



Implementation of Character Education Policies: Pancasila Student Profile Program in Teaching and Learning English at Junior High School 5 Kopang, Lombok, Indonesia

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Abstract: This research concerns how Pancasila Student Profile character education policy is implemented in the practice of teaching English at Junior High School 5 Kopang and how the characteristics/figures of character education are integrated and what problems teachers have been facing. The qualitative descriptive approach for this study was achieved by observation, interviews, and questionnaires with the full implementation picture. Some key findings from the study include the elements of the vital Pancasila student profile fitting the British teacher practice—namely, faith and devotion to God, noble character, cooperation, and independence. Therefore, it will definitely make a contribution to implementing curricular studies that incorporate these values, which in turn make sure of the wholistic development in students in relation to Pancasila principles. On the other hand, major challenges singled out to the effective implementation of those attributes for character education include newness of curricula, lack of enough training, and diversity among the students. Teachers are still internalizing the content of the curriculum, for example, at the same time, necessary training is still to be delivered. Moreover, the heterogeneous experiences of students and value learned make it more complicated to implement it. This sucks the success and difficulties right from the professors hence giving a reflection on what works and what does not work in explicit strategies. These results contributed to an increase in character education policy and practice in Indonesian schools so that these types of initiatives could be implemented and maintained more effectively. In the final analysis, these researches will help the researchers form a student with integral personalities with the values of Pancasila that can provide benefits for the society.

Keywords: Character Education, Student Profile of Pancasila

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Introduction

Fast technological development and the result of social media both socially and individually complicated the situation, along with the fact that the mentalities of the children became weaker. Parents send their children to school to enhance the degree along with the degree obtained; which also needs to pursue good

values for children. However, they do not lead by example since they portray good attitudes and character when on the go 2012. The ability to comprehend the information well may not be developed in young children concerning the information they get today (Megawanti, 2012). This is overwhelming and may thus origin bad behaviors.

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Preparing them with correct mechanisms to exist in this challenging digital ecosystem should thus be the school's work. It is about the development of critical competencies, literacy, and ethical conduct in digital times. The ability to comprehend the information well may not be developed in young children concerning the information they get today. This is overwhelming and may thus origin bad behaviors. Preparing them with correct mechanisms to exist in this challenging digital ecosystem should thus be the school's work. It is about the development of critical competencies, literacy, and ethical conduct in digital times. Through addressing these problems, schools will enable the youth to arrive at a balanced and healthy relationship with technology. This is important for preparing pupils to face challenges in modern times.

Because it is perceived to be inseparable, the teaching of Pancasila works to develop students who become more critical and globally competent, and who are more vocal about pride in national identity. It comes more as a guide toward the educational policies and practices, since the application of the principles can be found in values such as cooperation, respect for diversity, and national unity. These values should so ooze from the curriculum as to inculcate nationalism and a moral sense to the most remarkable degree in the students. Notably, these values cannot be overemphasized, as they form the very foundation of a well-coordinated and hardy society. The school should be committed to seeing that these values are not only taught but put into daily practice. This can be done through a curriculum that infuses Pancasila principles into all subjects and all activities. Then it will be easy for the students to have the values inside of them to project it in the years ahead as the people in sought after the shaping process.

According to Rosidatun (2018: 19), character education can be interpreted as: different ways of behaving in each individual to live and work the same, both in the smallest environment, namely family, community, nation, and country. Every individual who succeeds in instilling good character will able to make a decision and be able to be responsible for the decisions he has taken and is ready to bear all the consequences. According to Sukiyat (2020:7), Character education can be interpreted as two, namely in a broad sense and in a narrow sense. Understanding in meaning broadly, namely, character education is all rational dynamics, meaning that in every behavior that is intertwined with each individual there is an element of education character, both the behavior with himself and with the another individual. Character is considered as behavioral values in humans that have a close relationship with God Almighty, self, fellow human

beings, environment, and nationality which are implemented in patterns of thought, attitude, words, feelings, and actions that are based on norms religion, law, manners, culture, and customs. Character education, more particularly through the Pancasila Student Profile, does not concern regular teaching since it is holistic by nature for the development of learners. It further ensures that there is ethical behavior and social responsibility, and it is committed to the well-being of the community. The Pancasila Student's Profile has in its description six dimensions. According to ministry of education and culture (Kemendikbud, 2021) The main components are; relating to faith and devotion to God Almighty, noble character, independence, mutual cooperation, spirit of nationalism, critical reasoning, and creativity. All these dimensions are very vital in the building of a holistic kind of human being who could turn out to be an asset to society. Schools, therefore, are supposed to take up effective programs and activities that would promote these dimensions in the day-to-day living of all the students. The result is supposed to have students living in the institutions value holistic growth: intellectual, moral, and social. Through this process, this researcher gets people who can make ethical decisions in society and add up to making it a good place to be.

This research sought to contribute to insight regarding the effectiveness of character education initiatives conducted at the school level by the look of classroom practices that integrate the Pancasila Student Profile. Additionally, it identified what challenges teachers have in this process and came up with recommendations on how to make better the implementation of character education policy. This paper focuses on Junior High School 5 Kopang; thus, it portrays a mix of not only successes but also challenges that the implementation of the Pancasila student profile does face. It is not until it is understood how this is situated within a specific context and an experience for the school in question that the study can add itself to the broader discussions on character education in Indonesia. It is expected that this research can provide some crystallized recommendations for the inventiveness of the future educational policies and practices in ensuring the continuing centrality of character education within the Indonesian education system. The subsequent focus on Junior High School 5 Kopang offers a case study that can explain both of the triumphs and problems related to the execution of Pancasila Student Profile. This paper is hopefully a contribution to a far-reaching discussion about character education in Indonesia made possible by a situated understanding of this school's context and experiences. It is then expected that this research will

be able to inform and guide the formulation of educational policy and, no less, practice in the future, in ensuring that character education remains at the core of Indonesian schooling. The information that can be learned from this study may also help in future attempts to improve character education programs and ensure that they are relevant to the general development of the students. This will ensure that students develop moral and social growth apart from intellectual growth. Effort shall be channeled toward making people who can make decisions with an ethic that redounds unto the greater good.

The findings further revealed that character education is very pertinent to dealing with contemporary social issues and building a united society that is resilient. Character education within the framework of the curriculum of schooling would be able to impregnate acts with the values of Pancasila. It is only then that such well-rounded citizens can be germinated with an ethical or moral compass to steer such challenging situations that come their way in the course of life. This, to all intents and purposes, is sustainable education, which guarantees the ethical or social development for the learners congruent with academic development. It therefore aims to procure an individual, who can take ethical decisions, which will assist in the process of benefiting society. Therefore, this is an all-rounded approach and it guarantees the intellectual development, moral development, and social development of the student.

Method

This research applied to this research is descriptive qualitative research. According to Bogdan and Taylor quoted by Lexy.J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. It was conducted at SMPN 5 Kopang, Central Lombok, Nusa Tenggara Barat, during the month of November to December 2023. The descriptive qualitative study will be very fitting if the issue dealt with in the research relates to the complexities of practice in education and the subtleties of the process of implementing character education. It will provide deep insight into the experiences and perceptions of teachers and students. Done on one specific context, in-depth insights are delivered into the actual integration of the Pancasila Student Profile into teaching at English language classes. Data for this study are collected by using observation, an interview with the English teacher, and data from 20 questionnaires of seventh graders. This gave direct insight into how things worked in the classrooms. A researcher is more likely to see how teachers weave

character education into lessons and how students respond to such initiatives in a classroom by being right there. No other approach can compare with this in capturing the richness of classroom interactions and sometimes implicit ways in which values are conveyed.

These interviews with the English teacher enabled the researcher to obtain in-depth views concerning the challenges and strategies in practice for the implementation of the Pancasila Student Profile. This interview helped her voice her experiences, insights, and reflection on the efficacy of practices in character education. Through open-ended discussions, therefore, the researcher was able to probe motivating factors, beliefs, and particular methods the teacher used in an effort to integrate Pancasila values within curriculum design. Data gathered for this one explained at length what the teacher did and why she did it, relevant to the concept of character education.

The questionnaires consisted of 8 questions about the perceptions and experiences of the students in relation to the Pancasila Student Profile, thus presenting quantitative data. By a wider understanding, it means how students perceive character education and how it has influenced their behavior and attitude. The questionnaires complemented the qualitative data from observation and interviews, which furnished the whole picture of the process of implementation. There is simply an enhancement to the finding in this research by having both the qualitative and quantitative data so it gets balanced with respect to the effectiveness of the Pancasila Student Profile program.

Therefore, data analysis followed the model of Miles and Huberman, which includes data reduction, data display, and drawing/conclusion verification. This analytical framework, according to Firestone, is suitable to qualitative research because it imposes a systematic approach to the management and interpretation of large banks of complex data. Organized and simplified data identification of the key themes and patterns are the processes with which data reduction brought out sense from the bulk of the information collected. This was done through observations, interviews, and questionnaires.

Data displays were representations that followed up the trend and the relationship visually. This step enabled one to view the relationships among the different areas of research and pointed out areas that needed further research. The drawing of a conclusion and verification reported data interpretation and verification of findings by cross-checking them with data collected. This will, therefore, validate and prove that the findings are reliable substrates in abstracting sound ideas upon which the conclusions and

recommendations of the study will be made. In this respect, this research intends to solicit an in-depth understanding of how Pancasila Student Profiles are implemented in the teaching of English through an intensive and systematic data collection and analysis process. The insights that can be drawn from this study may also help inform further efforts in the future on how best to improve character education drives and to ensure that they are effective in ensuring the overall development of a student for purposes of bringing up persons who can make ethical decisions that can help in bettering society.

Result and Discussion

All the data findings were collected using "Evaluating Training Programs" the four levels by Donald L. Kirkpatrick and James D. Kirkpatrick, using a four-level evaluation model, to measure the effectiveness of training program, this model includes four successive levels of evaluation: reaction, learning, behaviour and result. From the data derived from the interviews and classroom observations, it was found that the English teacher at SMPN 5 Kopang strongly emphasizes making an embedded type of instruction setting regarding certain points of the Pancasila Student Profile. The teacher implicitly embeds faith and devotion to God, noble character, cooperation among peers, and independence into classroom practice. These values are part of the daily routine and interaction within the classroom and somehow develop character alongside the academics. By implementing these values in daily activities, the teacher then lets the students grasp them as something done every day and becomes the embodiment of everyday habits and behaviors. For instance, persuading students to have prayers before and after lessons creates faith and devotion towards God. Other than fulfilling the first dimension of the Pancasila Student Profile, it builds a class respectful and reflective. Such practices nurture the place of spiritual values in the lives of students and aid all-round moral development. The consistent exercise of prayer empowers each lesson to start and finish with a period of reflection, allowing calm and focus. This cooperation manifests itself through numerous group activities and projects in which many students are involved. The teacher usually sets up group jobs that expect students to cooperate on so many tasks and problem-solving. This approach helps young people to gain experience in teamwork through learning about the importance of working for common goals. It provides opportunities for students to learn from one another, hence improving their social and interpersonal skills. Students working in teams could share their

development of strengths and support each other's learning.

The other key focus is independence. Tasks set by the teacher require personal effort and responsibility. Pupils are encouraged to complete assignments independently to create accountability and self-reliance. The practice offers an environment that builds confidence in students due to belief in their abilities, which helps them front challenges in their future lives. It also fits the dimension of critical reasoning because students have to think independently and reach decisions as per their understanding. By doing so, the students learn how to work independently and become problem-solving individuals. These values are implicitly inserted into the English language learning per se, with no instructions on what the Pancasila Student Profile is. The teacher inserts these values into the learning process, hence making it natural. This approach will ensure that the character education is not felt as an overload but is an intrinsic part of everyday learning. Alternatively, this integration is implicit, hence more sublime and, therefore, effective in integrating character education into the curriculum. In making these values part of the process of learning, a student naturally internalizes them and applies the same in different contexts.

Classroom observations have confirmed that the practices were indeed put into effect, where students were involved in activities imbued with the Pancasila spirit. This was reflected through the behaviors and interactions of students, which proved the teacher's ability to provide a facilitative, respectful learning environment. This consistency in practice thereby attests to a commitment on the part of the teacher to character education and the effectiveness of the methods employed. First of all, it is shown that the good classroom atmosphere, respectful and cooperative, acts as the first indication that the Pancasila values are being integrated well in daily activities. The findings suggest that the practice of the Pancasila Student Profile at SMPN 5 Kopang used for English learning is effective for character development. The teacher's strategy to implicitly include these values into the learning process has resulted in a very respectful atmosphere. The study has implications for integrating character education into the curriculum and also offers insights into particulars on how to do this effectively. Further refinement of these practices will keep schools on track toward character education being an integral part of the development of their students.

Mr. Maman, a pseudo name, is the English teacher of SMPN 5 Kopang, He had a big responsibility to share his insight regarding the integration of the Pancasila Student Profile in teaching the English

language. He argued that while the Pancasila Student Profile had been inserted into six dimensions, he only emphasized three: faith and devotion to God Almighty, mutual cooperation, and independence. By being attuned to these dimensions, he hopes to arrive at a balanced practice that takes care of moral and practical notes in the emerging character. It is, therefore, through this strategic focus that he manages to finally fold in the practices of character education into teaching. Despite such a claim, he explained that teachers experienced difficulties to implement the policy. He said *"The curriculum is still new, so teachers are still guessing with the tasks and activities"*

He further explained that in some ways the inclusion of Pancasila in the classroom interaction had increased students' faith and belief in God during. He asserted *"there is usually a prayer at the beginning and at the end of the lesson. Even in English classes, students always begin the class by praying before and after the lesson are conducted."* By doing so, he could cultivate the habituation that helped students realize the first Pancasila Student Profile dimension while creating a respectful and reflective classroom atmosphere. The consistent practice of prayer helps the students to start and end the lessons with a moment of reflection, hence making them calm and focused on their purpose. Mr. Maman also arranges for group work that makes the students cooperate with one another. He divides them into several groups for discussing, completing the assigned tasks, holding group work presentations, and answering questions. He said, *"I usually make groups for discussion to help students complete the assigned tasks. Thus, they can present the group work presentation and question and answer sessions."* This approach gives an opportunity for the students to build proper teamwork and learn the importance of working on tasks together. Class group activities provide experiences in social and interpersonal skills in learning from one another.

Mr. Maman told that he usually gave feed-backs to the students with higher-order thinking (HOT) questions. He not necessarily just provided a challenge, but also trained their minds to think critically and complete tasks without depending on someone else. He explained, *"I give some HOT questions to train the children to think critically / complete their tasks independently."* This aids the students in believing in themselves to be ready for challenges later in their lives. Students learn responsibility and do problem-solving whenever they work on tasks individually. Mr. Maman explained that the application of the Pancasila Student Profile points is implicit, meaning it is not instructed explicitly. He further elaborated, *"The application of the Pancasila Student Profile is not taught specifically, not elaborated by using special techniques or methods but it is taught implicitly, not directly... it is a part of the learning*

process....the steps of the learning process exist depending on the meaning and dimensions of the Pancasila Student Profile." This approach makes him sure that character education becomes naturally blended in the classroom experience. Indeed, as a matter of design, this process of internalization will be easier to achieve more naturally when these values become second nature to the learner, as an innate part of learning in students and applicable across contexts.

Although the teacher reported changes in attitude towards the more positive on the part of his students, Mr. Maman still admitted that effective changes in attitude or character are still quite difficult to achieve, considering diversified background of learners. He further commented, *"Regarding positive changes in the attitude or character of students, of course, there are, but significant changes in attitudes or characters do not yet exist because the background of our students consists of many factors... the environment where they live, an association outside the school also affects their behavior or character."* This proves that, in fact, character education has a complex plate and needs to have support from both inside and outside the classroom. The heterogeneous background of students today brings along challenges so different that a complete character education system is in demand.

The responses from Mr. Maman provide an overview with fundamental insights into practical challenges and successes from the character education implementation perspective. These statements gave meaning to strategies in use and reasons behind the same, hence adding up to the overall analysis of the study. He contributed to the importance of letting light on the practical part of integration into the curriculum by sharing his experiences. This information is very relevant to inform future efforts in improving character education efforts. In sum, Mr. Maman's approach to incorporating the Pancasila Student Profile into English language teaching suggests the use of focusing on specific values and implicitly enacting them in the learning process. He also discusses some challenges and successes related to this approach, greatly informing the practice of character education. These insights can become the basis on which further efforts to promote character education are premised and ensure that they contribute effectively to the overall development of learners.

The implementation of Pancasila Student Profile into English language learning at SMPN 5 Kopang faces several factors. In the first place, the curriculum is relatively new. The independent curriculum, as has been mentioned earlier, including the Pancasila Student Profile, was relatively new. This build doubts among teachers due to unfamiliarity with its implementation, which sometimes is inconsistent or not confident. As

such, teachers are still getting themselves familiarized with its components and how best to work out its inclusions in their teaching. Another indispensable barrier is the lack of intensive training by teachers. Mr. Maman pointed out that there has been no comprehensive training on the independent curriculum, particularly in relation to character education. It is the lack of training, wherein the teacher is not fully equipped with the knowledge and skills required for the implementation of the Pancasila Student Profile. Extensive coaching is required so that teachers will develop confidence and competence in infusing these values into their teaching practices. The diversity in terms of the students has living backgrounds and social contexts, which greatly compromises any uniform behavior in character education. Different students bring different experiences, values, and behaviors into the classroom, all of which may influence their receptivity to character education efforts. *"As I said earlier, our students have many kinds of backgrounds, one of which is living environment, the social environment. The living environment and socialization significantly influence the character of the students,"* said Mr. Maman. The difference should be manageable by the teachers, who can work out a way of dealing with the unique problems each of the students has to develop a consistent set of values.

Other influential factors that develop behavior and attitudes are family dynamics, peer influences, and community norms. These forces can either emphasize or retard Pancasila values. The teacher must thus contend with these forces and work together with families and other local community members in promoting positive values. Mr. Maman admitted this challenge. He said, *"Sometimes the challenge also comes from the teacher himself—how the teacher presents the material, whether the technique used is interesting or not—then how to condition a class atmosphere is arranged so that the children really feel comfortable and safe in learning English."* Character education may sometimes be quite demanding to the student, more so when they are blinded to its relevance and appropriateness in their lives. Teachers have to devise creative and effective ways of making character education meaningful to the students. This could include real-life examples, engaging activities, and opportunities to practice and reflective actions that correspond to those values. One of the obstacles, according to Mr. Maman, is *"it has been facilitated by the teacher in the form of material, but there are those who ignore students who do not focus on the lesson."*

Character education can succeed well if the teacher successfully conveys the material being taught. It calls for not just subject matters, but also classroom management skills, strategies applicable in

instructional strategies, and motivational abilities on the part of students. This will entail continuous professional development in order to arm teachers with these skills in terms of getting effective practices of the Pancasila Student Profile. There must be continued training, coaching, and resourcing for teachers so they are abreast of practices and the best innovations in character education. By now, one is able to say that the challenges involved in the implementation of Pancasila Student Profile in English language learning are the newness of the curriculum, lack of training, mosaic student backgrounds, inhibiting external influences, and the need for more engaging methods of teaching. Dealing with these challenges shall pave a comprehensive way, including teachers' intensive training, active collaboration with families and communities, and creative-effective teaching methods. Only then will these barriers be removed, and character education will uphold the holistic development of students in schools.

The outcomes of the questionnaire represented very well the students' perception and experiences of the Pancasila Student Profile. The results showed a very great awareness and fine reception of the program by the students, including the effects this had on the character development of students. This response is critical in assessing the effectiveness of the program and where changes need to be made. As anticipated, an overwhelming majority of the students recognized the role of character education in their lives. When asked to respond to the question regarding the importance of character education to them, 18 of the 20 students indicated that it was very important; 2 of the students indicated that its importance was important. This overwhelming support would indicate that students do indeed value character education as about more than only the intellectual aspects of growth and consider this to be integral in their whole development. In general, endorsement as strong as this does present the function of character education in molding values and behavior in students. This, in imperative terms, places the need for schools to accord first priority to character education and ensure that it has proper integration in curriculum design. This fact—that character education is received positively among students—acts as a positive indication toward the future implementation of character education. The schools should further continue to emphasize these programs for continued betterment and building on that further. This enormous acceptance also alludes to the fact that character education programs are designed in a way that they exist in a manner addressing students' wants and needs. Only in this way can it ever achieve long-term sustainability and success.

Moreover, the level of awareness about the Pancasila Student Profile was very high among the student population. All students in this research who responded to this question answered that they all know about the Pancasila Student Profile. This finding suggests that a program is already widely known and recognized within the school. Therefore, an awareness of this degree suggests that the communication concerning the purpose and significance of the program to the students has been effective. Comparison This likewise reflects the initiative taken by educators in making these values part of the school culture. This is a positive indicator that the program is communicated well to the students, and they realize its importance. This also reflects the fact that the program has been well integrated into the culture and habits of the school. The broad recognition of the Pancasila Student Profile reflects successful integration of the program into the environment of the school. This level of integration is important to the effectiveness and sustainability of the program. Further publicity and reinforcement efforts could induce even greater awareness and participation.

Student opinion towards the Pancasila Student Profile school program was very positive. The students' perception of the institution of the Pancasila Student Profile in their school had 17 who considered it very important and 3 students considered it important. This perception shows that students actually take note of the existence of the program and also appreciate its worth or each impact. The high rating reflects the program's effectiveness in addressing the needs and expectations of the students. This suggests the program is making a relevant change to the lives of students and has a bearing on the character development of the student. This set of feedback from students clearly indicates that the program is quite adept at character education. Having obtained healthy and encouraging comments from the students is important for all educators and policymakers since the comments act as confirmation of the work put into these programs. The knowledge of the value put by students can catalyze the need for further developing and refining the initiatives of the Pancasila Student Profile.

Most students were of the view that the Pancasila Student Profile program has assisted them in developing positive attributes. To the question "Does the Pancasila Student Profile program help in developing character?", 9 students said it is very helpful, 10 said it is helpful and 1 said it is slightly helpful. These responses indicate that most students felt the program had positive contributions to their character development. Different levels of perceived helpfulness pointed to broad acknowledgment of the

program's benefits. This response is important for assessment of effectiveness and evaluating the arcs of improvement of this particular program. Impact of the program on good character for the students gives the significant result. Such a character education program is worthwhile to be further supported and developed with this evidence. The insight into the students' views can contribute to further future improvements of the program in fittingly shaping its effectiveness.

Furthermore, according to the questionnaire, specific practices corresponding to the dimensions of the Pancasila Student Profile were consistently implemented in the classroom. For example, all students mentioned that they pray together before and after teaching activities. Therefore, the first dimension of Pancasila Student Profile is realized by the program: "Having faith, piety, and noble character." Applying this program the way it should be, according to the students' opinion, which includes all of them in such activities, helps to strengthen spiritual values, respect, and reflectiveness inside classes.

Similarly, all 20 students reported that group learning methods are used within the classroom, thus confirming the dimension of "mutual cooperation." This consistent use of group work is an indication that the program is effectively promoting the spirit of teamwork and collaborative learning. Group activities provide multiple opportunities for students to acquire social skills, learn from each other, and work together to achieve common goals—ingredients viewed as very important in cultivating mutual cooperation and respect. The successful adoption of the program in terms of promoting cooperation was evident in the consistent use of group work. The dimension of "independence" was fostered by the fact that students took time to explain the results of their group work in front of the class. All 20 students supported this by confirming that they had been given opportunities to do so, which is in line with the goal of fostering independent and confident learners. This practice assists the student to develop presentation skills and confidence in their abilities. For presentation, group work is consistently practiced, an indication that the program is actually encouraging students to be independent. The students' responses overwhelmingly provided insightful views into the effectiveness of the Pancasila Student Profile program and its impact on character development. These findings will also be useful in informing future efforts aimed at enhancing character education programs and ensure that they effectively contribute towards the holistically developed student. Positive student feedback, which indicates that the program is relevant and makes a difference in their lives, justifies further

implementation of the character education initiatives. Below is the summary of findings from the questionnaire.

Table 1. student responses

NO.	QUESTIONS	RESPONSE
1.	Have you ever heard about the Pancasila Student Profile?	The result showed that 20 out of 20 students chose "YES"
2.	Do you pray together before and after teaching activities?	The result showed that 20 out of 20 students chose "YES"
3.	Do you use group learning methods in the classroom?	The result showed that 20 out of 20 students chose "YES"
4.	Students are given the opportunity to explain the results of the study/discussion in front of the class?	The result showed that 20 out of 20 students chose "YES"
5.	Students required to think critically and creatively?	The result showed that 11 out of 20 students chose "YES", and 9 out of 20 students chose "SOMETIMES"
6.	Students' complete tasks individually?	The result showed that 20 out of 20 students chose "YES"
7.	How important is character education in daily life?	The result showed that 18 out of 20 students chose "VERY IMPORTANT" and 2 out of 20 students chose "IMPORTANT".
8.	How do you describe the Pancasila Student Profile Program (P5)?	The result showed that 17 out of 20 students chose "VERY IMPORTANT" and 3 out of 20 students chose "IMPORTANT"

The very positive responses of the students proved that the program is successfully inculcating character education into the lives of students. Results show that, to some extent, students recognize the significance of character education and acknowledge the efforts done by teachers. Thus, by continuously evaluating and improving the program, schools could establish a secure future for character education within the development of students. The research will help gain insight into how to think and work towards the future in efforts on enhancing character education initiatives to ensure they effectively contribute towards holistic development. Although most students gave positive feedback, this indicates that the program succeeded in promoting character education, its importance, and practices in daily life through the experiences learned from the program.

The findings suggest that students value Character Education and appreciate the efforts of their teachers. It is therefore important and relevant, through a lot of streamlining continuously, that schools can be assured that character education remains at the very core of student development. From the positive feedback from students, one can tell that the program is very effective in teaching character education and how relevant it is to each of them daily. This indicates that the students indeed valued character education, did appreciate the teachers' efforts to teach them. The program can be sustained in schools to become part of students' major life development by strengthening the program and improving it further. Character education shall be able to be sustained as a core part if positive student feedback is one of the many indications that the program is successful in teaching character values and their relevance to daily life. The results indicate that the pupils valued character education, appreciating this effort by teachers. Further, it may be presumed that by continuous refining and upgrading of the program, schools will uphold character education as an essential constituent for student development. The positive feedback from students shows that the program has been successful in inculcating character education and its relevance in everyday life. It indicates that students really appreciate the importance of character education and reciprocate the efforts put in by their teachers. By further fine-tuning and enhancing the program, character education can be ingrained as part of the core developmental processes in any school. The very encouraging responses of the students to the program underscore its success in not only promoting character education but also in making it relevant in their daily lives.

The results indicate that the students are appreciative of the existence of character education and recognize the efforts of their teachers. By continuing to fine-tune and improve the program, character education will undoubtedly remain at the very core of student development in the school. The positive feedback from the students is a testimony to the fact that the program has been very successful in inculcating character education into the students and making it something integral to their lives. This shows that students at least find character education worth learning and appreciate what their teachers do for them. By being innovated and updated from time to time, schools would ensure character education assumes its legitimately proud place in the overall development of their children. The positive feedback of the students is a pointer to the fact that the program succeeded in getting across to them the relevance of character education in their daily living. In addition,

this study supports the findings of research conducted by Aditama, Madya Giri, Rhizki Amelia, and Hikmah Pravitasari (2022) entitled *Implementation of Character Education in English Language Learning for Junior High School*, Utari, Dwi, and Achmad Ruslan Afendi (2022); examined the *Implementation of Pancasila Character Education in Learning in Elementary Schools with a Project-Based Learning Approach* and Yanzi, Hermi, et al (2022) entitled *Analysis of the Implementation of the Strengthening of the Cultivation and Practice of Pancasila (P5) Project in State Junior High Schools (SMP) in Bandar Lampung City*.

The results of this study show that the students appreciate the character education component and really appreciate what the teachers are doing for them to acquire good character. By refining and polishing the program, schools would be better prepared to retain character education as a centerpiece in the development of students. As a matter of fact, the students' positive comments reveal that the program successfully promoted character education and made it relevant in their lives. Indeed, the results suggest students recognize the value of character education and appreciate teachers' efforts. By constantly reviewing and enhancing the program, schools can ensure that it occupies a place at the core of student development. The students' response clearly denotes the success of the program in infusing character education and its relevance in everyday life.

Conclusion

The integration of the Pancasila Student Profile into English language learning at SMPN 5 Kopang opens up possibilities for character development within integrated educational practices. This suggests that the teacher of English is actually integrating the values of Pancasila into classroom activities, faith, mutual cooperation, and independence. Challenges such as the whole newness of the curriculum, inadequate training, diversity in students must, therefore, be surmounted to ensure its effectiveness is enhanced. The key to this lies in the teachers' modeling and facilitative role, as it will directly influence the process of character formation through day-to-day interactions and pedagogical practices. Educators should be trained in the character education component and continuously developed as professionals to acquire the ability to infuse this model into instructional practices effectively. Collaboration between schools, families, and the community is necessary in creating a supportive environment that would enhance positive values.

These findings of the study show how character education serves the broader social function of building a cohesive and resilient society. Character education,

therefore, would infuse schools with Pancasila values in order to bring up individuals who are not only successful but also well-rounded, possessing the ethical and moral foundation with which to navigate modern life's complexities. That is a holistic education process for intellectual, moral, and social development. It aims to develop citizens who can make ethical choices that would serve humanity at large. This study also underlines the need for further research to travel in the long-term impact of character education programs and has brought to light the practices of best practices which can be followed while implementing these educational initiatives. Continuing to research and refine such initiatives will help educators ensure that character education makes a valuable contribution towards the holistic development of students. It wants to build Pancasila generation, characterized by the ability to make contributions that have positive impacts on their communities and society in general.

These results show that the Pancasila Student Profile has great potential to have an impact on the character development of students. With the understanding founded on the issues that have been the subject of this research, the schools may improve the way to work more effectively in having character education. Character education will thus be effective if teachers will uphold continuous professional development and collaborative efforts are developed between schools, families, and communities. Incorporation of Pancasila values into the school curricula is essential in enabling these learning institutions to raise persons with strong moral and ethical outlooks that help in tiding them over the dangers of contemporary time and civilization. A holistic approach in curriculum design will ensure development of intellectual, moral, and social abilities of the learner. Students are trained to be responsible and educated individuals able to solve problems ethically and for the benefit of the public. The findings of this study highlight the fact that, among others, character education is necessary to find answers to broader societal issues and to work together in building a cohesive and resilient society. It will help in developing well-rounded individuals who are imbued with the spiritual and moral base to negotiate life's complexities through the infusion of Pancasila values into the curriculum. This approach will make sure that the students develop not only intellectually but also morally and socially. The objective becomes the production of individuals who can make their contribution to the greater good by ethical decision-making.

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