developing self-reflection	-	-
			regulation of emotions	-	-
			setting learning goals, achievement, and self-development and strategic plans to achieve them	-	-
			showing initiative and working independently	2	D/2c/11/P1/S2 D/2c/12/P4/S3-5
5	Critical reasoning	developing self-control and discipline	1	D/2d/11/P1/S3-5	
		obtaining and asking questions			
		processing information and ideas	-	-	
		Analyzing and evaluating the way of reasoning and its procedures	-	-	
		reflection of thought and thinking process	2	E/3/116/T E/3/117/T	

6	Creative	generating original ideas	-	-
		producing original works and actions	1	F/2b/110/P4/S1-4
		having the flexibility of thinking in finding alter-native solutions to problems	-	-

The examples of Character of Pancasila Students values in the reading texts are presented in the following discussion.

3.2 Having faith, fear God, and have noble character

In this first dimension, Pancasila students are expected to believe in God and practice the values and teachings of their religion or belief (Ministry of Education and Culture, 2020). This element is manifested in good morals for oneself, fellow human beings, nature, and the Indonesian state (Ministry of Education and Culture, 2020). In reading texts of the English textbook, English in Mind, there are two elements shown including personal morals and morals to human. The examples are presented as the following.

Personal morals

In the element of personal morals, all sub-elements are found in the English textbook. There are three reading text chunks showing integrity and five reading text chunks showing taking care of self physically, mentally, and spiritually. The example of integrity sub-element is presented in the following reading text chunk.

He becomes so skillful and confident that his opponents cannot figure out how to stop Ronaldo from making a goal. (A/2a/11/P2/S1)

In this chunk, Ronaldo is stated as a skillful and confident football player. The text tells that his skill is achieved through hard practice continuously for years. It reflects that Ronaldo realizes social rules, in this case is the rule of being an athlete, to strive to be great is important thus his practice leads him to be a great and success football player. This chunk is appropriated to the purpose of integrity sub-element proposed by Ministry of Education and Culture (2020) that students are expected to realize that religious and social rules are good rules and become part of oneself thus they can apply them wisely and contextually.

In the sub-element of taking care of self physically, mentally, and spiritually, Ministry of Education and Culture (2020) expects the students to do physical, social and worship activities in a balanced way. The example of it is presented in the following reading text chunk.

He is very (4) fit and loves to maintain his health by not smoking. He does not like to drink alcoholic drinks and also there is no tattoo on his body as well. (A/2b/15/P2/S2-3)

This reading text chunk tells that Ronaldo is very fit. It also tells Ronaldo's effort to maintain his health by not smoking and drinking alcoholic drinks. Besides, Ronaldo does not have tattoo on his body since he believes that it influences his blood quality to donate. Ronaldo's efforts to maintain his health is also appropriated to Islam teachings that a Moslem is forbidden to drink alcoholic drinks and have tattoo on his/her body. In Islam teaching, smoking is also suggested to be avoided. The authors want to tell students that not smoking, not drinking alcoholic drink, and avoiding smoking are efforts to take care of self physically, mentally, and spiritually in a balanced way.

Morals to humans

In the element of morals to humans, it is only found empathizing sub-element. There are two reading text chunks showing empathizing others sub-element in the English textbook. The example of empathizing other sub-element is presented in the following reading text chunk.

As a sports celebrity he remains (7) humble. Ronaldo treats his fans in a very courteous way. Once, a person in the audience was injured in the face by the football kicked by Ronaldo. Right after the match, Ronaldo (8) apologized personally and gave him his jersey. (A/2c/16/P4/ S1-4)

In this sub-element, students are expected to understand and respect the feelings and points of view of other people and/or groups (Ministry of Education and Culture, 2020). This reading chunk tells Ronaldo who always be humble and kind to others. Though he is a sports celebrity, Ronaldo always treat other people well. It shows that Ronaldo does not discriminate against people. Besides, Ronaldo reflects a good public figure who always respects others. He is eager to admit his mistake and apologize for it. Though he is a sports celebrity, he realizes that admitting his mistake and apologizing for it is a must. By this reading text chunk, the authors convey the character of empathizing others by being humble, willing to admit his/her fault, and apologizing for his/her mistake.

Morals to nature

This element consists of two sub-elements and it is found one sub-element, protecting the natural environment. In this sub-element, students are expected to realize gratitude by building awareness of caring for the natural environment by creating and implementing solutions to existing environmental problems (Ministry of Education and Culture, 2020). In the English textbook, this sub-element is shown in the following reading text.

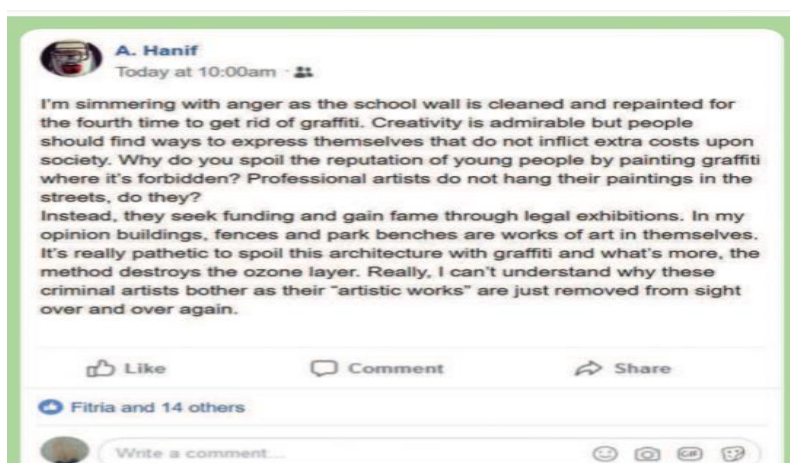


Figure 1. Social Media Status 1

In this reading text, the writer shows his concern about the use of graffiti method which can destroy the ozone layers. As we know, if the ozone layers are destroyed, it will cause global warming which brings negative impacts to natural environment. Through his statement, the writer tries to build other people's awareness of caring for the natural environment. By the statement, '... the method destroy the ozone layers.', the writer wants people more aware that what the graffiti artists do can harm natural environment.

3.3 Global diversity

In the dimension of global diversity, Pancasila students are expected to know and love their culture and country (nationalism), respect other cultures, and are able to communicate and interact between cultures (Ministry of Education and Culture, 2020). They are also expected to be able to reflect on their diverse experiences, so that they can harmonize cultural differences to create an inclusive, just, and sustainable society (Ministry of Education and Culture, 2020). In the textbook, it is found three of four elements of global diversity dimension. The examples are presented as the following.

Knowing and appreciating culture

In this element, there is one sub-element found. The sub-element found is developing culture and cultural identity. By this sub-element, students are expected to be able to understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world and demonstrate it in behavior (Ministry of Education and Culture, 2020). There are three reading texts consisting of this sub-element. One of them is presented as the following.

Expository Text 1:

Why Should Graffiti be Considered Art?

In this article, I will explain why graffiti is art, and I will explain how graffiti is essential in our culture. There are some reasons why graffiti shows us the potential that life has to offer.

First, graffiti enables the public to see something they may have never seen before. It connects them to the artist, and the artist gets to know that their work is loved and affects those who see it. They can take a simple old building or any piece of art on the side of a building and turn it into a masterpiece by putting their mark on it. The artists who paint graffiti have made this art form what it is today. Graffiti artists can change the meaning of what they are drawing to the public.

Second, graffiti has the power to affect people positively. The people who create it are expressing themselves. They are expressing their artistic abilities and their voices through a canvas. Their voices are the voices of our future. You can



Picture 5.6 Graffiti is art.
Sumber: Darshan Patel/
unsplash/7pxvUbp6ZA (2020)

tell the quality of a person's painting by the audience that they are drawing. People will stand and watch you paint for hours. Many times, they will stand and look, never once moving from their spots. People will then tell you how much they like it and share their thoughts and opinions. The artists are no longer making art for themselves.

The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. Graffiti art is not meant to be understood by everyone, but everyone is meant to be appreciated.

Thus, as part of the existing society, every person must strive to educate themselves of the origins of graffiti and how it has evolved to this very day. A stock of knowledge doesn't hurt; instead, it is a door that leads to understanding and more positivity.

Adapted from: <https://theartbay.com/why-should-graffiti-be-considered-art/>
(Retrieved March 5, 2022)

Figure 2. Expository Text 1

Initially, graffiti is found as vandalism. People painted on another person's property without permission which led to unpleasant feeling for the owners'. However, by presenting this text, the authors provide several arguments against for the previous society understanding. The authors want to introduce graffiti as an art for some reasons as enabling the public to see something they may have never seen before, the benefit to affect people positively, and presenting uniqueness. Thus, this text encourages students to understand and appreciate a culture in the form of art. Then, students can be wiser and eliminate negative perspective on graffiti and the artists.

Intercultural communication and interaction

In this element, there is one sub-element found. The sub-element found is considering and cultivating multiple perspectives. By this sub-element, students are expected to be able to present a balanced view of issues that may give rise to disagreements (Ministry of Education and Culture, 2020).

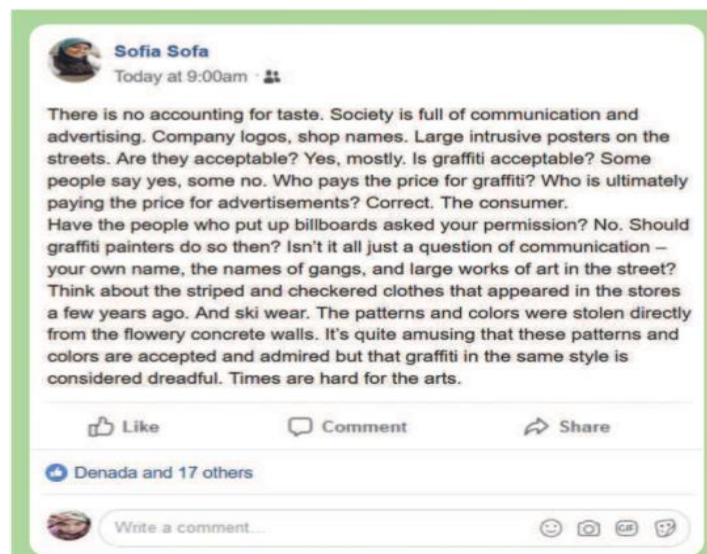


Figure 3. Social Media Status 2

This reading text shows the communication practice through social media. It reflects different point of view on graffiti which cause disagreement. By this reading text, it reflects many people who ignore graffiti and the writer provides balanced views related to society group that against for graffiti and those who support it. In this reading text, both graffiti and advertisement media require space and price to pay which is carried by themselves and not people in society. Besides, both of them provide their own benefits for people. By this reading text, the author wants students to consider and cultivate multiple perspectives in order to be wiser and avoid disagreement on an issue in society.

Reflection and responsibility for diversity experiences

In this element, there is one sub-element found. The sub-element found is reflection and responsibility for diversity experiences. By this sub-element, students are expected to be able to criticize and reject stereotypes and prejudices about the image of group and ethnic identity and take the initiative to invite others to reject stereotypes and prejudices (Ministry of Education and Culture, 2020)..



This reading text shows the communication practice through social media. In this reading text, the writer tries to criticize several groups of young people who create graffiti on school walls. He shares his opinion that against for this action since it requires extra cost to get rid of graffiti. In his opinion, the writer rejects the youths' opinion that say graffiti on school walls is a common and accepted thing for all parties. Besides, the writer offers also a suggestion for the youths to find legal space for their art. By this

reading text, the writer wants the students to express their opinions related to social problems that need to be criticized and share their suggestion in relation to the problem. Therefore, it can minimize negative prejudice of the group.

3.4 Mutual Cooperation

In the dimension of cooperation, Pancasila students are expected to be able to carry out collaborations which are built on the basis of humanity and concern for the nation and state, so that they can share with others (Ministry of Education and Culture, 2020). In the English textbook, all of cooperation elements are found. The examples are presented as the following.

Collaboration

In this element, there is one sub-element found. The sub-element found is cooperation. By this sub-element, students are expected to be able to build a team and manage cooperation to achieve common goals in accordance with pre-determined targets (Ministry of Education and Culture, 2020). There is a reading text consisting of this sub-element. The reading text chunk is the following.

Then, suddenly, the ball was passed to the main “striker” of my favorite team from nowhere, and a goal was scored by my team, leaving the supporters of my team completely ecstatic and crazy with the feeling of a possible victory. And, in the end, we were indeed the victorious team. (C/1a/ 35/P4/S4-5)

This reading text tells how football players compete in a match. To get the best score, each player in the team should build proper cooperation. In this reading text chunk, it represents a football player that get the ball but he does not have a good chance to kick it to the goal. Thus, he passes the ball to his friend that is skillful to make goals. The football player’s decision is right so the team win the match. If the football player does not pass the ball to the ‘striker’, the team may not win the match. Therefore, it shows that to achieve a common destiny, cooperation is significant. By this reading text, the authors want Pancasila students to build cooperation in their life as a habit so their destiny can be achieved easier.

Caring

This element consists of two sub-elements, responding to social environment and social perception. This English textbook conveys those two sub-elements in the reading texts. The findings are as the following.

A man who was chopping wood in the forest heard Little Red Riding Hood. He came inside and hit the wolf over the head with his axe. The wolf fell to the ground and Grandmother popped out of his mouth. (C/2a/136/P8/S1-3)

In the sub-element of responding to social environment, Pancasila students are expected being able to respond to the social environment in accordance with the demands of its social role and contribute according to the needs of the community to produce better conditions (Ministry of Education and Culture, 2020). This reading text chunk tells a man who helps a little girl from a wolf which is preying on her grandmother. As an older person, the man should help and safe the little girl. Because of the man’s help, the little girl and grandmother are saved from the wolf. Based on this chunk, the man responds to the social environment in accordance with the demands of his social role and contributes according to the needs of the community to produce better conditions. The sub-element of caring is shown clearly by the authors in the English textbook.

An aspiring badminton player before that day, Ratri Oktila thought her career was over, but encouraged by her family and inspired by watching other Paralympians she picked up the racket again. (C/2b/27/ P1/S3)

In the sub-element of social perception, Pancasila students are expected being able to take appropriate action so that other people respond as expected in the context of completing work and achieving goals (Ministry of Education and Culture, 2020). The reading text chunk tells the effort of a Paralympian, Ratri Oktilla, who almost gave up for being a badminton athlete because of an accident which caused her left leg ended up seven centimeters shorter than other. However, her family's encouragement made she stood up from adversity to become a Paralympian. In this case, Ratri's family has done appropriate action thus she continues her effort of being a Paralympian and achieves a historic Para badminton double at Tokyo 2020. Therefore, this reading text chunk is appropriated to the sub-element of social perception.

Sharing

In this element, students are expected being able to try giving things that are considered important and valuable to people in need in the wider community, country or (Ministry of Education and Culture, 2020). In the English textbook, it is found three reading text chunks which represent this element. One of them is in the following discussion.

Ronaldo is also very (5) generous which makes him a philanthropist. He donates billions of dollars to the poor and (6) underprivileged people across the world. (C/3/15/P3/S3-4)

This reading text chunk tells Ronaldo as a very generous sports celebrity. He donates billions of dollars to the poor and underprivileged people across the world. It is known that money is considered as important and valuable thing, especially for the poor and underprivileged people. Therefore, Ronaldo character has represented the sub-element of sharing.

3.5 Independent

In the dimension of independent, Pancasila students are expected to have an understanding of themselves and the situation they face, as well as self-regulation to achieve goals and improve their quality of life. In the English textbook, self regulation is one of two elements found in it. The findings and discussion are as the following.

Self-regulation

Self-regulation element consists of four sub-elements. Based on the four sub-elements, there are two sub-elements represented in the English textbook including showing initiative and working independently which consists of two findings and developing self-control and discipline which consists of a finding. The discussions are as the following.

All of these have helped him achieve his success. In his young age, he has won many trophies and broken records including winning the prestigious FIFA Ballon d'Or award five times and created a world record by scoring the most goals in international football in September 2021. Currently his net worth is around \$500 million and this makes him one of the richest athletes. (D/2c/12/P4/S3-5)

In the sub-element of showing initiative and working independently, students are expected being able to determine personal priorities, take the initiative to seek and develop specific knowledge and skills according to future goals (Ministry of Education and Culture, 2020). In this reading text, Ronaldo is said able to jump up to 78 cm in the air; this jumping height is much more compared to any basketball player and he becomes one of the fastest football player in football history. These great skills are achieved for

his hard and continuous trainings for years. It means that Ronaldo has determined his personal priorities, take initiative action to seek and develop specific knowledge and skills in order to be a great football player. Now, Ronaldo achieves his success. Therefore, this reading text chunk is appropriated to sub-element of showing initiative and working independently.

He knew that a footballer requires good stamina because a football match requires a player to run at least 10 kilometers in a single match. Sometimes, he even trained himself continuously from morning until evening. He also challenged himself by playing along with older players. (D/2d/11/P1/S3-5)

In the sub-element of developing self-control and discipline, Pancasila students are expected being able to take actions consistently to achieve career goals and self-development in the future, as well as trying to find and do alternative course of action what can be done when they meet obstacle (Ministry of Education and Culture, 2020). This reading text tells Ronaldo that has strong determination being a football player and has trained hard continuously since his childhood. It means that Ronaldo knows his career goals. To achieve his career goals, Ronaldo realizes various actions which he needs to do consistently as having good stamina, being able to run at least 10 kilometers in a single match, training himself continuously from morning until evening, and challenging himself by playing along with older players. Ronaldo always do them continuously which reflect Ronaldo's self-control and discipline to achieve his goals. Therefore, this reading text chunk shows clearly the sub-element of developing self-control and discipline.

3.6 Critical Reasoning

In the dimension of critical reasoning, Pancasila students are expected to think critically, analyze, and evaluate all information and ideas that are obtained properly (Ministry of Education and Culture, 2020). They are also able to evaluate and reflect on their own reasoning and thinking (Ministry of Education and Culture, 2020). This dimension consists of three elements and there is one element identified, reflection of thought and thinking process. This element consists of one sub-element, reflecting and evaluating their-own thinking, and it is found two reading text chunks. The example is presented as the following.

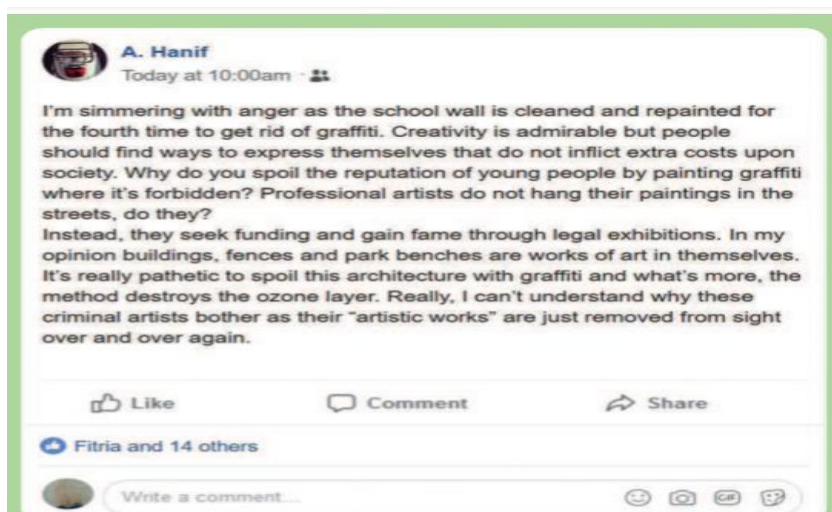


Figure 5. Social Media Status 1

In the sub-element of reflecting and evaluating their own thinking, students are expected being able to explain the reasons to support his thinking and think of views that may contradict his thinking and change his thinking if necessary (Ministry of Education and Culture, 2020). In this reading text, the

writer explains his opinion related to graffiti on school walls. This reading text reflects graffiti which is considered as creativity and it is common to create graffiti on public places. However, the writer disagrees with society view and he explains his opinion about graffiti and the artists as well as the reasons. In this reading text, the writer conveys his disagreement to graffiti on a public place, school, since to get rid of graffiti on the walls needs extra cost. In his opinion, graffiti artists are considered as a spoil of youths' reputation and building architecture even the method destroys the ozone layer. It is considered as vandalism than creativity. Furthermore, the writer also expresses his evaluation that graffiti can be considered as creativity if it is done on legal exhibition. In his opinion, graffiti on legal exhibition will provide benefits for the artists and the society. The artist will be more famous and get additional funds and society is not inflicted financial loss by the graffiti. Therefore, this reading text shows someone thinking, the reasons, and evaluation of the thinking. Thus, this reading text is appropriated to the sub-element of reflecting and evaluating their own thinking.

3.7 Creative

In the dimension of creative, Pancasila students are expected to produce original ideas, works, and actions (Ministry of Education and Culture, 2020). They also have the flexibility to think in finding alternative solutions to problems (Ministry of Education and Culture, 2020). This dimension consists of three elements and there is one element identified, producing original works and actions. The finding is presented as the following

The last reason why graffiti is an art is because of its uniqueness. Graffiti can be made with many different materials, but its most common form is made by applying paint to a building's wall. Graffiti is made by someone utterly other than the artist, which means no two pieces are the same. Graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. (F/2b/110/P4/S1-4)

This reading text chunk explains why graffiti is considered as an art. Since graffiti is made by someone utterly other than the artist which means no two pieces are the same, it means that graffiti requires the artist's creativity and each artist has his/her own creativity. Besides, graffiti is a form of expression because it gives the reader or viewer the chance to see something different from their everyday life. It means that each artist can express their thoughts by their own way. Thus, various graffiti give the reader or viewer the chance to see something different from their everyday life. Through this reading text, the authors want the student understand that an art requires creativity of its artists and each artist has his/her own way to express their thoughts. Therefore, this reading text is appropriated the element of producing original works and actions.

Conclusions

Based on the result of the analysis in the English textbook entitled *Bahasa Inggris Work in Progress SMA/SMK/MA* for the tenth grade senior high school students especially in reading texts by using content analysis, it can be reported that all Character of Pancasila Students dimensions are implemented. Between six Character of Pancasila Students dimensions, having faith, fear God, and have noble character is the highest character found from the analysis which is implemented 11 times. The main character of global diversity is implemented 5 times. The main character of mutual cooperation is implemented 9 times. The main character of independent is implemented 3 times. The main character of critical reasoning is implemented 2 times and creative dimension is implemented 1 time. Although all dimensions are presented in the English textbook, not all of elements and sub-elements of each dimension are implemented. Based on the result, it can be concluded that that the English textbook is

appropriate as teaching material which develop Character of Pancasila Students values of tenth grade senior high school students since it provides all Character of Pancasila Students dimension.

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