

The Incorporation of Character-Building Values in Digital Learning Materials for SMP Students

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Abstract

This study investigated the incorporation of Profil Pelajar Pancasila in digital learning materials for Junior High School students. This study applied the content analysis method, the data of which were learning materials provided on Myenglishstep.com for every level of Junior High School. The data were analyzed by comparing them with 19 indicators which were derived from six dimensions of Profil Pelajar Pancasila. The results showed that 230 data fulfilled all 19 indicators and were incorporated into various forms of learning materials. The highest occurrences (80 data) were found in the fifth dimension which is to think critically (Dimensi Berfikir Kritis) while the lowest (10 data) occurred in global diversity (Dimensi Kebhinekaan Global). In addition, the values of Profil Pelajar Pancasila were mostly incorporated through task instructions (98 data), followed by live worksheets (64 data), videos (34 data), and audios (13 data). This result indicates that the digital learning materials available on the website of Myenglishstep.com are aligned with the character-building values proposed in Profil Pelajar Pancasila, thus, they become worth trying to support English language learning at the Junior High levels in Indonesia.

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INTRODUCTION

Character-building values are parts of human literacy that are highly prioritized in education for shaping the good character of the students (Sari, Rejekiningsih, & Muchtarom, 2019). It walks in line with Law Number 20 of 2003 which is concerned with inculcating the nation's dignified character and national civilization, in addition to developing the nation's knowledge and competence. It is aiming to educate the nation's life, which focuses on developing potential students to become human beings who believe and fear the Almighty God, behave with noble character, and become healthy, knowledgeable, capable of, creative, independent, democratic, and responsible citizens. As a result,



education is urged to shape the future generation with those values, the practice of which is integrated into all aspects of learning in all fields of study, yet adaptable to the characteristic of this digital generation era.

Referring to the Center for Curriculum Redesign (CCR), a character-building value program is essential to promote the fundamental characteristics of the students to socialize and survive the challenges and rapid changes as a citizen in the 21st century and ahead (Bialik, Bogan, Fadel, & Horvathova (2015), and Komara (2018) in Wardani, Nugroho, & Ulinuha, (2019)). Benninga (2001 in Nurhayya and Tamela, 2021) found that encouraging the implementation of character-building values in the class can increase academic achievement as well. Besides resulting in positive outcomes, character-building values also diminish the negative behavior of students (Agboola and Tsai 2012). Cyberbullying, sexual violence, clashes between students, and cheating while exams are several examples of negative behavior (Annisa, Wiliyah, and Rahmawati 2020) that can be controlled by improving the character values among the students. Besides, nurturing great character-building values such as honesty and fair play in the students can be a preventive way to reduce the case of corruption that happens the society.

The journey of the character-building value program in Indonesia has gone through some changes in terms and details, even though they are not so significant. Back then, we are introduced to the terms *Generasi Emas Indonesia 2045* and *Penguatan Pendidikan Karakter (PPK)*. Recently, the character-building value program was introduced in the educational field by the name *Profil Pelajar Pancasila (PPP)* as one of the objectives of the newest curriculum entitled *Kurikulum Merdeka*. PPP was proposed to achieve the expected future generation through a more humane educational system in Indonesia (Kemendikbud, 2021). Through PPP, the students are expected to be able to participate in global citizenship which is sustainable to face the challenges. Religiosity, global unity in diversity, cooperation, independence, critical thinking, and creativity are the characteristics expected to be acquired by the students. These characteristics are planned to make the Indonesian learners competent, well-behaved, and act according to the Pancasila principles.

However, since the spread of COVID-19, the teaching and learning process has been forced to be held at distance or in an online meeting and using digital learning materials to deliver the learning materials. The teachers as well as the students underwent a culture shock, turning from traditional face-to-face teaching in the class in which students' understanding and reaction (attitude) can be easily checked on the spot to distant screen lecturing where teachers cannot make sure what each of their students does or reacts. Thus, it affects how the teacher teaches character-building values to the students as well (Aji, 2020). Teachers are required to find a new way to inform what a good attitude is like and find out how the students behave. Unfortunately, Alifia, Salma, Arifin, & Istianti (2021) stated that in the last few years, the education system focused more on cognitive skills so the character of the students was neglected. The consideration of putting character-building values on digital learning materials is still low since the main focus of learning is still on how the students can acquire various knowledge on formal subjects. Yet, even though the challenges to teaching character-building values in school become bigger and harder, it will not diminish the fact that the practice is still in need. Therefore, digital learning materials are suggested to integrate character-building values in any possible aspect to nurture the moral character of the students even in distance learning far from the teachers' supervision.

Previous research has already figured out how character-building values are integrated and delivered in a textbook and numerous lesson plans which are made by several teachers. Permana, Inderawati, and Vianty (2020) find out that character-building value programs are the only way to transform people to have better characteristics that are useful to be acquired as human beings. However, mostly the character-building values that are being taught to the students are implicitly stated in the textbook which requires the teacher to pay attention to the character-building values so the teaching and learning process can cover it all. In line with that, character-building values are represented implicitly in dialogue also (Islamiyah, 2012 in Permana, et.al., 2020; Utami, 2015). Wardani, et. al. (2019) mentioned that an Islamic school in Indonesia had already implemented character-building values which walk in line with one of the objectives of Curriculum 2013. However, integrity as one of the characteristics was not taught maximally because of the internal factor of the students who were still not aware and showed that they were not serious enough to finish their assignments. Utami, Rohmatillah, and Kholid (2021) revealed that an English textbook for Senior High School put more focus on the character of social care and discipline. On the other hand, the values of democracy were still hard to find in that textbook. In addition, the textbook seemed to prefer to apply an implicit strategy rather than the explicit one. However, developing the students' thinking skills might be one of the considerations why implicit strategy seems dominant.

Referring to the studies above, further studies regarding the incorporation of character-building values in digital learning materials are still needed to cater to its coverage in the distance learning environment. Moreover, *Profil Pelajar Pancasila* is also considered new so this study gives impacts the novelty. Thus, this research is expected to fill the gap aiming at investigating the incorporation of *Profil Pelajar Pancasila* in digital learning materials for Junior High School students.

RESEARCH METHOD

The qualitative research method with the practice of content analysis was used to identify and analyze all the provided learning materials on Myenglishstep.com. Roller and Lavrakas (2015) defined the qualitative content analysis method as a systematic decrement of content, the data being analyzed refers to special attention, and also to discover themes and extract meaningful interpretations of the data. In content analysis, the researcher transcribed the data that appears on the source, then, the data is coded and also accumulated into a classification that is used by the researcher then, the code that the researcher embodied is interpreted to create the result of the analysis (Kleinheksel et al., 2020).

The source of the data in this research is the materials in each chapter for seventh, eighth, and ninth-grade students that are provided on Myenglishstep.com digital learning materials. The data chosen by the researcher were the questions, statements, information, and utterances that appear in the learning materials available on that website. The data is then analyzed using the instrument of analysis adapted from the indicators of the six dimensions of *Profil Pelajar Pancasila* which was officially released by the Ministry of Education, Culture, Research, Technology, and Higher Education of Indonesia. See table 1 below for the details.



Dimension	Indicators
Dimensi Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia	Offers explanation/task/instruction related to the presence of God, and religious obligations as a responsible creature and to maintain the relationship between the creatures and their God
	Offers explanation/task/instruction related to the development of the feeling of braveness, honesty, and recognizing the consequence of it, and also maintaining the physical and mental health
	Offers explanation/task/instruction related to recognizing and understanding other's point of view as a consolidator in a debate or conflict
	Offers explanation/task/instruction related to the cause and effect of environmental issues and how to solve them
	Offers explanation/task/instruction related to analyzing the role, rights, and obligations of a citizen
Dimensi Kebhinekaan Global	Offers explanation/task/instruction related to the dynamics of the practice and the understanding of culture and also the importance of conserving the existence of Indonesia culture whether it is in the local, regional, or global context for the social and individual daily life
	Offers explanation/task/instruction related to exploring the effects of culture on the use of language and avoiding the stereotype of the differences between several ethnics group
	Offers explanation/task/instruction related to participative active to identifying, discussing, and solving the problem which happens in the society
Dimensi Gotong Royong	Offers explanation/task/instruction related to involvement in the community to enhance the quality of interpersonal relationships
	Offers explanation/task/instruction related to demonstrating the activities of the group to motivate the member to help each other
	Offers explanation/task/instruction related to awareness of the needs of the people in the community
Dimensi Mandiri	Offers explanation/task/instruction related to prioritizing and monitoring the self-development program to be prepared to face the challenges
	Offers explanation/task/instruction related to controlling emotion and behavior when interacting with the people
	Offers explanation/task/instruction related to independently conducting a plan to maintain consistency to achieve their objectives
Dimensi Berpikir Kritis	Offers explanation/task/instruction related to research deeper to react to new information of idea
	Offers explanation/task/instruction related to concluding a piece of information or an idea
	Offers explanation/task/instruction related to awareness of the consequences of an idea and also considering other perspectives
Dimensi Kreatif	Offers explanation/task/instruction related to producing an original idea to avoid plagiarism and also knowing the consequences of it
	Offers explanation/task/instruction related to adopting several ways to solve a problem

Table 1. instrument of analysis adapted from the indicators of the six dimensions of Profil Pelajar Pancasila

The collected data were analyzed through certain procedures as followed:

1. Preparing and organizing the data
2. Writing down the data which indicates the incorporation of indicators of *Profil Pelajar Pancasila*
3. Interpreting the data: Interpreting the amount of each dimension's percentage occurrences frequency in Myenglishstep.com.

4. Provide reasons for each indicator's judgment and the supporting evidence from the learning materials in the 'explanation' column.
5. Describing what makes all the collected utterances are considered to represent character-building values of *Profil Pelajar Pancasila* following the indicators in the data collection instrument as the findings to answer the research questions by presenting the findings, providing some excerpts, and elaborating the data interpretation.

RESULTS AND DISCUSSION

After analyzing the content in the learning materials of Myenglishstep.com, the results are then portrayed on the analysis table to what extent the character-building values are incorporated and how it is incorporated. 230 data indicate the incorporation of *Profil Pelajar Pancasila* in Myenglishstep.com. The most incorporated dimension is *Dimensi Berpikir Kritis* with 80 data in total, followed by *Dimensi Gotong Royong* with 59 data, *Dimensi Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia* with 36 data, *Dimensi Mandiri* with 32 data, *Dimensi Kreatif* with 13 data, and *Dimensi Berkebhinekaan Global* with 10 data. The percentage can be seen in the figure below:

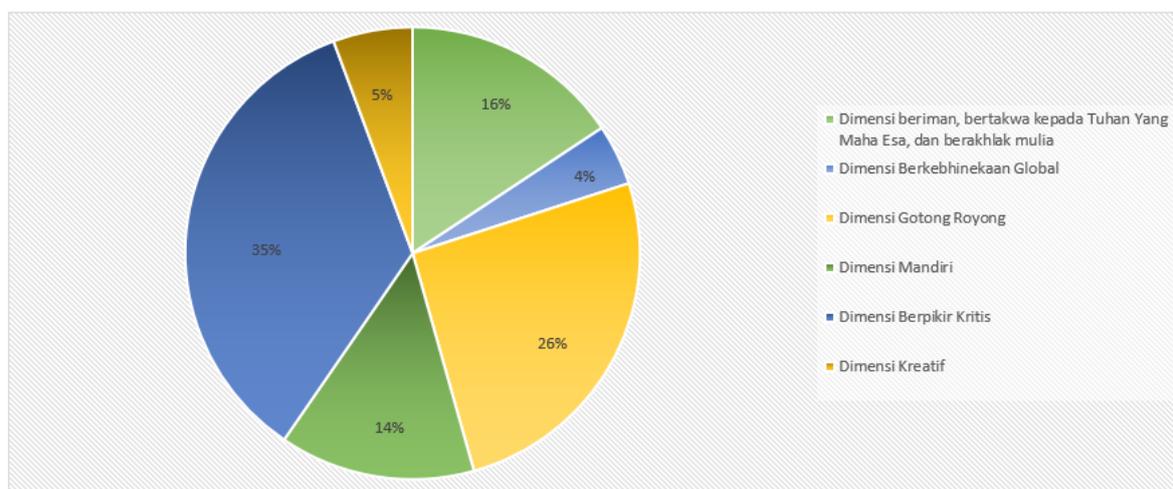


Figure 1. The incorporation of *Profil Pelajar Pancasila* in myenglishstep.com based on the Dimension

In the first dimension (*Dimensi Beriman, Bertakwa kepada Tuhan Yang Maha Esa, dan Berakhlak Mulia*), the total occurrences of the data were 36 (16%). The data involved words, sentences, or expressions that were considered to relate to the indicators which likely encourage the students to have characters that refer to the connection between humans and God, and also how to behave and act wisely to other people. An example that shows the feeling of braveness, honesty, and recognizing the consequence of it, and also maintaining physical and mental health was *"I grabbed the fire extinguisher and ran towards her apartment."* which is the practice of the responsible creature and care to other creature, especially the feeling of awareness and braveness to keep people safe. Another example of the same indicator was *"Maybe you should rest a little bit."* which shows care for someone's physical and mental health. The example related to the cause and effect of



environmental issues and how to solve them was “*Sorry, I am sorry*” which is related to admitting a mistake and taking responsibility for it. The example of the data related to recognizing and understanding other’s point of view as a consolidator in a debate or conflict was “*Do you have an opinion about ...?*” An example related to analyzing the role, rights, and obligations of a citizen was “*Ryan soon realized that when there are no rules, people can do whatever they want.*” Showing how a good citizen should behave in society.

For the second dimension (*Dimensi Berkebhinekaan Global*), there were 10 data found (4%). The data involved words, sentences, or expressions that are related to the indicators which likely encourage the students to respect other people and cultures in the global scope. The example of the data related to the dynamics of the practice and the understanding of culture and also the importance of conserving the existence of Indonesia culture whether it is in the local, regional, or global context for the social and individual daily life was “*Write a short paragraph on cultural differences when engaging with your online friends from other regions/overseas.*”. An example of the data related to exploring the effects of culture on the use of language and avoiding the stereotype of the differences between several ethnics group was “*Good afternoon, Mr. Kim.*” encouraging students to get used to foreign people’s names. An example of the data related to participating actively in identifying, discussing, and solving the problem which happens in society was “*I called the ambulance right away.*”

In the third dimension which is *Dimensi Gotong Royong*, 59 data (26%) were found. The data consisted of words, sentences, or expressions that are related to the indicators which likely motivate the students to be able to cooperate with the people in their surroundings or where they live. An example of the data related to the involvement in the community to enhance the quality of interpersonal relationships was “*Work in a group!*” which appears quite often when working on a project, practicing a dialog, solving problems, etc. An example of the data related to the indicator of demonstrating the activities of the group to motivate the member to help each other was “*Let’s cut the cake, kids.*” An example related to awareness of the needs of the people in the community was “*Watch out! Are you okay?*”, highlighting that people need each other’s company and help.

For the fourth dimension which is *Dimensi Mandiri*, there were 32 data (14%) found in the forms of words, sentences, or expressions related to the indicators that encourage the students to working-hard and solve the problems by themselves. The example related to prioritizing and monitoring the self-development program to be prepared to face the challenges as the first indicator was “*I get up at 7:45 because my school only starts at 9*” showing that someone should be aware of his needs and priority and act accordingly. The example of the data related to controlling emotion and behavior when interacting with the people as the second indicator was “*Sorry about that*” showing that someone needs to take control of how they should behave in a certain situation, apologizing instead of being defensive or fleeing from mistakes. The example of the data related to independently conducting a plan to maintain consistency to achieve their objectives as the third indicator was “*Listen, drag and drop the names!*” when they have to do an individual activity.

Dimensi Berpikir Kritis as the fifth dimension occurred in 80 data (35%), which is the dominant occurrence. The data consisted of words, sentences, or expressions related to the indicators which motivate the students to start to think critically about the information that they have. The example of the data related to research deeper to react to new information of idea as the first indicator was “*Why*



do we say it's quarter past?" triggering the students to search for new knowledge. The example of the data related to concluding a piece of information or an idea as the second indicator was *"Who are in the video?"* which requires the students to see the bigger context to enable them to identify the characters' roles. The example of the data related to the awareness of the consequences of an idea and also considering other perspectives as the third indicator was *"Ryan soon realized that when there are no rules, people can do whatever they want. This means policemen, Firefighters, and even cleaners don't have to work to keep the world clean, safe, and peaceful. There will be no teachers to teach kids what is right and wrong. He has to live in a dirty and messy House because no one wants to clean it up. Ryan wished he didn't wish for the world to have no rules."* This drags the readers to realize how one situation causes an effect on another event.

Last but not least, *Dimensi Kreatif* as the sixth dimension occurred in 13 data (5%) found in the words, sentences, or expressions related to the indicators that encourage the students to be creative. An example of producing an original idea to avoid plagiarism and also knowing the consequences of it was when the students were asked to create a poster of an announcement or when they were asked to create a story based on the provided pictures. To their level, these activities were challenging enough to urge the students to think out of the box. The start was given but the ending lay on the students' creative thinking.

Regarding how *Profil Pelajar Pancasila* as a character-building-value program incorporated in the digital learning materials by myenglishstep.com, it was found that the integration was applied in several different forms of learning materials. They are task instructions (98 occurrences) as the most dominant integration, followed by live worksheets (64 occurrences), videos (34 occurrences), audios (13 occurrences), written questions (17 occurrences), written dialogs (2 occurrences), and images (2 occurrences). For example, a video about rules in life covers several indicators of *Profil Pelajar Pancasila*, such as offering explanation/task/instruction related to analyzing the role, right, and obligations of a citizen which belongs to the first dimension and offering explanation/ task/instruction related to awareness of the consequences of an idea and also considering other perspectives which belongs to the fifth dimension.

The incorporation of all the 19 indicators of *Profil Pelajar Pancasila* in the digital learning materials of myenglishstep.com for the Junior High School level indicates that the materials fit the needs of Kurikulum Merdeka, even though they are not evenly spread among all indicators. To some extent, the results are in line with those findings by Nurhayya and Tamela (2021) and Wardani, et. al. (2019), which revealed that their character-building indicators were available and/or implemented in the learning process. However, a comparison cannot be made apple-to-apple since they used different indicators dan data sources from those of this research.

While Nurhayya and Tamela (2021) found that the character of being religious has the least frequency among other character-building values in student teachers' lesson plans, this present study found that the indicators related to global diversity appeared the least. When looking into the indicators in detail, the dimension related to religious activities in *Profil Pelajar Pancasila* is not limited to the directly human-God relationship in such activities as praying. The belief in God is also represented in the way you behave such as being honest and aware of the righteous attitude. On the other hand, Wardani, et. al. (2019) found that integrity is the least paid-attention value, which covers responsibility, respecting people, and becoming a good role model. When compared to this present



study, the indicator of respecting people has some extent in common with global diversity so the results have certain similarities, even though the coverage of global diversity is much wider than that of ‘merely’ respecting people.

In addition, those findings also support the findings by Permana, Inderawati, and Vanity (2020) who argued that a character-building value program is one of the strategies to generate good character in students. Their findings that character-building values were taught implicitly in the textbook are aligned with the findings in digital learning materials, yet, it is not the main discussion of the research. Moreover, the finding is also supported by one of the learning principal points in the Learning and Assessing Guide Book (2021) which was released by the Indonesian Ministry of Education and Culture which started the process of learning needs to support the enhancement of student character holistically by considering *Profil Pelajar Pancasila* as the target for the students to shape their character.

CONCLUSION AND RECOMMENDATION

Digital learning materials become one of the solutions to cater to the digitalized learning era, yet, the knowledge and skills emphasized in the materials need to be balanced with the moral values that generate more humanized smarties. *Profil Pelajar Pancasila* as a character-building value program in Merdeka Belajar can be the guideline to investigate the availability of moral values in the materials, printed as well as digital. The indicators can be the basic consideration if the materials as a whole have the potential to enhance the student’s character to be better individuals, including being honest, brave, critical, independent, cooperative, tolerant, creative, and religious. The digital learning materials available on the myenglishstep.com website are proven to promote these qualities in the task instructions, worksheets, videos, audio, written questions, written dialogs, and images.

It is recommended for education stakeholders give attention to and incorporate *Profil Pelajar Pancasila* in all of the learning materials and optimize it to be more effective to shape the character of the students. Teachers and schools can select the books or materials that contribute to character building while book writers can consider incorporating the indicators of *Profil Pelajar Pancasila* in their learning materials, implicitly or explicitly. Further research can also be conducted to investigate the incorporation of these indicators in different learning materials for different levels, either in general or specifically in a certain indicator or dimension.

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