

Exploring the Pancasila Values in the English Writing Teaching Materials Made by Microteaching Student

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ABSTRACT (10 PT)

In Indonesia, the education curriculum underwent significant changes with the introduction of the Independent Curriculum. Meanwhile, curriculum changes have not been followed by the development of adequate teaching materials. Researchers conducted an analysis of English writing teaching materials for junior high school documents made by microteaching students. This research aims to identify how Pancasila values are integrated into English writing teaching materials created by micro-teaching students of the English Department for use in the independent curriculum. The research design in this study used qualitative and content analysis. The data collection method uses content analysis with the Miles and Huberman model approach. The findings of this research reveal that the English writing teaching materials developed by microteaching students at a university in Indonesia for junior high school effectively embody Pancasila values, making them appropriate for implementation in the independent curriculum.

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INTRODUCTION

Highlights that teaching materials are essential for supporting the teaching and learning process, making it important to select them according to students' needs (Hamidah, Yanto, and Ahmad 2022; Tomlinson 2011). Hastuti (2023) The preparation of well-structured teaching materials that contain character values can be an effective way to integrate character education and improve the quality of learning (Utami, Rohmatillah, and Kholid 2021). According to (Richards 2001) continuous curriculum changes are needed to adapt to global developments and local needs. In Indonesia, the Merdeka Curriculum is an important innovation that aims to foster faith, piety, and noble character (Hadna Suryantari, 2022). This curriculum provides space for students to explore concepts and strengthen competencies through diverse learning (Kemendikbudristek 2022). Based on the philosophy of Ki Hajar Dewantara, the Independent Curriculum also supports the development of the Pancasila Student profile (Rudiawan and Asmaroini 2022). Teachers are crucial in shaping the character of their students (Wardani, Tasnim, and B 2019) by integrating Pancasila values into every subject (Hamidah et al. 2022; Idammatussilmi, Handoyo, and Yusuf 2023; Singh 2019), including English (Qodriani and Kardiansyah 2018). This allows teaching materials to reflect character values that are relevant to everyday life. Meanwhile, microteaching students who are required to make teaching materials in accordance with the Merdeka Curriculum often experience obstacles, especially in integrating Pancasila values into English teaching. The teaching materials they develop often do not fully

reflect these values, as experienced by the researcher during the microteaching course, where students still have difficulty applying Pancasila values in English teaching materials. This study aims to explore how Pancasila values are integrated into English writing teaching materials created by microteaching students so that they can be used in an independent curriculum. The researcher aims to examine English writing teaching materials for junior high schools developed by microteaching students at a university in Indonesia, ensuring they align with the available data. The research question in this study is to what extent the English writing teaching materials produced by microteaching students for use in the independent curriculum have represented the values of Pancasila.

The quality of education is largely determined by the curriculum (Ferdaus and Novita 2023) because decisions related to the curriculum will affect the entire teaching and learning process (Coşkun Yaşar and Aslan 2021). (Wiguna and Tristaningrat 2022) argued that the Merdeka Curriculum focuses on core material, character development, and competencies according to students' interests and talents. The aim is to encourage innovative learning patterns to shape critical, creative thinking, collaboration, and communication skills (Yamin and Syahrir 2020), while strengthening the achievement of the Pancasila Student profile (Idammatussilmi et al. 2023). The Pancasila Learner Profile describes graduates who are expected to be lifelong learners, globally competent, and behave according to the values of Pancasila (Kayyis et al. 2024), Pancasila encompasses values of divinity, humanity, unity, democracy, and justice. It serves as a distinct philosophical foundation for Indonesian education, as mandated in the National Education System Law. According to Article 2, national education is grounded in Pancasila and the 1945 Constitution. At the same time, it is also realized to prepare the next generation of the nation who are able to adapt to changing times without losing the identity of Pancasila (Hully, Shantika, and Kurniawan 2024). (Maulida, Xavier, and Elliot 2023) asserts that every behavior and action of Indonesian people must be imbued with and reflect the values of all Pancasila precepts. With the application of Pancasila values in character education, deviant attitudes and behaviors can be minimized. Through education, people have the opportunity to discover and realize their potential so that they can develop into wise and prudent individuals and have positive attitudes and behaviors (Naziev 2017). Currently, the ideology of Pancasila is less applied to the younger generation, so many lack concern and a sense of nationalism (Permana and Augusta 2023). The founders of the nation emphasized that Pancasila is the philosophical foundation for shaping character and realizing national peace (Suliyannah et al. 2023). The goal of moral education is to build students' morals and character, making it essential to instill Pancasila values. This helps strengthen the character of future generations in realizing the noble aspirations of the nation and religion (Hully et al. 2024).

Microteaching is a teacher training method that allows prospective teachers to develop teaching skills in a controlled and small-scale environment, with hands-on teaching practice opportunities, with each student teaching for 10-15 minutes to a class of 8 to 12 students. Students are required to develop their lesson plans by applying knowledge from the TEFL Methodology and English Instructional Technology courses, as well as adapting the teaching to the junior and senior high school syllabus. Each student needs to teach a minimum of six times, with assessments covering the quality of the lesson plan, teaching execution (including opening, closing, questioning techniques, reinforcement, and classroom management), facilitation of group discussions, and use of media to support various teaching skills. (Brown 1995) emphasizes that a systematic curriculum approach is essential to align teaching methods with educational objectives, making microteaching practice practical and well-integrated. Microteaching aims to prepare prospective teachers to become professional educators (SAHARDIN, HERIANSYAH, and YUNIARTI 2020). A teacher needs to be well-trained to develop effective teaching skills. Being a good teacher requires not only mastery of teaching aspects but also qualified teaching

skills, Forming good citizens is the responsibility of all teachers at every level of education, as mandated by Law No. 20 of 2003. In particular, to create a young generation with character, teachers need to adhere to the values of Pancasila (Nurhuda, Bin Engku Ab Rahman, and Hasan Ansori 2023) by applying them in teaching materials, especially in English writing teaching materials. The writing process approach emphasizes the importance of continuous stages such as planning, writing, revising, and editing, which according to (Brown and Lee 2015; Flower 1981), can develop students' critical and reflective thinking. The integration of Pancasila values in this approach can be done by encouraging students to explore moral or social problems and formulate creative ideas as solutions. (Tomlinson 2011) emphasize the importance of experience and reflection in learning to write, which allows students to internalize Pancasila values such as gotong royong and tolerance through social interaction. (Blatt and Kohlberg 1975; Cheung 2016) Also support that writing instruction can be a platform for building students' character, and strengthening their understanding of justice, equality, and social responsibility in accordance with Pancasila values. In addition, visual and verbal content in teaching materials is important to support Pancasila values. Here are some indicators of Pancasila values in the independent curriculum:

1. The first principle of Pancasila

The first principle of Pancasila, "Belief in One God," reflects the values of faith, piety, and noble character that are applied in daily life. This value encourages learners to understand and practice religious teachings and respect the beliefs and spiritual beliefs of others, These include: (a). religious morals; (b). personal morals; and (c). morals towards nature;

2. The second principle of Pancasila

The second principle of Pancasila, "Fair and Civilized Humanity," emphasizes the importance of treating each individual with fairness and respect, and recognizing human rights and dignity. This value encourages learners to empathize, be tolerant, and respect others, creating a harmonious learning environment while forming a fair and civilized character, including: (a). morals towards fellow humans; (b). morals towards nature; and (c). morals towards the state;

3. The third principle of Pancasila

The third precept of Pancasila, "Persatuan Indonesia," reflects the value of unity in diversity, respecting differences in ethnicity, religion, race, and culture. This precept teaches learners to understand, respect, and cooperate with others from different backgrounds, including: (a). recognize and appreciate culture; (b). intercultural communication skills in interacting with others; and (c). reflection and responsibility for the experience of diversity;

4. The fourth principle of Pancasila

The fourth precept of Pancasila, "Democracy Led by Wisdom in Representative Consultation," reflects the value of critical reasoning and mutual cooperation. This precept teaches the importance of deliberation in decision-making and the spirit of cooperation in solving common problems. Learners are taught to think critically, analyze information objectively, and express opinions logically and politely. In addition, they are encouraged to work together and help each other in achieving common goals, enabling activities to be conducted smoothly and with ease, including: (a). obtaining and processing information and ideas; (b). analyzing and evaluating reasoning; (c). reflecting on thoughts and thought processes; (d). making decisions; (e). collaboration; (f). caring; and (g). sharing;

5. The fifth principle of Pancasila

The fifth principle of Pancasila, "Social Justice for All Indonesian People," reflects the value of independence and creativity, emphasizing the importance of justice and equality for all learners. It encourages learners to express their creativity, produce original and useful work, and take ownership of their learning process and results, including: (a). producing

original ideas; (b). producing original works and actions; (c). awareness of oneself and the situation at hand; and (d). self-regulation;

Previous research by (Hadna Suryantari 2022) (Permana & Agusta, 2023), (Riani and Utami 2024), investigated the depiction of Pancasila values in Indonesian English textbooks. The study's findings reveal that almost all Pancasila values, including belief in God, noble character, diversity, cooperation, creativity, critical thinking, and independence, have been reflected in the visual and verbal elements in the textbooks. Although insight into the presence of Pancasila values in English textbooks has been gained, there are still some gaps, particularly related to the integration of these values in English writing teaching materials created by microteaching students. These gaps include the understanding of how the values are represented verbally and visually especially in English writing teaching materials, as well as the extent to which microteaching students succeed in internalizing and communicating the values through the English teaching materials they create. This research seeks to address this gap by conducting an in-depth analysis of how Pancasila values are represented in English writing teaching materials. The goal is to provide a more thorough understanding of how these values are conveyed and to offer suggestions for enhancing future educational content.

METHODS

This research uses a qualitative method with a content analysis study. According to (Creswell and Poth 2016) Qualitative research is a type of research that examines and comprehends the significance that individuals or groups attribute to various social issues. According to (Holsti 1968) Content analysis is any method used to summarize by targeting specific features of a message systematically and objectively. The participants of this study consisted of 10 out of 25 microteaching students who designed English writing teaching materials. However, the researcher took 50% of them, so the total number of interview participants was five microteaching students from a university in Indonesia. The object of this research is English teaching material made by microteaching. From 25 English teaching material documents created by microteaching students. 10 of them contain writing teaching materials, the researcher took 50% of these documents, so this research focuses on 5 documents selected using the snowball technique in multiples of 5.





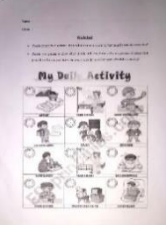
The data collecting method in this study uses document observation, document analysis, and interviews. Document observation focused on identifying the types of English writing teaching materials produced by microteaching students and analyzing visual (pictures, graphs) and verbal (words, texts) data that reflect Pancasila values. Document analysis provided an in-depth examination of the visual and verbal representations of these values in the materials. Semi-structured interviews with the students explored their views on the teaching materials, including development processes, benefits, challenges, incorporation of Pancasila values, student responses, development strategies, and alignment with the Independent Curriculum.

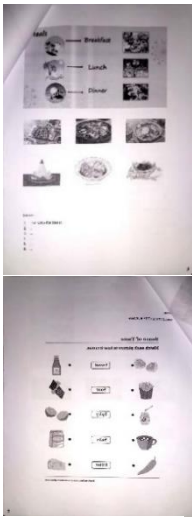

In this study, the data analysis method using the content analysis with the Miles and Huberman model approach including; data reduction (the process of selecting, concentrating on, simplifying, and transforming raw data obtained from interview transcripts and documents), data presentation (making tables that illustrate the main findings of the research, conclusion drawing and verification (based on the resulting interview, visual data and verbal data that has been presented. These conclusions were subsequently verified to confirm the validity and reliability of the results).

FINDING AND DISCUSSION

Based on the findings of visual and verbal observations in the English writing teaching material for junior high school, and interviews with microteaching students regarding the Pancasila values contained in the English writing teaching material, the following data were obtained.

Table 1. The results of observations of visual and verbal data on Pancasila values in English writing teaching materials

No.	English writing teaching material	Description	
		Visual	Verbal
1.	 	<p>The picture of beach, waves, sand castles, coral reefs, sunsets and sunrises</p> <p>Include the third principle of Pancasila.</p>	<p>The sentence "Please write simple paragraphs according to your experiences to the beach with the vocabulary above!"</p> <p>Include the fifth principle of Pancasila.</p>
2.	 	<p>In the picture of the zoo where there is one woman taking pictures and one man beside her, there is one small child observing giraffes.</p> <p>Including the third principle of Pancasila.</p>	<p>The sentence "Write a paragraph of 50 words about your experience visiting the zoo"</p> <p>Including the fifth principle of Pancasila.</p>
3.		<p>The picture of several small children studying with their teacher</p> <p>Including the second principle of Pancasila.</p>	<p>The sentence "Would you please draw short hands and long hands of each picture of a clock that is provided in the picture below on every activity based on your schedule every day!"</p> <p>Including the fourth principle of Pancasila.</p>

4.  some pictures of food (including satay, sambal matah, empek-empek) The sentence "Match each picture to how it tastes" Including the fourth principle of Pancasila.
- Including the third principle of Pancasila.
5.  The picture of a smiling clown The sentence "Describe your physical appearance!" Including the fifth principle of Pancasila.
- Including the third principle of Pancasila.

In this section, the findings from the data analysis are presented and discussed to respond to the research questions concerning the representation of Pancasila values in English writing teaching materials for junior high school students;

a. The following is an analysis of the findings from Table 1.

1. The first teaching material

The visual data includes the first principle of Pancasila which reflects the value of faith and fairness of god because it includes:

- a) Religious morals; Implicitly, The picture teaches students to contemplate God's greatness through the beauty of nature, such as sea views, beaches, and sunsets that can foster a sense of gratitude and responsibility to protect nature as part of the mandate given by Him.
- b) Personal morals; Implicitly, The picture teaches students to appreciate and preserve the environment, with the beauty of nature displayed fostering awareness of the importance of protecting nature.

The verbal data includes the fifth principle of Pancasila which reflects the value of creativity and independence because it includes:

- a) Produce original works and actions; By asking students to write about their personal experiences, this sentence implicitly encourages reflection on the unique experiences of each. This assumption recognizes that each student has a different background, allowing them to produce original writing. This approach not only encourages creativity but also helps students produce unique work.

- b) Awareness of self and the situation at hand; The sentence implicitly expects students to recall and consider their personal experiences at the beach, which requires a level of self-awareness about what they experienced. In addition, the use of the words "according to your experiences" indirectly suggests that students should adapt their writing to what they have experienced, showing awareness of the specific situations they have been in.
 - c) Self-regulation; The sentence implicitly requires self-regulation from the students, such as ensuring the paragraphs written are in line with their personal experiences and using the vocabulary provided. They have to independently check whether their writing is in line with the instructions and adjust word usage according to the context of their experience.
2. The second teaching material
- The visual data includes the third principle of Pancasila which reflects the value of global diversity because it includes:
- a) Recognize and appreciate culture; Implicitly, this image teaches students to appreciate the cultural diversity represented by fauna. Through this observation, students can gain insight into the importance of conservation and a broader cross-cultural understanding, which includes biodiversity as part of global cultural wealth.
 - b) Intercultural communication skills in interacting with others; Implicitly, this image teaches the importance of cross-cultural communication skills when interacting with others. In a zoo setting, students are encouraged to talk, ask questions and share knowledge with others, who may have different cultural backgrounds. This helps them develop the skills to communicate effectively in multicultural situations.
 - c) Reflection and responsibility towards diversity experience; Implicitly, this image teaches students to reflect on their experiences in dealing with diversity, both in the form of flora and fauna and in social interactions. By noticing animals from different ecosystems, students are reminded of their responsibility to value and protect such diversity and develop a caring and responsible attitude toward diverse experiences.
- The verbal data includes the fifth principle of Pancasila reflects the value of creativity and independence because it includes:
- a) Produce original works and actions; The sentence explicitly asks students to write a 50-word paragraph about their experience visiting the zoo. This task clearly and directly asks students to produce an original piece of writing based on their personal experience.
 - b) Awareness of self and the situation at hand; The sentence implicitly requires students to remember and reflect on their personal experience at the zoo. By asking them to write about their experience, this sentence requires students to have an awareness of what they experienced and how they want to express it in writing.
 - c) Self-regulation; The sentence explicitly requires students to write 50 words about the zoo experience, guiding students to produce original work with attention to self-regulation (word count) and more or less encouraging self-awareness in recalling their experience.
3. The third teaching material
- The visual data includes the second principle of Pancasila which reflects the value of noble manners because it includes:
- a) Manners to people; The picture implicitly shows that it is important to respect teachers and classmates. In addition, The picture may also suggest that establishing a positive and supportive learning environment is essential, where everyone feels comfortable and appreciated.

- b) National Morals; The picture implicitly shows that it is important to learn and gain knowledge. This is an important moral value in many cultures, including in Indonesia. In addition, the picture may also indicate that it is important to be curious and have a high spirit of learning.

The verbal data includes the fourth principle of Pancasila which reflects the value of critical reasoning because it includes:

- a) Analyze and evaluate reasoning; Implicitly, the sentence requires students to analyze their daily schedule and map their activities to the corresponding times on the clock figure. This requires students to evaluate when a particular activity occurs and how it translates to the clockwork position.
- b) Reflecting on thoughts and thought processes; Implicitly, the sentence can encourage student reflection as students have to think about their daily routines and how they organize time for their various daily activities. The process of mapping activities to hours can make students unconsciously reflect on the effectiveness of their daily schedule.
- c) Making decisions; The sentence implicitly requires decision-making, as students must determine the correct time for each activity based on their schedule. Students must decide the position of the short and long needles to depict the correct time for each of their activities.

4. The fourth teaching material

The visual data includes the third principle of Pancasila which reflects the value of global diversity because it includes:

- a) Recognizing and appreciating culture; The picture implicitly shows that Indonesia has a rich and diverse culinary culture. In addition, the images also show that Indonesian food is an important part of Indonesian culture and is often associated with important moments such as holidays or family events.
- b) Reflection and responsibility for diversity experience; The pictures can implicitly encourage reflection on the importance of appreciating culinary diversity and food from various cultures. In addition, the pictures can also encourage reflection on the importance of appreciating Indonesian culinary culture and how Indonesian culinary culture can enrich the world's culinary culture.

The verbal data includes the fourth principle of Pancasila which reflects the value of critical reasoning because it includes:

- a) Analyze and evaluate reasoning; Implicitly, the sentence requires students to analyze and evaluate their knowledge of the relationship between a picture of food and how they imagine it tastes. Students need to consider what they know about the taste of the depicted object to make an exact match.
- b) Making decisions; Implicitly, the sentence requires students to make a decision about which image corresponds to a particular flavor. This matching process requires judgment and decisions based on the student's understanding of the flavor of the displayed object. This involves the important decision-making process of associating visual elements with corresponding flavor concepts.

5. The fifth teaching material

The visual data includes the third principle of Pancasila which reflects the value of global diversity because it includes:

- a) Intercultural communication skills in interacting with others; While not explicitly displaying intercultural interactions, this clown image holds an interesting implicit message. His colorful costume and playful movements can be interpreted as a universal language that can be understood by people from different backgrounds. Clowns, with

their big smiles and entertaining antics, are able to transcend cultural boundaries and create moments of laughter-filled togetherness.

The verbal data includes the fifth principle of Pancasila which reflects the value of creativity and independence because it includes :

- a) Produce original works and actions; The sentence explicitly asks students to create a description of their physical appearance, requiring students to create an original piece of writing based on their physical description. This can help students express themselves creatively and uniquely through writing physical descriptions.
 - b) Awareness of self and the situation at hand; The sentence explicitly requires students to think about and describe their physical appearance, which requires self-awareness. Students must recognize and be aware of their physical features to fulfill the task of the sentence.
 - c) Self-regulation; The sentence implicitly encourages students to organize themselves to write appropriate descriptions. They have to decide what to include in the description and how to organize the information in a coherent and relevant way.
- b. The following is an analysis of the findings from the interviews.

The data from interviews with microteaching students shows that all respondents felt that the teaching materials they created reflected the values of the Pancasila and helped students understand and apply them. Although there were some difficulties in matching the materials with Pancasila values, respondents generally managed to overcome these. Students' reactions to the tasks containing Pancasila values were generally positive, although varied. All respondents were confident that their teaching materials could be used in the independent curriculum as they met the standards.

CONCLUSION

Based on the research findings, interviews with microteaching students at one of the universities in Indonesia showed that they had successfully implemented Pancasila values into the English writing teaching materials they created. The results of analysis and observation of English writing teaching materials for junior high school students showed that visually, 100% of the teaching materials implicitly reflected the values of Pancasila, especially the Third Precept (Indonesian Unity) which relates to the value of global diversity and the Second Precept (Fair and Civilized Humanity) which relates to the value of noble character. Meanwhile, verbally, 40% of the teaching materials explicitly reflect Pancasila values, particularly the Fourth Precept (Democracy Led by Wisdom in Consultation/Representation) which relates to the value of critical reasoning, and 80% implicitly reflect Pancasila values, particularly the Fifth Precept (Social Justice for All Indonesian People) which relates to the value of creativity and independence.

Based on this research, which involved interviews, observations, and content analysis, it can be concluded that the English writing teaching materials created by microteaching students at the university have reflected Pancasila values well and are in accordance with Independent Curriculum standards, making them suitable for use in the implementation of the Independent Curriculum.

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