

ABSTRACT

TEACHING PANCASILA STUDENT PROFILE VALUES IN ENGLISH LANGUAGE LEARNING IN SENIOR HIGH SCHOOLS

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This study aims to explore how Pre-Service Teacher Professional Education Program (PPG) teach the character values contained in the Pancasila Student Profile dimension in English language learning at senior high schools through implicit and explicit approaches. In the context of education in Indonesia, the Pancasila Student Profile is one of the efforts to improve the quality of education that prioritizes the character building of students. This research uses an analytical qualitative method. This study was conducted by collecting data through semi-structured interviews used interview guide to explore in depth the teaching practices of 5 PPG students related to the implementation of the Pancasila Student Profile, classroom observations using a checklist to systematically record behaviors and interactions during the learning process, and an analysis of teaching modules to identify how the six dimensions of the Pancasila Student Profile were integrated explicitly and implicitly into the learning objectives, materials, activities, and assessments. The data obtained from these instruments were analyzed using two qualitative techniques applied in an integrated manner, namely thematic analysis and document analysis. The results obtained from the data collected indicate that all participants have taught the values of the Pancasila Student Profile in English language learning using both implicit and explicit approaches, with the majority employing implicit approaches. With a total of 17 teaching approach with 13 ways to teach implicitly and 4 ways to teach explicitly. Pancasila Student Profile is taught implicitly through activities such as reciting the Qur'an, reciting prayers before and after studying. Explicitly, it was taught directly in English language learning, such as telling student not to cheat and teaching to respect each other.

Keywords: *Pancasila Student Profile, English Language Learning, Pre-service Teachers Professional Education Program*

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Penelitian ini bertujuan untuk mengeksplorasi bagaimana Guru PPG Prajabatan mengajarkan nilai-nilai karakter yang terkandung dalam dimensi Profil Pelajar Pancasila pada pembelajaran Bahasa Inggris di tingkat Sekolah Menengah Atas melalui pendekatan implisit dan eksplisit. Dalam konteks pendidikan di Indonesia, Profil Pelajar Pancasila merupakan salah satu upaya untuk meningkatkan kualitas pendidikan yang menekankan pembentukan karakter peserta didik. Penelitian ini menggunakan metode kualitatif. Pengumpulan data dilakukan melalui wawancara semi-terstruktur menggunakan panduan wawancara untuk menggali secara mendalam terkait implementasi Profil Pelajar Pancasila oleh 5 siswa PPG, observasi kelas menggunakan daftar checklist untuk mencatat secara sistematis selama proses pembelajaran, serta analisis modul ajar untuk mengidentifikasi bagaimana enam dimensi Profil Pelajar Pancasila diintegrasikan secara eksplisit dan implisit ke dalam tujuan pembelajaran, materi, aktivitas, dan asesmen. Data yang diperoleh dari instrumen tersebut dianalisis dengan menggunakan dua teknik analisis kualitatif, yaitu analisis tematik dan analisis dokumen. Hasil penelitian menunjukkan bahwa seluruh partisipan telah mengajarkan nilai-nilai Profil Pelajar Pancasila dalam pembelajaran bahasa Inggris melalui pendekatan implisit maupun eksplisit, dengan mayoritas menggunakan pendekatan implisit. Terdapat total 17 pengajaran, yaitu 13 cara mengajar secara implisit dan 4 cara mengajar secara eksplisit. Nilai-nilai Profil Pelajar Pancasila diajarkan secara implisit melalui kegiatan seperti membaca Al-Qur'an serta membaca doa sebelum dan sesudah belajar. Secara eksplisit, nilai-nilai tersebut diajarkan secara langsung dengan menasihati siswa untuk tidak menyontek dan mengajarkan pentingnya saling menghormati.

Kata kunci: *Profil Pelajar Pancasila , Pembelajaran Bahasa Inggris, Mahasiswa PPG Pra-Jabatan*