

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of three main sections: research conclusions, suggestions for improving the teaching of character values contained in the Pancasila Student Profile, particularly by teacher education programs, and the limitations of this research. The following is a discussion of each section.

5.1 Conclusion

The purpose of this study is to determine how pre-service Teacher Education Programs teach Student Profile Values in English language learning at two well-known senior high schools in Garut. The researcher used instruments in the form of interviews semi-structured interviews, observation, and analysis of teaching modules as supporting data. After collecting the data, the author found that all participants, namely five people from the teacher education program, had taught the character values contained in the Pancasila Student Profile. The research findings show that the implicit approach was more dominant, with 13 methods used, while the explicit approach was applied in 4 methods. This shows that teachers more often instill character values through habituation and exemplary behavior, although the use of an explicit approach is still present to provide clarity of meaning and cognitive understanding to students.

The explicit approach was seen in several teachings, such as telling students not to cheat, teaching to respect each other and Instilling an attitude of cooperation and mutual cooperation. Meanwhile, teaching through an implicit approach included reciting the Qur'an, reciting prayers before and after studying, providing an understanding of taking care of nature through texts in English learning, teaching local culture and comparing it with foreign culture through texts, comparing local culture with other cultures, provide stimulating activities or questions before the material and provide regular reflection.

This study proves that English language learning is not only a means of mastering language skills, but also a strategic vehicle for strengthening character values in accordance with the Pancasila Student Profile. The implicit approach plays an important role in fostering positive habits and attitudes in students, while the explicit approach helps provide a clear understanding of the values being

taught. The dominance of the implicit approach shows that PPG teachers prioritize habit formation, although the explicit approach is still necessary for students to fully realize and understand the meaning of the values being taught.

5.2 Suggestions

Based on the findings and discussions in this study, there are several suggestions that can be made to support the improvement of the effectiveness of Teaching Pancasila Student Profile values in English language learning.

1). For the teachers or teacher education program students

The researcher is recommended to balance explicit and implicit approaches so that students not only experience character values implicitly, but also understand their explicit meaning.

2). For schools

For schools, provide support to teachers or PPG in the form of training on integrating Pancasila Student Profile values into English language learning to make it more contextual and creative.

3). For researchers

For further research, it is recommended to explore the long-term effectiveness of implicit and explicit approaches, as well as to study the application of Pancasila Student Profile values in English language skills such as listening, speaking, reading, and writing. Additionally, it is recommended to expand the scope of research in terms of the number of participants, school context, and education level.

4). For the curriculum in PPG

The Teacher Education Professional Program needs to include more in-depth and practical material related to teaching strategies for the values of the Pancasila Student Profile. This material should not only be theoretical, but should also include contextual and relevant classroom practices. Thus, prospective teachers will not only understand the concepts of character values conceptually, but will also be able to implement them effectively in the learning process.

5.3 Research Limitations

This study has several limitations, including:

- The limited number of participants, so the results cannot be generalized widely.

- Observations were conducted within a relatively short period, thus not fully representing the dynamics of teaching.

- The focus was only on PPG students, so it did not examine the implementation by experienced permanent teachers.

Thus, this discussion in Chapter 5 elaborates the research findings and their implications related to teaching the values of the Pancasila Student Profile in English learning by PPG students at the senior high school level. It is hoped that this can contribute positively to character education development in Indonesia.