

# CHAPTER I

## INTRODUCTION

This chapter covers the study's background, the reason for choosing this topic, the research aim, the research objective, the significance of the study, and the definition of terminologies.

### 1.1 Background of the Study

The twenty-first century presents increasingly complex challenges driven by rapid technological development, globalization, and shifting sociocultural dynamics. These transformations shape not only how young people communicate and learn but also how they perceive values, identity, and morality. The younger generation's exposure to global media, digital culture, and diverse social environments has contributed to significant changes in their attitudes, behaviors, and interpersonal relationships. In Indonesia, these changes highlight the urgent need to strengthen character education as a strategic foundation for preparing morally grounded, socially responsible, and intellectually competent citizens. Character education is essential not only for shaping learners' academic perseverance but also for developing integrity, empathy, responsibility, and respect for others—values that are crucial for navigating modern life.

The Ministry of Education, Culture, Research, and Technology affirms that character education is central to holistic human development, which includes cognitive, affective, and psychomotor domains (Kemendikbud, 2021). This comprehensive perspective emphasizes that education must not solely focus on intellectual outcomes; rather, it must cultivate moral and ethical competence. Responding to the moral challenges of contemporary society, the Indonesian government introduced the *Pancasila Student Profile* (Profil Pelajar Pancasila) as a national framework designed to guide schools in developing students' character systematically. This framework consists of six core values: (1) faith and piety to God Almighty and noble character, (2) global diversity, (3) cooperation, (4) independence, (5) critical thinking, and (6) creativity (Kemendikbud, 2020). These values are expected to shape Indonesian students into individuals who are

intellectually advanced, morally upright, culturally rooted, and globally competent.

The Pancasila Student Profile serves as an essential reference for curriculum development and instructional practices across all subjects. Importantly, the implementation of these values should not be confined to civics education alone. Every teacher—regardless of subject—holds responsibility for embedding these values into daily learning activities. In this regard, English teaching has strong potential to contribute to character development. As an international language and a means of global communication, English exposes learners to diverse cultures, perspectives, and global issues (Yulianti, 2021). Through English learning, students not only acquire linguistic competence but also develop intercultural awareness, tolerance, critical thinking, communication skills, and creativity—all of which align with the values outlined in the Pancasila Student Profile.

The field of foreign language education supports the idea that English learning can cultivate character when taught through meaningful and contextualized activities. Language learning involves intercultural communication, providing opportunities for students to encounter new ways of thinking, understand cultural diversity, and appreciate global interconnectedness (Risager, 2007). Authentic materials such as stories, articles, videos, and intercultural texts allow students to analyze global issues while reflecting on their own values. Collaborative tasks, such as group projects, peer discussions, and problem-based learning, help students strengthen teamwork, leadership, responsibility, and empathy. Reflective discussions and critical reading activities further enhance students' ability to analyze information, evaluate different viewpoints, and make informed decisions (Hapsari & Utami, 2022). Previous studies also show that character-based English teaching can be enhanced through innovative instructional designs, including Pancasila-based media and contextually embedded learning resources (Maulana, 2021).

Despite strong potential, the implementation of Pancasila Student Profile values in English classrooms remains challenging. Observations in Indonesian schools indicate that the integration of character values often lacks depth and

consistency. In many cases, teachers include value statements in lesson plans but do not translate them effectively into classroom practices. Some teachers struggle to connect English content with character values, while others face limited training or resources to design character-oriented learning. Additionally, the influence of digital culture contributes to behavioral issues among students, such as decreased empathy, reduced manners, heightened individualism, disrespectful interactions, and increased exposure to violence or inappropriate content. Reports of bullying and moral deviation among adolescents, such as those highlighted by Nisa (2021) and Majid (2019), further demonstrate the urgent need for character strengthening within school environments. News coverage—including recent cases of school violence reported by national media—illustrates the severity of moral degradation among youth. These issues highlight the necessity of embedding character values practically, not merely theoretically.

Given these conditions, the role of teachers becomes central in ensuring the effective integration of character values in classrooms. Prospective teachers, particularly those enrolled in the Teacher Professional Education Program (PPG), are expected to demonstrate pedagogical competence while modeling the values of the Pancasila Student Profile. During the *School Field Introduction* (PLP), PPG students experience firsthand the complexities of implementing character values within English teaching. They interact with diverse student populations, navigate real classroom challenges, and practice embedding character values both explicitly—through structured lesson activities—and implicitly—through daily interactions, communication styles, teacher modeling, and classroom culture. Their ability to integrate values meaningfully contributes significantly to shaping students' character development.

However, research focusing specifically on how PPG students integrate Pancasila Student Profile values into English teaching remains limited. Most previous studies discuss character education at a macro level or examine general instructional practices without exploring the unique experiences of prospective English teachers. This gap is significant because PPG students represent the next generation of professional educators. Understanding their strategies, challenges,

and experiences during PLP is essential for improving teacher preparation programs and strengthening character education implementation in schools.

This research focuses on two well-known senior high schools in Garut, where PPG English teacher candidates conduct their PLP. These schools are characterized by cultural diversity, dynamic learning environments, and students with varied academic and behavioral backgrounds. Such contexts provide rich opportunities to examine how PPG students incorporate Pancasila Student Profile values in English learning through lesson planning, instructional activities, group work, classroom discussions, and teacher-student interactions. The study aims to provide an in-depth understanding of both explicit and implicit value integration practices used by prospective teachers in their English classes.

In light of the educational challenges, policy expectations, theoretical opportunities, and practical difficulties surrounding character education, this study seeks to explore how PPG English teacher candidates teach Pancasila Student Profile values during English language learning in senior high schools. This investigation includes an analysis of pedagogical strategies, forms of explicit and implicit value integration, and challenges encountered during the teaching process. The findings are expected to contribute to the academic discourse on character-based English teaching and provide practical insights for teacher educators, policymakers, and schools committed to strengthening Pancasila-based character education.

Ultimately, this study underscores the importance of preparing future educators who can integrate character values effectively within subject-specific learning. By examining the real practices of PPG students in the field, this research aims to support the development of learners who are not only proficient in English but also possess strong moral character, global awareness, critical thinking skills, and the core values embedded in Pancasila.

## **1.2 Reason for Choosing the Topic**

The selection of this topic is based on the implementation of the curriculum in Indonesia, where currently Indonesia still adheres to the Merdeka Curriculum which has one important thing, namely how to apply the characters contained in the dimensions of the Pancasila Student Profile, to realize education with

character and integrity. One of the important roles is teacher professional education program (PPG) students who will become teachers and are responsible for teaching character education in Indonesia to students. Therefore, teacher professional education program (PPG) students play an important role in teaching the characters contained in the Pancasila Student Profile in English language learning is very important for the realization of educational goals in Indonesia.

### **1.3 Research Question**

Based on the background of the research that has been presented, this research has one the following question: “How do pre-service teachers teach the attribute of Pancasila Student Profile in English language learning?”

### **1.4 Research Objectives**

This study aims to describe how pre-service teachers teach the Pancasila Student Profile in English language learning. This study focuses on the methods they use through implicit and explicit learning approaches to students.

### **1.5 Significance of the Study**

#### **1. Theoretically**

The results of this study can be used as a foundation in the development and application of Pancasila Student Profile values and ways to apply them in classroom education. In addition, this research can also contribute to the development of educational theory and improve the quality of education as a whole.

#### **2. Practically**

- a) For students, the results of this study are expected to support apply the values of the Pancasila Student Profile well.
- b) For teachers, encouraging the development of student character in a better learning process. By applying the values of in daily activities, students can learn to become a better individual in terms of moral, ethics, and social.
- c) For schools, the results of this study will provide a reference for schools on how to improve the quality of education by creating a school environment that applies Pancasila values in school institutions

in daily activities, both through the curriculum, extracurricular activities, and social activities.

## **1.6 Definition of Terminologies**

### **1. Teaching**

Teaching refers to the process of facilitating learning by providing instruction, guidance, and support to students in acquiring knowledge, skills, and values (Hayati & Suciati, 2022).

### **2. Pancasila Student Profile Values**

Pancasila Student Profile Values are the character and moral values derived from the five principles of Pancasila, translated into six dimensions: belief in God Almighty, global diversity, cooperation (gotong royong), independence, critical reasoning, and creativity. These values serve as a framework for character education in Indonesian schools (Fairussania, 2024).

### **3. English Language Learning**

English Language Learning is the educational process through which students acquire the ability to understand, speak, read, and write in English as a foreign language, often integrated with cultural and moral education to build holistic competencies (Hayati & Suciati, 2022).

### **4. Implicit and Explicit Teaching**

Implicit learning is defined as unconscious learning that produces abstract knowledge (Kalra et al., 2019). Meanwhile, according to Kleynen et al. (2014) in Kok et al. (2021), explicit learning involves learners using declarative knowledge. Explicit learning involves cognitive stages and depends on working memory involvement (Abswoude et al., 2021).

### **5. Pre-Service Teachers**

Pre-service teachers are individuals undergoing formal teacher education and training programs before becoming certified professional educators, responsible for learning effective teaching strategies including the integration of character education such as Pancasila values in their instructional practices (Gudang Jurnal, 2024).

## **6. Teachers Professional Education Program**

Teachers Professional Education Program is a teacher training program to improve teacher quality, provide additional qualifications and certification so that teachers meet the professional standards required in teaching practice (Tias and Tongjean, 2023).

## **7. Senior High School**

In Indonesia, Senior High school refers to the formal education level for students typically aged 16-18 years, focusing on preparing learners for higher education or vocational pathways, including character development aligned with national values (Rahmatan Lil 'Alamin, 2024).