

EVALUATING CONTENTS VALUES OF PANCASILA STUDENT PROFILE IN THE TEXTBOOK OF ENGLISH “MY NEXT WORDS” OF SIXTH GRADE TO PRIMARY SCHOOL

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Abstract

Education aims to develop students' potential in line with Indonesia's vision of sovereignty, independence, and personality by fostering Pancasila values. The government has mandated the integration of the Pancasila Students' profile into textbooks to prepare future leaders who embody these values and lead more effectively. This study's objective is to evaluate English textbook in Primary School for Sixth Grade whether integrated with Pancasila Students Profile Students, know what the Pancasila Students' profile values are in the textbook, and evaluate the quality of the textbooks according to BSKAP criteria with the 2024 Learning Outcomes. The research method is descriptive qualitative. The findings of this research are 1) the textbooks of English “My English Next Words” for sixth grade of Elementary school integrated Pancasila Profile Values in the form of text, image, and activity. Although, the integration mostly in the form of image, 2) there are sixth dimension of Pancasila Profile Students Values which presented both text and pictures; 1) devotion to and faith in God Almighty, 2) diversity of the world, 3) collaboration, 4) creativity, 5) critical thinking, and 6) independence, 3) the quality of English textbooks “My English Next Words” of sixth grade of Primary school is good. The textbook's incorporation of Pancasila values is evident and predominantly presented through images rather than text. This implies that there are opportunities to enhance the textual representation of these values to ensure a more balanced approach in conveying the Pancasila profile.

Keywords: content analysis, textbook, Pancasila students profile value

INTRODUCTION

Education is a conscious and systematic effort to develop students' potential in the administration of education through the vision of an advanced Indonesia that is sovereign, independent and has personality through the creation of Pancasila students (Kemendikbud RI, 2021), to prepare the younger generation to lead a more effective and efficient life. Education must play a greater role in building individuals capable of implementing the character and values of Pancasila. The government has mandated the integration of the Pancasila Students' profile into textbooks to prepare future leaders who embody these values and lead more effectively. Among teachers and students, textbooks are a popular form of learning media. The selection of books used by teachers in the classroom must accede to the government's standard regulations. That is crucial to present the Indonesian ideology in English textbooks that study foreign languages. Students will never forget the ideology of their nation. Ideology is the values of Pancasila as a guideline of Indonesian people's lives from ancient times until now. When using books in the classroom, an evaluation is required to serve as a reference in creating subsequent books that are in line with the accomplishments and learning objectives. English is a subject studied as English as a Foreign Language EFL, which means teachers must pay attention to the quality of the books that will be used in the classroom. So, the evaluation of using English textbook is significance to know the textbook's quality related to Pancasila Students' Profile Value's integration and based on BSKAP standard criteria.

Indonesia has nasional standard agency to evaluate the quality of the textbook, namely BSKAP (Badan Standard Kurikulum dan Assessment Pendidikan). BSKAP was formed in 2022 to replace BSNP. BSKAP has criteria include some aspects and components to evaluate the main textbooks that used in Indonesia education. BSKAP criteria was published on Decree the head of BSKAP Kemendikbudristek No. 039/H/P/2022 about guideline for evaluating educational books.

According to the thesis research that has been conducted by Najwa (2020) which has title “A Content Analysis of English Textbook “English for Islamic Studies” Used in English Education Department”, the researcher found that the materials of the textbook were appropriate enough for

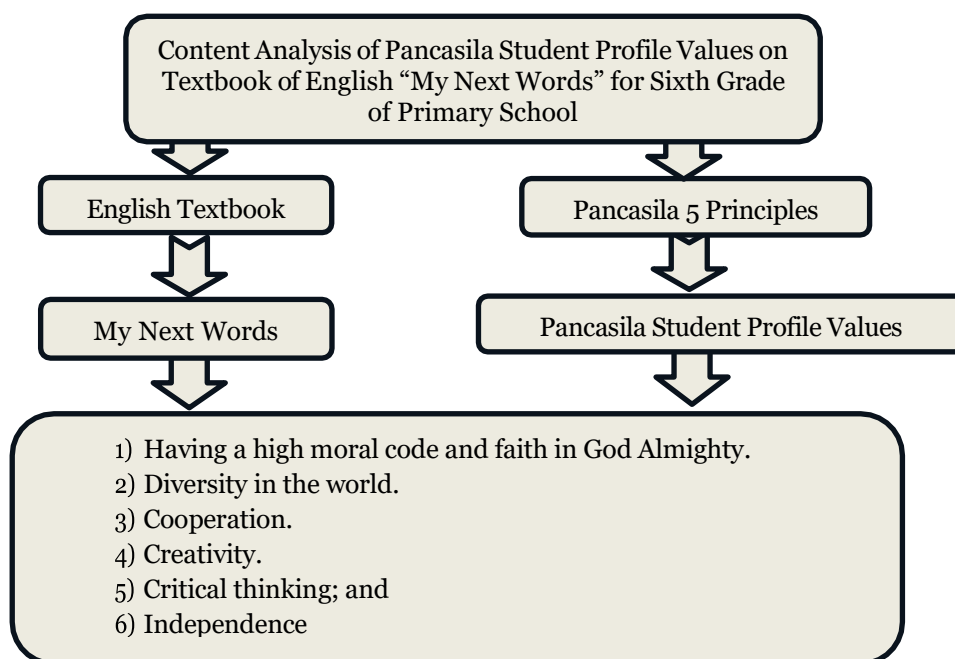
students because it fit in most of the criteria of good textbook even though there were some aspects still need to be improved. The similarity with that research is the analysis method that used.

Based on the research that has been conducted by Devi Nur Hayati (2022) which has title “Pancasila Values on In the study of the English textbook entitled “When English Rings a Bell for Creating Students' Character”, the researcher discovered that the English textbook “When English Rings a Bell” grade VIII SMP/MTs, was published by the Ministry of Culture and Education contains the values of the five precepts of Pancasila. The similarity with that research is the object of the research, namely Pancasila values.

Based on the research has been conducted by Novianti and Ambarwati (2023) which has title “A Textbook Analysis of “My Next Words” for the Fifth Grade Elementary School, the study found that My Next Words Textbook for fifth grade was fulfil all the aspects and components of BSNP criteria textbook. The similarity with that research is the aim of study to evaluate of My English Words textbook that was published by Ministry of Culture and Education. The differences of the study with this research are the grade of My Next Words textbook and the criteria that used to measure the quality of the textbook. The previous study used BSNP (2017) criteria, and this research used the newest criteria from BSKAP (2022) and Pancasila Students Profile pocketbook criteria. This research also focusses on the Pancasila students' profile that integrated on the book which does not analysis yet in the previous study furthermore evaluate the quality of the textbook based on BSKAP criteria.

English will be taught in Elementary school for Sixth grades in this new school academic year (2024/ 2025). Every school will use textbook from Ministry Education and Culture entitle “My Next Words” for Sixth Grade. It is important to evaluate how the Pancasila Student Profile Value are integrated on English textbook entitle “My Next Words” because based on Decree No. 064/ H/ P/ 2022 of the Minister of Culture, Research, and Technology of the Republic of Indonesia concerning the determination of main textbooks for primary and secondary education in educational units implementing the implementation of the independent curriculum, English textbooks for Elementary school have been examined yet include “My Next Words” for Sixth grade.

Theoretical framework is a structure that can support the theory of research studies. The theoretical framework introduces and explains theories about why there are problems in the research. To explain this research using the following theoretical framework:



METHOD

A research method is a way to get answers to a problem. This research is a library study with a qualitative approach that uses literature and books as its primary object. The data collected in the form of texts, images or activity (task) that have meaning and provide understanding. This type of approach uses descriptive sentences that are more detailed, complete, in-depth to promote the actual situation as a supporter of research data. Therefore, qualitative research is often referred to as descriptive qualitative research. Based on the above theory, the research method in the textbook in English entitled *My Next Words* of grade sixth of Elementary School is descriptive qualitative.

Instruments

According to Sugiyono (2010: 306), "a qualitative researcher, as a human instrument, is tasked with explaining the focus of the research, identifying the informants as data sources, compiling the data, evaluating the quality of the data, analyzing the data, interpreting the data, and drawing conclusions from the findings." In the current research, the researcher is the primary instrument because a human instrument is utilized. Checklist is the second tool used in this research. The content of the checklist is derived from the Pancasila Students Profile Value Guidelines book, which is printed by the Ministry of Education and Culture. Then the researcher contrasts it with BSKAP's textbook rating criteria. There are three main points of assessment in the checklist: content, language, and presentation.

Here is the table, BSKAP Criteria based on guidelines book entitle "Dimensi, Elemen dan Subelemen Profil Pelajar Pancasila pada Kurikulum Merdeka" published by BSKAP, Kemendikbudristek (2022)

Table 1 The checklist of the integration of Pancasila Students Profile Values

No.	Criteria	Key Elements	Components	Checklist	Images/Vocab/Activity
1.	Having good character and faith and piety in God Almighty	Noble character	1) religious morals 2) personal morals 3) morals towards humans 4) morals towards nature 5) state morals		
2.	Global diversity	Global diversity	1) know and appreciate culture 2) Intercultural communication skills in interacting with others 3) Introspection and accountability for the diverse experience		
3.	Cooperation	Cooperation	1) Collaboration 2) Caring 3) Share		
4.	Creative	Creative	1) Produce unique concepts 2) Generate unique acts and work		
5.	Critical reasoning	Critical reasoning	1) Gather and analyze data and concepts 2) Examine and assess logic 3) Examining ideas and cognitive processes 4) Make decisions		
6.	Independent	Independent	1) Self-awareness and situational awareness. 2) Self-regulation		

Table 2 Textbooks Evaluation Criteria by BSKAP based on Peraturan Kepala BSKAP Nomor 039/H/P/2022 about Guidelines for the Assessment of Educational Books

No.	Criteria	Components
1.	Material	a. Book content requirement: <ol style="list-style-type: none"> 1). Does not conflict with the values of Pancasila. 2). Does not discriminate based on ethnicity, religion, race, and/or intergroup. 3) Does not contain pornographic elements. 4) Does not contain elements of violence; And 5) Does not contain hate speech b. Appropriateness of the book's contents: <ol style="list-style-type: none"> 1) Truth from a scientific perspective. 2) Conformity with National Education Standards and curriculum 3) Applicable 4) Conformity with developments in science and technology 5) Suitability to context and environment. 6) Coherence between parts of the book content
2.	Presentation of the material	a. Feasibility of conveying the contents of the book according of the level age development of students and/or target readers. b. Appropriateness of appropriate and communicative use of language according to the level of language mastery of students and/or target readers.
3.	Desain	a. The using of illustration b. Contents page design c. Book cover design These three components of the design aspect are adjusted according to appropriateness, aesthetics, and the level of development of students' age and/or
4.	Graphic	a. Print quality b. Binding quality c. Clean cut quality

Data collection procedures

The information employed for analysis was collected from the "My Next Words" textbook intended for sixth-grade students in the elementary school level. The method employed to collect data is referred to as the documentation method, as the data is derived from a written document. (Arikunto, 2013, p. 247).

The application of information collection in substance investigation is collected from any reports (Titscher, 2000, p. 66). The writer adopted documentation as a guide while gathering the data. A document is any material used for communication (such as content, video, sound, etc.) that is used to describe some details of an issue, frameworks, or tactics. Documentation ponder can refer to a method of gathering information by gathering and evaluating reports. It refers to the idea that the subjective data, represented by words and sentences, is categorized according to its category so as to arrive at a conclusion.

There are three steps implemented in the documentation process of this research. Firstly, identify the sixth-grade elementary school textbook to be analyzed, "My Next Words," released by the Ministry of Culture and Education. Secondly, select one of the 11 materials available in the textbook as a sample. Thirdly, collect the data from the selected samples.

Data analysis

In terms of qualitative data analysis, Sugiyono (2010: 334) states “Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. The following steps were used in this study's data analysis process:

1. The textbook components are arranged based on the values embodied in the Pancasila Students Profile, in accordance with the appropriateness of the language, format, and content.
2. Gathering information from the data source and entering it into the checklist table to compare the textbook's contents with the BSKAP-recommended standards for a quality textbook and the Pancasila Students Profile Values recommendations
3. Finding the parallels and discrepancies between the textbook's contents and those recommended by BSKAP and the Pancasila Students Profile Values guidelines. The book is assigned a checkmark and one point for fulfilling the provided condition. The second condition, which is not fulfilled, is assigned a cross and zero points.
4. Assessing the textbook's contents to see whether they meet the BSKAP-recommended standards for quality textbooks. Conclusions and implications are then derived from the outcome of the calculation. The implications are in the form of narratives. (Ary. et.al, 010:32).

FINDINGS AND DISCUSSION

The findings of this research were organized into three sections, namely 1) how Pancasila Students Profile Values are integrated in textbook of English “My Next Words” for Sixth Grade of Primary School, 2) what Pancasila Students Profile are found in textbook of English “My Next Words” for Sixth-grade of Primary School, 3) the quality of textbook of English “My Next Words” for Sixth Grade of Elementary School according to BSKAP criteria.

1) *How Pancasila Students Profile Values are integrated in English Textbook “My Next Words” for Sixth Grade of Elementary School*

The following was description of the Pancasila Students Profile Values that integrated on the textbook of English “My Next Words” for sixth-grade students:

- 1) Having good character and having faith and piety in God Almighty.

Based on the explanation in the book entitled “Profil Pelajar Pancasila pada Kurikulum Merdeka (Dimensi, Elemen, Subelemen) which was published by Badan Standard Kurikulum dan Assesmen Pendidikan of the Ministry of Culture and Education (2022:2) that Indonesian students who are faithful, devoted to God Almighty, and have noble character is a student who has morals in his relationship with God Almighty. They understand the teachings of his religion and beliefs and applies their understanding this in their daily life. There are five key elements of faith and piety to God Almighty and have noble morals: (a) religious morals; (b) personal morals;(c) morals towards humans; (d) morals towards nature; and (e) state morals.

The example of Pancasila Students Profile Values on the first dimension: 1) Having good character and having faith and piety in God Almighty is as follows:



Figure 1 Having good character and having faith and piety in God Almighty.

The data above were found in Unit 1 page 4 which can be seen from that picture both, the student wore hijab in her daily life. It meant that she was faithful student because she applied her understanding to her religion and belief in her daily life. These pictures represented the

first dimension of Pancasila Students Profile, namely 1) Having good character and having faith and piety in God Almighty.

2) Global diversity

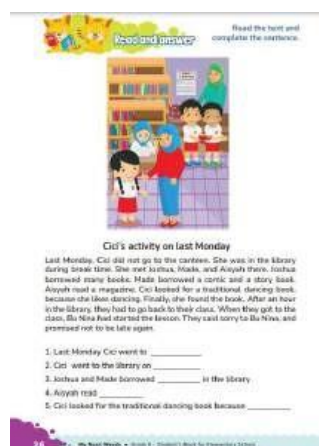
Indonesian students maintain their noble culture, locality and identity, and keep an open mind in interacting with other cultures, so foster mutual respect and the possibility of forming a new culture which is positive and does not conflict with the noble culture of the nation. Key elements Global diversity includes recognizing and appreciating culture and abilities intercultural communication in interacting with others, and reflection and responsibility for the experience of diversity.

The following are the example integration of the second dimension of Pancasila Students Profile Values:



Figure 2 Global Diversity

The picture of 71 and 78 shown about one of traditional dance performances of Indonesia. Indonesia has multiculture and many kinds of traditional dance. These pictures show how diversity can be accepted in Indonesia.



3) Cooperation

Indonesian students have an immense ability to cooperate, particularly the ability to participate in volunteer group activities that facilitate easy and smooth task accomplishment. The cooperative spirit is described by aspects such as sharing, caring, and teamwork.

The following are the example integration of the third dimension of Pancasila Students Profile Values:



Figure 3 Cooperation

The picture of page 78 shown about one activity that students can do in helping father to wash his car. Helping father to wash car is one form of cooperation that students can do at home in helping parents.

4) Independent

Indonesian students are independent students, namely responsible students on the learning process and outcomes. The key element of self-reliance consists of awareness about oneself, and the situations faced and self-regulation. The following are the example integration of the fifth dimension of Pancasila Students Profile Values:



Figure 4 Independent

The picture of page 76 shown about Indonesian students are independent students, namely responsible students on the learning process and outcomes.

5) Creative

Creative individuals possess the capacity to adjust and produce outcomes that are original, meaningful, valuable, and impactful. The fundamental elements of creativity are coming up with new ideas, creating original works and behaviors, and being capable of envisioning alternative ways of resolving issues. The following are the example integration of the fifth dimension of Pancasila Students Profile Values:



Figure 5 Creative

The picture of page 45 shown about how students can modify and produce something original, meaningful, useful and impactful.

6) Critical reasoning

Students who reason critically can objectively process good information qualitative and quantitative, building relationships between various information, analyze information, evaluate and conclude it. Elements of critical reasoning is obtaining and processing information and ideas, analyze and evaluate reasoning, reflect on thoughts and thought processes in making decisions.

2) What Pancasila Students Profile Values are integrated in English Textbook “My Next Words” for Sixth Grade of Elementary School are:

After analyzing unit 1 to unit 11 there are sixth dimension of Pancasila Profile Students Values which presented both text and pictures:

- 1) Having a high moral code and faith in God Almighty.
- 2) Diversity in the world.
- 3) Cooperation.
- 4) Creativity.
- 5) Critical thinking; and
- 6) Independence

3) The Quality of English Textbook “My Next Words” for Sixth Grade of Elementary School according to BSKAP criteria

The findings of the quality of the book are organized based on four criteria of the decision of the head of BSKAP, namely material, presentation of the materials, design, and graphic.

1. Material criteria

According to the decision of the Head of BSKAP Number 039/H/P/2022 about Book Evaluation Standard, the material criteria include:

a. Book content requirement:

- i. Does not conflict with the values of Pancasila.

The content of “My Next Words” books’ materials does not conflict with the values of Pancasila. The contents of each unit are presented in the table below:

Table 3 The Contents for Each Unit

Semester 1	Semester 2
Unit 1 I studied last night but my sister didn’t	Unit 7 I will go to Bromo
Unit 2 We went to the museum last week	Unit 8 I will go to Dufan
Unit 3 I was in Bali last week	Unit 9 I will study at Junior High School next year
Unit 4 How did Cici feel yesterday?	Unit 10 I want to be a pilot
Unit 5 What did you do yesterday?	Unit 11 My dream
Unit 6 My friend’s experience	

The contents of the book “My Next Words” from unit 1 until unit 11 do not conflict with the values of Pancasila. The concern of content in the first semester is about the using of simple past tense, adverb of time that used in past activity, and how to use it to express their past activity. For example, the contents of unit 2 are about how to use adverbs of time for past activity and use it to make sentences about past activity. The adverbs of time that used are last Sunday, last Saturday, last night, yesterday, and last week. Then, students are expected to use the adverbs of time for past activities. All the materials in the unit 2 do not conflict with the values of Pancasila.



Figure 6 Does not conflict with the value of Pancasila

Whereas the contents of second semester concern to the using of future tense and how to use it to make short paragraph. All the contents in the second semester from unit 5 until unit 11 do not conflict with values of Pancasila. For example, the contents of unit

- 9 are talking about how to use adverbs of time for future activities and write short paragraphs using adverbs of time.
- ii. Does not discriminate based on ethnicity, religion, race, and/or intergroup
 All the contents of this book do not discriminate based on ethnicity, religion, race, and/or intergroup. For example, the contents of unit 1 are about how to say past activity and identify past activity. These contents of unit 1 do not conflict with the values of Pancasila. The verbs that used are familiar used by children in their daily past activity, such as painted, washed, called, etc.
 - iii. Does not contain pornographic elements.
 The contents of the book “My Next Words” from unit 1 until unit 11 do not have pornographic elements. For example, the contents of unit 3 are about the use of was/were for past activity and identify sentence using was/were. The choice of words and pictures do not use pornographic elements.
 - iv. Does not contain elements of violence
 The contents of the textbook do not contain elements of violence. The images used as illustrations depict activities in the family environment and at school. The choice of words also used daily words that commonly used in daily life without elements of violence. The contents of unit 4 are about the use of was/were related to feelings and make sentences related to feelings.
 - v. Does not contain hate speech
 All of contents from unit 1 until unit 11 do not contain hate speech. For example, the contents of unit 5 are about make WH questions for past activities and how to answer WH questions for past activities.
- b. Appropriateness of the book's contents:
- i. Truth from a scientific perspective.
 The material presented appropriately, effectively and efficiently for improve students' abilities. Procedures/methods presented is coherent and logical so that it can be applied by students well and correctly.
 - ii. Conformity with National Education Standards and curriculum
 Learning targets of sixth graders (Phase C) are determined by the Head of Educational Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology based on Decision Number 032/H/Kr/2024 concerning Learning Outcomes for Early Childhood Education, Basic Education Level, and Secondary Education Level in the Independent Curriculum is “At the end of Phase C, students understand and respond several types of simple spoken, written and visual texts as well use simple English for communicate in familiar/usual/routine situations. Students understand the relationship between letter sounds simple vocabulary in English and use that understanding to understand and producing simple spoken, written and visual texts English with the help of examples”
 Comparing the learning outcomes at the end of phase C with the contents of the textbook “My Next Words” for sixth grade, the material presented covers all competencies must be mastered by students for the level and grade level appropriate education based on national education standards and applicable curriculum.
 - iii. Conformity with developments in science and technology
 The material presented technological development by the choice of image illustration. For example, to the image in number 4 below present technological development of device to listening the music.
 - iv. Suitability to context and environment.
 The information presented is suitable for the participants' everyday education, common sense, and larger life context.
 - v. Coherence between parts of the book content
 The content in the My Next Words textbook is organized rationally in line with language learning principles; at the early phases of learning, the capacity to listen and answer is given priority to facilitate communication between students and their teachers as well as with friends.

2. Presentation of the material

- 1) Feasibility of conveying the contents of the book according of the level age development of students and/or target readers.
- 2) Appropriateness of appropriate and communicative use of language according to the level of language mastery of students and/or target readers

3. Desain

There are three components of the design aspect are adjusted according to appropriateness, aesthetics, and the level of development of students' age and/or, namely:

- 1) The using of illustration

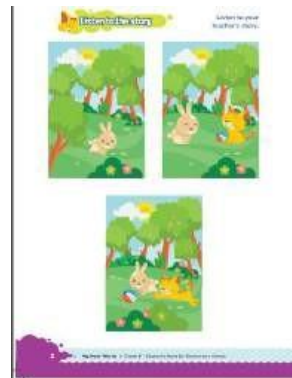


Figure 7 Fullcolor illustration and related to the story



Figure 8 Activities Illustration

This textbook provides clear explanations of the material using both textual and picture illustrations. Every word is explained by the picture that illustrate of the activity of the word. For example, the word “read” will be explained by the picture of girl who is reading book in the sofa.

2) Contents page design



Figure 9 Contents page design

Every page design based on the context of the material. For example, the reading passage in page 26 is about Cici's activity on last Monday so the image that presented is about Cici activity in the library with her friends. By reading the passage and observing the illustration image students can understand message of the passage clearly.

3) Book cover design

The textbook used full color cover book and unit cover. The choice of the image is contextual and appropriate with the age of students.



Figure 10 Book Cover



Figure 11 Unit 1 Cover

4. Graphic

1) Print quality

The print quality is good, there is no error printing. The book is printed colorful, 132 pages, size 17,6 x 25 cm.



Figure 12 Good Print Quality

2) Binding quality

The binding quality is good and neat. It can be seen from the photo below:



Figure 13 Binding Quality

3) Clean cut quality

Clean cut quality is good, it can be seen from the photo below:



Figure 14 Clean Cut Quality

Discussion

The Integration of Pancasila Students Profile Values on the Textbook of English "My Next Words" for sixth grade students at Elementary School

The sixth-grade Pancasila student profile values proposed by the Ministry of Culture and Education in the book "Profil Pelajar Pancasila pada Kurikulum Merdeka (Dimensi, Elemen, dan Subelemen)" in 2022 were used by the researcher to assess the Pancasila student profile values contained in the English textbook "My Next Words." There are sixth Pancasila Students Profile Values that recommended by the Ministry of Culture and Education, namely 1) Having a high moral code and faith in God Almighty, 2) Diversity in the world, 3) Cooperation, 4) Creativity, 5) Critical thinking; and 6) Independence

The following table was the analysis result of Pancasila Students Profile Values of the textbook of English “My Next Words”.

Table 4 The Frequency of Pancasila Students Profile Values on the English Textbook “My Next Words” for Sixth Grade

Pancasila Students Profile Values	Chapter											Total Frequency
	1	2	3	4	5	6	7	8	9	10	11	
1) Faith and piety to God Almighty and having noble character												15
2) Global diversity	3	3	1	1	1	2	3	-	1	2	-	
3) Cooperation	4	1	1	-	1	-	3	2	1	-	-	13
4) Independent	6	7	7	4	-	1	4	4	3	2	-	28
5) Creative	1	1	5	1	2	2	6	7	3	4	4	36
6) Critical reasoning	-	-	1	2	-	-	2	1	2	1	3	12
	-	3	2	2	2	2	2	6	3	5	3	30

Based on the finding, the percentage of Pancasila Students Profile Values on the English textbook “My Next words” for sixth grade students at Elementary School can be seen on the pie chart below:

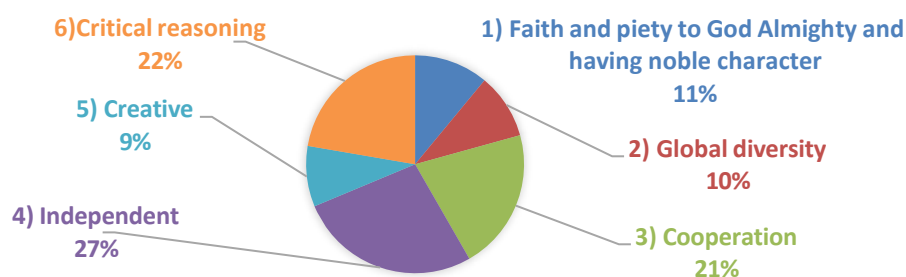


Figure 15 The percentage of integration Pancasila Students Profile Values

Based on the pie chart above the most integration is the fourth Pancasila students profile value, namely independent. The profile independent is mostly represented by image. The pie chart below shows the integration form of Pancasila Students Profile Values in the “My English Words” textbooks for sixth grade students at Elementary School.

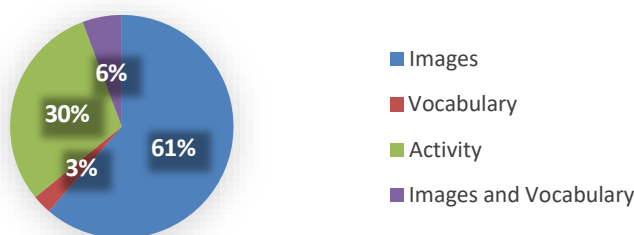


Figure 16 The Form of Integration of Pancasila Students Profile Values

The integration of Pancasila students Profile values mostly in the form of images, such as the image of someone who wear hijab (student, teacher, nurse, and mother). The using of image is very effective

to improve students' vocabulary especially young learners. Based on the research that conducted by Sulastri (2011), she found that increasing the students' vocabulary by using picture chart media had better result. Fauziati (2002, p. 176 – 177) said that the using of graphic charts to boost vocabulary in English helped students not only get better at the language, but also became more interested in learning the language to expand their vocabulary. A picture is a visual medium, such as a scratch or another shape, that can elicit reactions, perceptions, or ideas from people about an object or other things. Images come in a variety of forms that can be utilized as educational resources. Every type of image has unique excesses and imperfections. A variety of images, including stick figures, sketches, illustrations, photos, posters, flash cards, folders, cartoons, and caricatures, can be used as instructional and learning tools. Based on research that conducted by Al Hosni (2011) how the power of image in English Language Teaching got the results that the two quizzes revealed that the use of infographics in EFL classes enhances students' comprehension of what is learned in class and boosts their ability to recall it after one week.

The least of integration is in the form of vocabulary, vocabulary that used in the textbooks such as the using of specific name that refer to the ethnic group, namely Made and represent Moslem name such as Aisyah. Other vocabulary that used such as “pray”, “visited”, and “Remo dance”. Improving students' vocabulary plays important role to increase students' English skills. Umaralieva (2023) said that vocabulary was essential to learning a language. Consequently, it was critical that educators use engaging and innovative tools to pique students' interest in learning English, particularly when it came to vocabulary.

Suggestion for the author, the textbook can be enriched of vocabulary related to Pancasila Students Profile values beside the vocabulary that related to the topic of each Unit, such as mosque, church, temple, religious holidays, kind, help, love, keep, look after, cooperative, collaborate, culture, traditional food, traditional dance, custom home, care, share, give, discuss, make, creative etc. These are related to Nation, 2003 (Wagyu: 2009, p. 774) say, teacher should facilitate vocabulary learning by teaching learners' useful words and by teaching strategies to help learners figure out meanings on their own. Useful words are words that children are likely to encounter-words that occur in a high frequency. Useful words are also words which are of interest and intriguing to children.

Designing learning process by giving some activities and tasks can help students to construct the knowledge by themselves. This is related to the research that conducted by Lochana, M and Debt, G (2006) started with a project done with a group of second language learners from a school in Bangalore, India, where Kannada is the medium of instruction, their research made a strong case that "Task based teaching has an edge over other traditional methods of teaching. Hashemi, et. al (2012) said that the goal of task-based teaching and learning, which is gaining popularity worldwide and in Irani English programs in particular, is to give language study a genuine purpose and a natural context. Harmer (2002, p.87) said that a notion concerning the approach to English language instruction that is thought to work well in elementary schools has been discovered. This approach is the Task Based Learning approach developed in 1996 by J. Willis. The Task Based Learning approach is a language learning strategy that centers learning around assignments. In this lesson, students work in groups or in pairs on a series of assignments assigned by qualified teachers. Once the assignment is finished, the teacher will talk about the language used, correct any errors, and evaluate the students' progress on the assignments. Finally, the teacher will address any misconceptions about the learning process and make necessary adjustments.

The English textbook “My English Words” also used both vocabulary and images simultaneously. By providing visual vocabulary can make students understand easily. Based on the research that has been conducted by Vedyanto (2016, p.56), experimented with the use of pictures in a test format to evaluate vocabulary achievement among 41 secondary schools in Indonesia. He provided two forms of tests, with and without the picture. The one with the pictures required the students to complete the missing letters and then match the photos with the English words by drawing the lines. In contrast, the one without pictures was simply dealt with by translating the Indonesian vocabulary into the English vocabulary by completing the missing letters. He reported a positive and excellent correlation ($r=.84$) between the use of pictures in a test format and vocabulary achievement of the students.

The Quality of English Textbook “My English Words” of Sixth Grade Students at Elementary School according to BSKAP criteria

The quality of the English textbook based on BSKAP criteria was good. A textbook was classified as appropriate if it was categorized at least “fair” in the final calculation. The result of final calculation was classified into one of four criteria proposed by Pusat Perbukuan (cited in Akbar, 2016, p. 121) as follows:

Table 5 Category of Textbook

Range of Fulfillment Score	Category
80%-100%	Good
60%-79%	Fair
50%-59%	Sufficient
0%-50%	Poor

The criterion of English textbook is concern to four aspects namely material, presentation of the materials, design, and graphic. The material presented of English textbook “My English Words” for sixth grade students at Elementary school both the book content of requirement does not conflict with Pancasila values. Based on the data in the page 3, 5, 8, 10,16, 19, 33, 34, 41, 50, 54, 58, 65, 68, 70, 71, 78 represent Pancasila values (Belief in Almighty God and Indonesian Unity) and integrated to Pancasila Students Profile values for the belief in almighty God and global diversity).

The textbook “My English Words” for sixth grade does not discriminate based on ethnicity, religion, race, and/or intergroup. Febriyanti (2023, p.71) in her research said that SARA discrimination is a very sensitive issue. Since the practice of identity politics began to be used so much cause conflict. Despite the diversity of ethnicity, religion, race, and/or between groups is a social wealth that belongs to the Indonesian people and cannot be separated from life public. Based on the data, the contain of the textbook integrated to global diversity on the page 2, 3, 5, 71 and 78 (image of traditional dance), page 8,9 (the using of name “Made”), page 3, 16, 71 (image of wearing veil represented as Moslem child), page 19 (the using of name which represent Moslem) and page 58 (the worship of Moslem). There is no discriminate on ethnicity, religion, race, and/or intergroups on the textbook “My Next Words” for sixth grade.

The textbook “My Next Words” for sixth grade also does not have pornographic elements. Pornography can damage students' morals, so we need to sort out the content that children consume, including the content in textbooks that students use. here are no images or vocabulary that lead to pornography. All illustrations displayed use figures of people dressed modestly. Some of the pictures even show figures wearing headscarves like on the page 2, 3, 4, 10, 34, 41, 54, 65, 68, 70, 91.

The textbook does not have contain elements of violence; and contain hate speech. Febriyanti (2023) said that elements of violence can be physical violence, psychological violence (emotional), sexual violence, violence in form neglect, and exploitation. The English textbooks are prohibited to have elements of violence and hate speech. Based on the data, the textbook represents the mutual corporation which is integration of Pancasila Students Profile Values. Those are shown in the page 4, 5, 6, 7, 8, 16, 17, 18, 20, 21, 29, 30, 31, 32, 34, 36, 40, 41, 43, 54, 66, 81, 82, 91, 92, 93, 103, 110.

The book materials are also appropriate with the scientific perspective, conformity with the National Education Standards and curriculum, applicable, conformity with developments in science and technology, suitability to context and environment, and coherence between parts of the book content. The learning objectives to first semester focus (unit 1 – unit 6) on the use of Past Tense and adverb of time related to past activity whereas in the second semester (unit 7 – unit 11) the learning objectives focus on the use of Future Tense and adverb of time related to future activity. The following table showed the learning objectives of each unit:

Table 5 The Learning Objectives of Each Unit

Unit	The Learning Objectives
1	How to say past activities and identify past activity
2	The use adverb of time to past activity and make sentence to past activity
3	The use of was/were for past activity and identify sentence using was/were.

4	The use of was/were related to feelings and make sentences related to feelings.
5	How to make WH questions for past activities and how to answer WH questions for past activities.
6	Talking about the past activities and how to respond their experiences in past activities.
7	Talking about identify future activities from their use of will and talk about future activities using will.
8	The use will to family activities and talk about family activities using will.
9	How to use adverbs of time for future activities and write short paragraphs using adverbs of time.
10	Students' dream in the future and ask their friend about their dream in the future.
11	How write the dream and write the short paragraph about their dream.

The presentation of English textbook “My Next Words” for sixth grade is feasible conveying the contents of the book according of the level age development of students and/or target readers and appropriate and communicative use of language according to the level of language mastery of students and/or target readers.

Based on the design, the textbook “My English Words” has illustration which is colorful and related to the materials. The content of the page design is suitable with the materials of the books and suitable for the young learners. The textbook “My Next Words” for sixth grade uses book cover design. Book cover page design includes cover anatomy criteria books, clarity and readability, and attractiveness. Anatomical criteria the book cover contains French pages or front pages and main title page after page French. The French page contains the title main without any other information, while the main title page comes after French page contains title, subtitle, name of author, publisher, year of publication, and rising city (Febriyanti, 2023, p. 84)

The graphic of the textbook “My Next words” for sixth grade, there is information on the textbook's copyright page. This information can be interpreted as meaning that this book is a book second printing in 2024 and revision edition. Quality of results the printing on this book is good because there are no printing defects. This book uses hvs papers. The book is printed colorful, 132 pages, size 17,6 x 25 cm.

CONCLUSION

1. The English textbooks “My English Next Words” for sixth grade of Elementary school integrated Pancasila Profile Values in the form: text, image and activity. Although, the integration mostly in the form of image. For the next author of English textbook, enrich students' vocabulary related to Pancasila Profile Students.
2. After analyzing unit 1 to unit 11 there are sixth dimension of Pancasila Profile Students Values which presented both text and pictures; 1) Having noble character and Faith and piety to God Almighty, 2) Global diversity, 3) Cooperation, 4) Creative, 5) Critical reasoning, and 6) Independent
3. The quality of English textbooks “My English Next Words” for sixth grade of Elementary school is good. The textbook is met the BSKAP criteria and the guidebook of Pancasila Profile Students Value. For the next researcher, the next research can be about comparing the quality of two books which integrated Pancasila Profile Values so that teacher can have other choice to use another textbook.

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