


**THE REPRESENTATION OF THE PANCASILA STUDENT PROFILE IN JUNIOR HIGH SCHOOL INDONESIAN LANGUAGE TEXTBOOKS**
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***Abstract***

*This study aims to describe the Representation of the Pancasila Student Profile in Indonesian language textbooks for junior high school students in grades VII, VIII, and IX. The data of this study consist of words, phrases, sentences, paragraphs, and discourses that contain elements of the Pancasila Student Profile in Indonesian language textbooks for those grade levels. The data collection technique employed in this study is documentation. The research instrument is the researcher, who is equipped with theoretical knowledge of the Pancasila Student Profile. In addition, the researcher uses supporting instruments in the form of data cards containing indicators of the Pancasila Student Profile. These instruments were validated through content validation by experts. Data validity was ensured using peer debriefing techniques. Basically, the Representation of the Pancasila Student Profile in Indonesian textbooks is carried out because it is still limited, this makes this research a theoretical and practical contribution to the teaching materials of the Independent Curriculum to strengthen the integration of the values of the Pancasila Student Profile. The data analysis in this study employs an interactive analysis model. The results of this study indicate that Indonesian language textbooks at the junior high school level contain the of the Pancasila Student Profile, which includes the following dimensions: (1) faith in and devotion to God Almighty, and noble character; (2) global diversity; (3) mutual cooperation; (4) independence; (5) critical reasoning; and (6) creativity.*

**Keywords:** *Indonesian language; curriculum representation; qualitative content analysis; pancasila student profile*

**INTRODUCTION**

National education in Indonesia aims not only to develop students academically but also to shape their character and personality in alignment with Pancasila values. In line with this, the Merdeka Curriculum emphasizes character strengthening as the foundation of learning through the development of the Pancasila Student Profile as the ultimate goal of national education (Kemendikbudristek, 2022). In facing global challenges without losing national identity, the Pancasila Student Profile serves as a reference for forming adaptive and well-characterized learners.

The Pancasila Student Profile comprises six key dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. These dimensions are integrated holistically across subjects rather than treated as separate content. Indonesian language learning, which is text-based and socially contextual, plays a strategic role in fostering these values. It equips students with the ability to adapt, develop self-improvement, and learn independently (Saputri et al., 2023: 134).

In language skill development, the integration of values, attitudes, and culture positions Indonesian language learning as a strategic medium for implementing the Pancasila Student Profile. Students are encouraged to think critically, creatively, and empathetically in real-life interactions (Shantika & Sastromiharjo, 2025). Theoretically, Indonesian language learning has strong potential as an effective medium for internalizing these values. One of the main learning tools used by teachers and students is the Indonesian language textbook. These textbooks not only present linguistic materials but also include texts, illustrations, and activities that embody Pancasila values (Syafitri, 2023). When used optimally, they function as strategic tools for value implementation. However, effective implementation depends largely on the teacher's role in designing learning, contextualizing materials, and facilitating value reflection. The presence of Pancasila values in textbooks does not automatically guarantee their application in practice (Nikmah & Fitriani, 2023). Often, these values remain implicit and lack meaningful integration without proper instructional management. In practice, Indonesian language learning is still often focused on cognitive aspects, such as text structure and linguistic rules. As a result, the implementation of Pancasila values is not always explicit or systematically planned (Amir et al., 2024). This reflects a gap between the goals of the Merdeka Curriculum and classroom practice.

This study aims to describe how the Pancasila Student Profile is implemented through Indonesian language textbooks. It is expected to provide empirical insights into the integration of value content in textbooks and classroom practices, as well as serve as reflective material for educators. There are several previous studies that have examined the implementation of the Pancasila Student Profile in Independent learning and curriculum. However, some studies only focus on learning strategies, the role of teachers, or the implementation of projects to strengthen the Pancasila Student Profile. Meanwhile, this research is different, namely regarding the analysis of Indonesian textbooks for the implementation of the Pancasila Student Profile, namely at the junior high school level in grades VII, VIII, and IX is still limited and has not been studied in detail. Therefore, this research was conducted to meet these shortcomings by analyzing the representation of the dimensions of the Pancasila Student Profile in the Indonesian textbook for junior high school.

## **LITERATURE REVIEW**

### ***Independent Curriculum***

The independent curriculum is a curriculum that is based on the development of student profiles so that they have the soul and values contained in the precepts of Pancasila in daily life (Lubaba et al., 2022). The Independent Curriculum places schools as the center of decision-making in learning management. This has consequences, school administration is not only in charge of implementing policies. However, it also designs, organizes, and evaluates several learning programs that have been adapted to real conditions in the field. The implementation of the Independent Curriculum is highly

dependent on how the readiness of the school administration system in managing the planning, implementation, and reporting of educational programs systematically and sustainably so that it runs well (Hidayat et al., 2026: 2309). The curriculum has an application to ensure that each learning activity can be planned properly, so that it can meet the education of students as a whole (Shiruni et al., 2025: 302). The Independent Curriculum is a new approach in the education system that has given students the freedom to choose and manage learning based on their individual interests and needs (Ningsih et al., 2025: 245). This curriculum has the goal of giving schools the freedom to create a curriculum that suits local needs and the characteristics of students (Rizkasari et al., 2025: 431). In the independent learning curriculum, it is how we provide character education to students so that Pancasila is the profile (Agustina & Yemima, 2025: 610). In the independent curriculum, the most important thing is how to be able to develop characters that are in line with the culture owned by the Indonesian nation (Mukaromah & Siti, 2025: 108). In textbooks that are in accordance with the Independent Curriculum, it has a function as a bridge between theory and practice, so that it can help students to bridge what they learn with the reality of life so as to foster strong character development and relevant skills in today's era (Arif et al., 2025: 26).

### ***Pancasila Students Profile***

The profile of Pancasila as the foundation of the Indonesian state plays an important role in shaping the nation's character and identity. The implementation of Pancasila values across various dimensions of life, including education, is crucial for strengthening the nation's identity and solidifying national unity (Alber et al., 2025). The values of the Pancasila Student Profile have also been implemented in the context of certain subjects. In addition, studies that reveal the real activities of educators in the classroom and the challenges faced in integrating these values are still limited (Sriani et al., 2026: 140).

The Pancasila student profile is a character that must be possessed by students there are six dimensions in the Pancasila student profile, namely: 1) Faith, fear of God Almighty and noble character; 2) Independent; 3) Cooperation; 4) Global diversity; 5) Critical reasoning; 6) Creative. (Primary and Secondary Education et al., n.d.). Pancasila student profiles are needed to integrate intracurricular activities, Pancasila student profile strengthening projects (co-curricular), and extracurricular activities (Asiati et al., 2022: 62). The Pancasila student profile is the main framework for character formation in the implementation of the Independent Curriculum and is carried out through intracurricular learning, co-curricular, as well as projects to strengthen the Pancasila Student Profile (P5) (Yusrizal et al., 2026: 170-171).

Several literature reviews explain that although P5 has been designed in accordance with the principles of contextual learning and character, the practice still leaves various theoretical challenges (Hanifah et al., 2025: 1123). Learning the profile of Pancasila students should not only be cognitive but also can foster the internalization of Pancasila values in daily life. However, without a comprehensive understanding of appropriate learning strategies, educators may struggle to create meaningful learning experiences for learners (Shakinal et al., 2025: 161).

### ***Textbooks Store***

Textbooks store a wide variety of information and knowledge that are curated so that they can allow learners to learn with a perspective relevant to real life. The material

in the textbook is systematically arranged based on the scope of content and the method of presentation (Krishannanto et al., 2025: 274). Textbooks are arranged differently from other books. This teaching material requires preparation that is not easy and must be carried out by experts and their own fields (Ramdani et al., 2025: 9). Textbooks have a very important role for study guides and the main source of information, so the quality of the language must be in accordance with the cognitive level of the learners so that it is easy to understand (Baltu et al., 2025: 598). Indonesian textbooks are books that contain knowledge, which are developed based on core competencies and basic competencies in the curriculum that can be used by students to learn. Textbooks are also a very effective learning resource in the learning process, either learning independently, or used by educators in presenting material content, and a source of reference for students, so that the existence of books as a learning medium can help students and educators in the learning process (Mazhud & Nurfathana, 2024: 67). In the Independent Curriculum, the dimension of the Pancasila Student Profile is the foundation to shape the character of students through real and student-centered learning.

## RESEARCH METHODS

This study uses a qualitative descriptive approach to provide an in-depth description of the implementation of the Pancasila Student Profile through Indonesian language textbooks for Grades VII, VIII, and IX. Data were collected using documentation techniques. In qualitative research, the primary instrument is the researcher (human instrument), supported by tools such as notebooks and documentation aids (Sugiyono, 2022). In this study, the researcher was guided by theoretical frameworks, operational definitions, and data cards covering the six dimensions of the Pancasila Student Profile. Data validity was ensured through peer review discussions (Focus Group Discussions). Data analysis followed an interactive model consisting of data reduction, data display, and conclusion drawing/verification (Miles et al., 2020). The indicators in the analysis point to the dimensions of the Pancasila Student Profile that have been determined by the Ministry of Education and Culture, while the data achievement is carried out by analytical descriptive by interpreting the relationship between the content of the textbook and the implementation of the values of the Pancasila Student Profile in Learning.

## DISCUSSION

### *Values of Faith, Piety toward God Almighty, and Noble Character*

The dimension of faith, piety toward God, and noble character in the Pancasila Student Profile highlights the importance of spirituality and morality as the foundation for shaping students' character. This dimension signifies students' ability to understand, internalize, and consistently practice the teachings of their respective religions and beliefs in their daily lives. This is reflected in virtuous conduct toward God, oneself, others, the environment, and the nation. Faith and piety are not only manifested through acts of worship; rather, they are also demonstrated through honesty, responsibility, discipline, tolerance, social awareness, as well as a commitment to environmental preservation and adherence to civic and national norms. Collectively, these attributes contribute to the formation of individuals with integrity who embody the principles of Pancasila.

### *Religious Morality*

#### **Data 1**

**Thank goodness.** Mom went first, yes. Don't forget, take your younger siblings to school.

#### **Data 2**

Assalamualaikum warahmatullahi wabarakatu is a **greeting in Islam**, meaning may Allah's salvation and mercy and His blessings be abundant to you.

#### **Data 3**

Merti Dusun is interpreted as village clean, or usually **assembled in earth alms** as a vehicle to cleanse the village **from sin** as well as **an expression of gratitude to God for the** blessings given.

#### **Data 4**

He was very **grateful** to be born into an adequate family.

Data (1) appears in the Grade 7 Indonesian language textbook in a short story entitled Bola-Bola Waktu. The sentence describes the mother bidding farewell as she leaves and entrusting her children with the responsibility of taking their younger siblings to school. This quote reflects the value of responsibility and concern in the family environment, in the theory of Pancasila student profile it includes the dimension of independence and mutual cooperation (Asiati et al., 2022). In addition, the textbooks used present examples relevant to real life based on contextual and character-based learning principles (Krishannanto et al., 2025).

Data (2) is found in the Grade 8 Indonesian language textbook within a speech text, explaining that a greeting carries a complete meaning—it is not merely a formality, but also a prayer and an expression of goodwill for others. This quote shows the importance of respectful attitudes and positive social interaction in daily communication which is included in the dimensions of faith, devotion to God Almighty, and Noble Character in the profile of Pancasila studies (Asiati et al., 2022). In the context of the Independent Curriculum, textbooks are not only a medium for delivering learning materials, but also as a means of instilling values and shaping students' character through contextual learning and students who are the center. This is in line with the opinion of Mahzhud and Nurfathana (2024), textbooks are an effective learning resource in helping students understand material that at the same time instills life values.

Datas (3) and (4) are drawn from the Grade 9 Indonesian language textbook. Data (3) describes a community cultural tradition involving the cleansing of the village, both physically and spiritually. This practice also functions as an offering to the earth and an expression of gratitude to God for the blessings bestowed, while simultaneously conveying hopes for protection from sin, danger, and misfortune. This quote highlights the religious and cultural values that are maintained in society. The 3rd data shows the dimension of faith, fear of God Almighty. In addition, the data is also still included in the global diversity dimension because it shows the community's efforts in maintaining and preserving local cultural traditions (Asiati et al., 2022). In textbook theory, the presentation of material related to social and cultural life in society shows that the textbooks are structured based on the principles of contextual and character-based

learning so that students can understand life values based on real examples in daily life (Krishannanto et al., 2025).

Meanwhile, data (4), taken from a story entitled *Tabu*, illustrates a character's gratitude to God for being born into and raised within a family that is materially sufficient and well-provided for in everyday life. The quote shows the value of gratitude and appreciation for the blessings of life. The data shows the dimensions of faith, fear of God Almighty, and noble morals because they reflect gratitude for the blessings of life (Asiati et al., 2022). In addition, the presentation of stories in textbooks shows that books are a medium for character learning that not only conveys linguistic material (Krishannanto et al., 2025), but also instills moral values in students in accordance with the implementation of the Independent Curriculum (Lubaba et al., 2022).

### ***Personal Morality***

#### **Data 5**

This indicates that Tira is a **responsible owner**. Congratulations! Hopefully Mabel will soon want to eat again.

#### **Data 6**

Let us **train ourselves to be disciplined** in disposing of garbage. Dispose of the garbage in its place.

Data (5) is taken from a letter entitled "*Comparing Information in the Chat Room*." It describes Tira's responsibility as the owner to care for Mabel and monitor her condition. The expression "*Get well soon. I hope Mabel starts eating again soon*" conveys concern and goodwill, while also reflecting appreciation for Tira's care and expressing hope for Mabel's recovery. In the dimension of the Pancasila Student Profile, the data is included in the dimension of faith, fear of God Almighty, and noble character because it shows empathy and affection for fellow living beings (Asiati et al., 2022). The presentation of situations derived from reality in learning texts shows the application of value-based elearning methods and contextualization (Krishannanto et al., 2025). Content that is close to daily life is in line with the goals of the Independent Curriculum which emphasizes the formation of students' character through learning experiences from various real phenomena in social life (Lubaba et al., 2022).

Data (6) appears in a speech entitled "*The Trash Problem*," which encourages the development of discipline and environmental awareness, particularly in maintaining cleanliness and disposing of waste properly to ensure a clean, healthy, and comfortable environment. Data 6 is included in the independent dimension because it instills discipline and individual responsibility towards the surrounding environment, as well as the gotong royong dimension because maintaining environmental cleanliness is a form of shared concern (Asiati et al., 2022). In terms of textbook theory, material related to environmental problems shows that the book functions as a learning medium that connects theory with the reality of surrounding life (Arif et al., 2025). The presentation of materi is also in accordance with the Independent Curriculum which focuses on developing students' character and skills related to daily life (Ningsih et al., 2025).

### *Ethical Conduct Toward Others*

#### **Data 7**

This shows that the people here have great **respect for** their ancestors by preserving the culture. Let's take a closer look at these houses, shall we?

#### **Data 8**

Garlic has patience, helpfulness, does not like to complain, and is not greedy.

Data (7) is drawn from a descriptive passage explaining that the local community honors its ancestors by preserving and maintaining their cultural heritage. It also encourages others to observe and study these traditions more deeply. The 9th data includes a global diversity dimension because it reflects respect for cultures and traditions living in the community (Asiati et al., 2022). The presentation of the sociocultural dimension in teaching materials emphasizes that textbooks have a role as a means that helps students understand the dynamics of life and diversity in the surrounding environment (Arif et al., 2025). Contextual content supports the effectiveness of the implementation of the Independent Curriculum, especially in expanding the understanding of cultural diversity and traditions in a real way (Ningsih et al., 2025).

In addition, data (8), taken from a work of fiction, portrays Bawang Putih as a character of virtuous disposition—patient, helpful, uncomplaining, and free from greed. The data includes the dimensions of faith, fear of God Almighty, and noble morals because they show commendable and good behavior in daily life (Asiati et al., 2022). The repositioning of figures who honor noble morals in teaching materials is one of the strategies to instill virtue values in students (Krishannanto et al., 2025). The pattern of characterization that is educative is commensurate with the commitment of the Independent Curriculum which places moral and character formation as the main focus in every learning process (Lubaba et al., 2022).

### *Environmental Ethics*

#### **Data 9**

In addition to **preserving nature**, mangrove conservation can improve the economy of the surrounding community.

#### **Data 10**

Dear Teachers and Dear Friends, waste is our common problem. For this reason, let us **keep the environment** free from waste.

Data (9) comes from a news article highlighting that mangrove conservation not only protects the environment but also generates economic benefits for local communities, including business opportunities and improved living standards. The 12th data is included in the dimension of mutual cooperation and is critical because it reflects concern for the environment and the understanding related to environmental conditions and community welfare (Asiati et al., 2022). The unification of themes related to ecology in teaching materials is able to help students connect learning concepts with the reality of social and economic life (Krishannanto et al., 2025). The presentation of contextual teaching materials supports the direction of the Independent Curriculum which

emphasizes real-life experience-based learning and the development of critical thinking skills (Ningsih et al., 2025).

Data (10), taken from a speech, emphasizes that waste management is a shared responsibility, urging everyone to maintain environmental cleanliness to prevent pollution. The 13th data includes the dimension of mutual cooperation because it shows a shared concern for the social environment (Asiati et al., 2022). The emergence of ecological issues in teaching materials shows the importance of the role of textbooks as a means to foster students' awareness and understanding of environmental conservation values (Arif et al., 2025). The content of the material aimed at the environment is in line with the goals of the Independent Curriculum which prioritizes character formation and social responsibility of students (Lubaba et al., 2022).

### *Civic ethics*

#### **Data 11**

He must **obey** all traffic signs.

#### **Data 12**

With education, humans can work, improve the economy, and **participate in the social environment**. In supporting educational programs for the community, the government provides various facilities, including public libraries.

Data (11) appears in an observational report titled “Motorcycles in Indonesia,” emphasizing that riders are required to comply with traffic rules and signs to ensure safety and maintain road order. The 15th data finding is classified as an independent dimension because it shows disciplined attitudes and individual responsibility in social life (Asiati et al., 2022). The suitability of the material with daily life can help students understand the application of character values in social interactions (Arif et al., 2025). The presence of applicative content is in line with the goals of the Independent Curriculum which emphasizes the formation of students' character through experiences that are close to the reality of life and contextual (Lubaba et al., 2022).

Data (12), derived from a procedural text titled “Taman Bacaan Masyarakat (TBM) Tingkatkan Literasi Masyarakat”, explaining that education plays a vital role in human life because it provides opportunities for employment, improves economic conditions, and enables active participation in community life. Therefore, the government supports community education by providing facilities, such as public libraries, to make access to learning easier. The 16th data is an independent and critically reasoned dimension because it encourages students to develop their quality through education (Asiati et al., 2022). Literacy strengthening materials have an important role as a means of learning that helps students build knowledge as well as develop life skills (Krishannanto et al., 2025). The presence of these materials supports the vision of the Independent Curriculum which provides flexibility in the learning process to be able to adapt to the characteristics and needs of students (Ningsih et al., 2025).

### ***Implementation of Global Diversity Values***

The Global Diversity dimension of the Pancasila Student Profile refers to students' ability to understand, appreciate, and respect Indonesia's diverse identity, including differences in culture, religion, language, and worldviews at both the national

and global levels. This dimension highlights the importance of developing openness and tolerance when engaging with diversity, as well as the ability to communicate effectively across cultures. Through this dimension, students are expected to develop an awareness of humanistic and social justice values and to act as responsible citizens grounded in the principles of Pancasila.

### ***Cultural Understanding and Appreciation***

#### **Data 13**

When Rilo, my pet cat, was stressed because I stayed at school, he didn't want to eat either. It's okay to take him out to play, he also needs **interaction** with other cats.

#### **Data 14**

This shows that the people here have great **respect for their ancestors** by preserving the culture. Let's take a closer look at these houses, shall we?

Data (13) appears in a chat room, where Rilo, a pet cat, experiences stress after being left at home while its owner goes to school, resulting in a loss of appetite. The text suggests that the cat should be taken outside to play and interact with other cats to improve its mood and overall well-being. The 17th data is classified as the dimension of faith, fear of God Almighty, and noble morals because it reflects an attitude of concern and affection for living beings (Asiati et al., 2022). In addition, real-life depictions in textbooks reflect the application of contextual learning oriented towards the cultivation of moral values (Krishannanto et al., 2025). The presentation of material that is close to daily life supports the Merdeka Curriculum which suppresses the formation of students' character through learning experiences that are relevant to real life (Lubaba et al., 2022).

Data (14), taken from the text "Jelajah Wae Rebo," illustrates how the local community values and respects its ancestors by preserving their cultural heritage, while also encouraging others to observe and learn about traditional houses. Data is classified as a global diversity dimension because it shows an attitude of respect for local culture and identity owned by the community (Asiati et al., 2022). The presentation of sociocultural materials has a role as a means for students to understand and appreciate the reality of social diversity contextually (Arif et al., 2025). This content is one of the important supporters in the implementation of the Independent Curriculum which emphasizes the integration between the formation of students' character and the cultural identity of the Indonesian nation (Mukaromah & Siti, 2025).

### ***Social justice***

#### **Data 15**

While wiping sweat, Isrul looked at his pet. After all, he has a **responsibility** to help his parents. (B3:32)

Data (15), found in the text "Taboo," illustrates that Isrul, despite feeling tired, remains attentive to the pets as part of his responsibility to assist his parents. This behavior reflects a sense of responsibility and care toward both his family and the animals. This data is classified as independent and mutual cooperation because it shows an attitude of care, awareness of responsibility, and a desire to provide assistance to the family (Asiati

et al., 2022). The presentation of positive behaving figures can make it easier for students to understand the application of character values in daily life (Krishannanto et al., 2025). The characterization used is indirectly in line with the main values of the Independent Curriculum which emphasizes the application of theory into students' real-experience learning practices (Lubaba et al., 2022).

### ***The Implementation of Gotong Royong***

The Gotong Royong dimension emphasizes the ability of students to work together voluntarily and show concern for others in achieving common goals. Students who apply this dimension are able to work effectively in various situations, show empathy, divide roles and responsibilities fairly, and conduct deliberation in the decision-making process. Thus, the mutual cooperation dimension plays a role in forming individuals who are inclusive, resilient, and socially active both in the school environment and the wider community (Asiati et al., 2022). In the implementation of the Independent Curriculum, the dimension of mutual cooperation is one of the bases for the formation of students' character through collaborative and contextual learning that encourages positive social interaction (Lubaba et al., 2022). In addition, textbooks that contain discussion activities, group work, and social care show the function of textbooks as a learning medium based on character and real experiences so that students can understand and apply the value of mutual cooperation in daily life (Krishannanto et al., 2025).

### ***Collaboration***

#### **Data 16**

You will **discuss** this table with **another group** under the guidance of the teacher.

#### **Data 17**

Increasingly advanced communication technology will make it easier for humans **to work together** and improve the quality of life.

Data (16) Students are asked to thoroughly discuss or analyze the contents of the table with their group, exchanging opinions and engaging in discussion; with the teacher's guidance, the discussion remains focused. The data is included in the mutual cooperation dimension because it shows cooperation and exchange of opinions in learning activities (Asiati et al., 2022). Group discussion activities on the implementation of participatory and collaborative learning schemes (Arif et al., 2025). These activities reflect the essence of the Independent Curriculum which places students as the main center in all learning activities that take place in the classroom (Ningsih et al., 2025).

Data (17) highlights that advancements in communication technology facilitate collaboration, enhance the quality of life, and enable more efficient interaction, information access, and collective work. The data includes the dimension of mutual cooperation which is shown through the emphasis on the importance of cooperation and social interaction in modern life (Asiati et al., 2022). Materials relevant to technological advances are important instruments that help students understand the reality of today's life (Krishannanto et al., 2025). Contextual material that adapts to the development of the times is the main supporter for the success of the Independent Curriculum to keep the educational process relevant to the dynamics of the times (Hidayat et al., 2026).

### *Care for Others*

#### **Data 18**

If you are having difficulties, you can **discuss it** with your teachers and friends!

#### **Data 19**

Sit down in a group, and **then discuss** your experiences while on public transportation related to the following.

Data (18) encourages students to seek assistance from both teachers and peers when they encounter difficulties in understanding the material, so that the issue can be resolved together effectively. In the 25th dimension, the data of mutual cooperation can be seen from the attitude of helping each other during the learning process (Asiati et al., 2022). Textbooks that facilitate group activities reflect learning practices that are contextual and based on social interaction (Arif et al., 2025). This kind of approach is in line with the Independent Curriculum which prioritizes a meaningful and collaborative learning experience (Ningsih et al., 2025).

Data (19) instructs students to work in groups and discuss their personal experiences using public transportation in relation to the topic, allowing for the exchange of individual perspectives. This finding data is included in the dimension of mutual cooperation because it encourages interaction and exchange of experiences among students (Asiati et al., 2022). In theory, the use of personal experiences in textbooks helps students relate the subject matter to everyday reality (Krishannanto et al., 2025). This approach also strengthens the implementation of the Independent Curriculum that prioritizes contextual-based learning (Lubaba et al., 2022).

### *Sharing*

#### **Data 20**

Responses that provide advice to the author. This response **provides suggestions** for improvement after previously pointing out weaknesses in the author's statement.

#### **Data 21**

So, inclusive schools **provide** special services for students with disabilities in interacting.

Data (20) is a response to comments or feedback for the author that highlights weaknesses and shortcomings in the writing and offers suggestions for revision to make the writing more focused and effective. This data is included in the dimension of critical reasoning because it encourages students to assess and improve the results of writing objectively (Asiati et al., 2022). Evaluating activities can help students improve critical and reflective thinking skills (Arif et al., 2025). This is in line with the Independent Curriculum which emphasizes that participants develop analytical skills (Ningsih et al., 2025).

Data (21) explains that inclusive schools offer specialized support and services for students with disabilities, enabling them to learn and participate on an equal basis with their peers. The data above is included in the global diversity dimension because it shows mutual respect for diversity and equality in obtaining the right to education (Asiati et al.,

2022). The meter on inclusivity presented in the textbook reflects the application of educators based on human values (Krishannanto et al., 2025). This supports the Merdeka Curriculum which places the diversity of students as an important part of the learning process (Lubaba et al., 2022).

### ***Independent Implementation***

The dimension of “independence” in the Pancasila Student Profile refers to the ability of students to recognize their strengths and limitations, be responsible for the learning process, and be able to develop solutions to various challenges faced. Independent learners are able to manage time, manage emotions, make decisions independently, and conduct self-evaluation for continuous improvement. Thus, this dimension contributes to forming individuals who have a strong sense of confidence, discipline, and responsibility both in daily life and in the wider community (Asiati et al., 2022). In the implementation of the Independent Curriculum, the independence dimension is an important part because learning is student-centered and gives students the freedom to develop their potential, interests, and abilities optimally (Lubaba et al., 2022). In addition, textbooks that contain analysis, self-evaluation, and problem-solving activities show the function of textbooks as contextual learning media that can help students develop thinking skills and independent learning responsibilities (Krishannanto et al., 2025).

### ***Self- and Situational Awareness***

#### **Data 22**

Embodiment of the Storytelling Approach in **Understanding** Building Data Flow Diagrams in 2021.

#### **Data 23**

Based on your **understanding** of the reading, briefly explain the meaning of the matrilineal kinship system.

Data (22) explains the use of the storytelling approach to help students understand how to create data flow diagrams in 2021. This method is employed to make the material more accessible and easier to comprehend. The 32nd data is included in the creative dimension because it uses innovative learning methods to make it easier for students to understand the material (Asiati et al., 2022). Creative learning strategies can increase student participation in learning activities (Krishannanto et al., 2025). This condition is in line with the Independent Curriculum which provides space for the application of innovative and flexible learning methods (Ningsih et al., 2025).

Data (23) asks students to briefly explain the meaning of the matrilineal kinship system based on their understanding of the analyzed material, thereby emphasizing that lineage and inheritance in the matrilineal system are traced through the mother’s side. The data is included in the critical reasoning dimension because it encourages students to understand and explain the concept of independent analysis (Asiati et al., 2022). In textbook theory, it is explained that analytical skills can improve students' logical and reflective thinking skills (Arif et al., 2025). This statement is in line with the Independent Curriculum which aims to develop students' critical thinking skills (Lubaba et al., 2022).

### *Self-Regulation*

#### **Data 24**

With this ability you can also write or **present** information and convey complex ideas clearly and accurately.

Data (24) indicates that students are expected to present information and articulate ideas clearly and effectively using methods that are appropriate to their level of ability. Based on the findings above, the data is included in the independent dimension because it trains confidence and self-regulation skills in expressing opinions (Asiati et al., 2022). Presence activities play a role in improving communication skills and fostering students' responsibility for the learning process (Krishannanto et al., 2025). This statement is in line with the principles of the Merdeka Curriculum which emphasizes the optimal development of the potential and abilities of educators (Ningsih et al., 2025).

### *Implementation of Critical Thinking*

Critical thinking is the ability of students to analyze various types of information logically and objectively, ask questions, and make decisions based on verifiable facts and evidence.

### *Obtaining and Processing Information*

#### **Data 25**

**Independently identify** sentences in the text based on the characteristics of facts and opinions, and record them in your notebook.

Datas (25) asks students to independently identify sentences in the text based on whether they are facts or opinions, and then write down their findings in their individual notebooks. The 35th data is included in the critical reasoning dimension because the text that is used trains information analysis skills objectively (Asiati et al., 2022). Text analysis activities can help students improve critical thinking skills and information literacy (Arif et al., 2025). These findings are in line with the implementation of the Independent Curriculum which emphasizes the development of critical thinking skills in the learning process (Lubaba et al., 2022).

### *Analyzing and Evaluating Information*

#### **Data 25**

Analyze the two ad views. Which ads do you think are more effective?

Data (25) asks students to analyze the two advertisements presented, and then to determine, based on their own opinions, which advertisement is effective in conveying its message or capturing the audience's attention. The 36th data is included in the critical reasoning dimension because it trains the ability to evaluate the messages in the text logically (Asiati et al., 2022). Evaluative activities help students in further developing higher-level thinking skills (Krishannanto et al., 2025). With evaluative activities in learning based on the Independent Curriculum, it emphasizes active and reflective learning for students (Ningsih et al., 2025).

### *Reflecting on Thoughts and the Thinking Process*

#### **Data 26**

When sending a message, someone should package it well so that there are no interruptions in **the** process of transitioning the message.

Data (26): When someone sends a message, it should be well-structured and clearly presented to ensure accurate understanding and to prevent misinterpretation during communication. The 39th data is included in the independent dimension because it emphasizes the responsibility of the individual in communicating effectively (Asiati et al., 2022). According to Arif et al., (2025) in textbook theory, communication meters can help students to understand how language use and language application in real contexts (Lubaba et al., 2022).

### *Making Logical Decisions*

#### **Data 27**

By giving advice to social media users, you practice comparing information in online chat rooms and providing suggestions for **critical decision-making**.

#### **Data 28**

Adult women or mothers have a high position and become a symbol of family honor. Mothers also have a crucial role in making **decisions in the family**.

Data (27) encourages students to critically evaluate information encountered in online discussions and to provide informed feedback, thereby supporting well-reasoned decision-making. This activity fosters analytical skills and critical thinking in processing information. Based on the dimension of the Pancasila student profile, the above data is included in the dimension of critical thinking because it trains the ability to analyze information and make rational decisions (Asiati et al., 2022). According to Arief et al., (2025) evaluation activities are able to help students develop digital literacy and critical thinking skills. In addition, this is in accordance with the Independent Curriculum which adapts learning to the development of information technology that is increasingly developing (Hidayat et al., 2026).

Data (28) describes the respected status of adult women, particularly mothers, within the family, highlighting their significant role in decision-making and their authority and responsibility in managing household life. Data 42 includes the dimensions of faith, fear of God Almighty, and noble morals because it reflects a horrific attitude towards family members (Asiati et al., 2022). The presentation of family values can help participants in understanding the social and moral norms that exist in people's lives (Krishannanto et al., 2025). When viewed based on the Independent Curriculum, it supports its application which emphasizes the formation of character and social values for students (Lubaba et al., 2022).

### *Creative Implementation*

The creative dimension in the Pancasila Student Profile emphasizes the ability of students to develop ideas, create works, and find innovative and creative solutions to various problems. Students who have a creative dimension are able to think flexibly,

explore various alternatives, and express their ideas and imagination through meaningful and useful works in various situations (Asiati et al., 2022). In the implementation of the Independent Curriculum, the creative dimension is an important aspect because learning gives students the freedom to develop their potential, interests, and creativity through student-centered and project-based activities (Ningsih et al., 2025). In addition, textbooks that contain project-based activities, digital media, and self-expression activities demonstrate the function of textbooks as a means of contextual learning that can help students develop creativity, innovative thinking skills, and 21st century skills (Krishannanto et al., 2025).

### *Creating Innovative Works and Initiatives*

#### **Data 29**

Campaign participants were asked to **create short videos** in support of the Earth Clock movement.

Data (29) gives participants the opportunity to produce short videos in support of the Earth Hour movement, an initiative aimed at raising public awareness of environmental protection and energy conservation. The data above is included in the creative dimension because it encourages students to produce innovative works as a form of environmental campaign (Asiati et al., 2022). Activities based on creative projects can help students express ideas productively and contextually (Arif et al., 2025). This is in accordance with the Independent Curriculum which is designed to develop students' creativity with project-based learning (Ningsih et al., 2025).

### *The Courage to Express Oneself*

#### **Data 30**

They can choose an available song and use the Earth Hour sticker, then **express themselves** in the 1-minute video.

Data (30) gives participants the opportunity to practice self-expression by selecting a song from the available options and adding an Earth Hour sticker, and then expressing themselves through a 1-minute video. The 44th data is included in the creative dimension because it trains students' ability to express themselves and develop creative ideas (Asiati et al., 2022). According to Krishannanto et al., (2025) creative activities using digital media can help students to develop more 21st century skills and visual communication skills. This is in line with the Independent Curriculum which gives students the freedom to explore creativity according to their interests and talents (Ningsih et al., 2025).

## **CONCLUSION**

The Representation of the Pancasila Student Profile in Indonesian language textbooks for Grades VII, VIII, and IX encompasses multiple dimensions. The dimension of faith in and devotion to God Almighty, along with noble character, is reflected through religious morality, personal ethics, social conduct, environmental responsibility, and civic values presented in the texts. The dimension of global diversity is represented through content that promotes cultural awareness and appreciation, as well as social justice. Meanwhile, the dimension of mutual cooperation is manifested in activities emphasizing collaboration, care, and sharing. The independence dimension is reflected in students'

ability to develop self-understanding, situational awareness, and self-regulation. The critical reasoning dimension is evident in activities that involve acquiring and processing information, analyzing and evaluating content, and reflecting on thinking processes. Finally, the creative dimension is demonstrated through tasks that encourage the production of innovative work and the confidence to express ideas. Therefore, this research was conducted to meet these shortcomings by analyzing the representation of the dimensions of the Pancasila Student Profile in the Indonesian textbook for junior high school.

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