

Personal Independence in A Grade 2 English Textbook: A Pancasila Profile Analysis

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Abstract: *This study originates from the need to examine the extent to which primary school English textbooks not only teach language competence but also support character development in accordance with the Profil Pelajar Pancasila, particularly the Independent (Mandiri) dimension. The purpose of this research is to identify how personal independence values are represented in “My Next Words – Student’s Book for Grade 2” and to evaluate its alignment with the indicators of personal independence within the Profil Pelajar Pancasila. The study employs a content analysis method focusing on four main components of the textbook: reading texts, dialogues, task instructions, and illustrations. Each component is analyzed using categories of personal independence indicators based on the Independent dimension of the Profil Pelajar Pancasila. The findings indicate that the textbook presents representations of independence through activities such as expressing personal preferences “I like..., I don’t like...”, completing individual tasks like “Listen and match...!, Listen and colour...!”, demonstrating communication initiative through activities of “Let’s Play...!”, and engaging in independent visual observation. The textbook reflects most indicators of the Independent dimension, particularly self-awareness, simple decision-making, and responsibility for tasks. Overall, the book is aligned with the Independent dimension of the Profil Pelajar Pancasila and is effective in building a foundational sense of independence in students. However, more advanced indicators, such as self-reflection, are not yet prominently evident.*

Keywords: *Personal Independence, English Textbook, Profil Pelajar Pancasila, Representation.*

Abstrak: Penelitian ini berangkat dari kebutuhan untuk menilai sejauh mana buku teks Bahasa Inggris sekolah dasar tidak hanya mengajarkan kompetensi bahasa, tetapi juga mendukung pembentukan karakter sesuai Profil Pelajar Pancasila, khususnya dimensi Mandiri. Tujuan penelitian adalah mengidentifikasi bentuk representasi nilai kemandirian pribadi dalam buku “My Next Words – Student’s Book for Grade 2” serta mengevaluasi kesesuaiannya dengan indikator-indikator kemandirian pribadi sesuai profil Pelajar Pancasila. Penelitian menggunakan metode analisis isi terhadap empat unsur utama buku, yaitu teks bacaan, dialog, instruksi tugas, dan ilustrasi. Setiap unsur dianalisis menggunakan kategori indikator kemandirian pribadi berdasarkan dimensi Mandiri dalam Profil Pelajar Pancasila. Hasil analisis menunjukkan bahwa buku ini menampilkan representasi kemandirian melalui aktivitas ekspresi preferensi “I like..., I don’t like...”, penyelesaian tugas individual seperti “Listen and match...!, Listen and colour...!”, inisiatif komunikasi melalui aktivitas “Let’s Play...!”, dan observasi visual mandiri. Buku ini mencerminkan sebagian besar indikator dimensi Mandiri, terutama kesadaran diri, pengambilan keputusan sederhana, dan tanggung jawab terhadap tugas. Buku ini secara umum selaras dengan dimensi Mandiri Profil Pelajar Pancasila dan efektif membangun fondasi kemandirian siswa. Namun, indikator tingkat lanjut seperti refleksi diri belum tampak dominan.

Kata Kunci: *Kemandirian Pribadi, Buku Ajar, Profil Pelajar Pancasila, Representasi.*

A. Introduction

Elementary education is a crucial phase in shaping children's character. At this stage, learners not only learn to read, write, and count, but also begin to recognize and internalize the fundamental values that shape their personality. Elementary education plays a crucial role in children's holistic development, encompassing their physical, mental, and moral capacities. In this context, the value of personal independence becomes particularly important to cultivate from an early age. Independence not only reflects the ability to complete tasks independently but also encompasses aspects of decision-making, self-confidence, and personal responsibility. Independence serves as an important provision for children's future growth.¹

The Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia has launched initiatives on strengthening character education and the *Kurikulum Merdeka*. This policy emphasizes that character values must be integrated into all subjects. These values are embedded through meaningful and contextual learning processes across the curriculum.² This creates opportunities for subjects such as English to also serve as a medium for character education. English language learning is not solely focused on linguistic aspects, as it is a subject rooted in cross-cultural communication. It also offers space to infuse values such as tolerance, empathy, and independence through contextual texts and learning activities.³ English learning that incorporates corpus-based tasks and independent work also contributes to enhancing learner autonomy and language proficiency.⁴

One of the primary instructional media in English learning is the textbook, which serves as the primary reference for both teachers and students in the teaching and learning process. Textbooks do not merely deliver content. They also convey educational ideologies, both explicitly and implicitly, through reading texts, images, task instructions, and dialogues. Textbooks can be a medium for promoting interactive learning. Such promotion is commonly carried out by incorporating activities that encourage students to explore and discuss values, enabling them to gain a deeper understanding and a more personal connection with the material.⁵

My Next Words – Student's Book for Grade 2 is one of the English textbooks published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The book contains various basic learning activities such as introductions,

¹ Mohammad Fadil Muktasim Billah, Endah Tri Wisudaningsih, and Roby Firmandil Diharjo, "Penerapan Pendidikan Karakter Kemandirian Dan Kepedulian Sosial Santri Di Pondok Pesantren Zainul Hasan Genggong," *Pendekar: Jurnal Pendidikan Berkarakter* 5, no. 2 (July 28, 2022): 91, <https://doi.org/10.31764/pendekar.v5i2.9961>.

² Dian Ekarini, Aunurrahman, and Busri Endang, "Model Pembelajaran Terintegrasi Guna Pemerolehan Belajar Sikap Santun Dan Kemandirian Islami," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 3, no. 12 (2014), <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/8309>.

³ K. Ram Chandra, "The Impact of Artificial Intelligence Tools and Techniques for Effective English Language Education," *Nanotechnology Perceptions* 20, no. S7 (July 6, 2024), <https://doi.org/10.62441/nano-ntp.v20iS7.74>.

⁴ A. N. Oveshkova, "Work With English Corpora As A Means Of Promoting Learner Autonomy," *The Education And Science Journal* 20, No. 8 (November 2, 2018): 66–87, <https://doi.org/10.17853/1994-5639-2018-8-66-87>.

⁵ Kokom Komalasari and Didin Saripudin, "The Influence of Living Values Education-Based Civic Education Textbook on Student's Character Formation," *International Journal of Instruction* 11, no. 1 (January 25, 2018): 395–410, <https://doi.org/10.12973/iji.2018.11127a>.

everyday objects, and daily routines, which inherently offer opportunities for embedding character values. However, to date, no study has specifically analyzed the extent to which personal independence values are reflected in the book's content, whether through text, illustrations, or activities. Addressing this gap, the present study offers novelty in two key aspects.

This research has two main objectives: to identify the forms of representation of personal independence values in the textbook, and to assess the extent to which its content reflects personal independence indicators as outlined in the *Profil Pelajar Pancasila*. By linking the content of "My Next Words" with the official indicators for primary school level, this study not only describes the content but also evaluates the depth of character value integration in English language learning. Thus, it provides significant theoretical and practical contributions for teachers, textbook authors, and curriculum developers.

B. Result and Discussion

1. The English Textbook and the Value of Independence

a) The English Textbook for Grade 2

The book "My Next Words – Student's Book for Elementary School (Grade 2)" is an English textbook developed by the Book Center of the Ministry of Education, Culture, Research, and Technology as part of the official instructional support for the elementary school level. It is intended for second-grade students who are at the early stage of learning English. The content is designed to be simple, communicative, and easy to understand. With an approach aligned with the *Kurikulum Merdeka*, the book aims not only to develop language skills but also to integrate fundamental character values that reflect the *Profil Pelajar Pancasila*. Structurally, the book consists of ten units, divided into two semesters, as illustrated on the semester framework pages. These units present themes closely related to children's daily lives, such as fruits, family, animals, and familiar objects.⁶ The choice of themes reflects a student-centered language-learning approach that helps learners understand and internalize new vocabulary more naturally.

The book features a strong visual style. Colorful illustrations and clear pictures fill almost every page. The book's vibrant visuals make it highly appealing and child-friendly. The illustrations are not only meant to attract attention but also serve as contextual aids that help students understand the meaning of words or instructions without relying on translation. This visual strategy is highly effective for beginner language learners. Interactive illustrations not only engage children but also support comprehension of foreign-language meaning without direct translation.⁷

Pedagogically, the book employs a learning-by-doing approach, as evident in the numerous activities that prompt students to undertake tasks directly. Instructions such as "Look and say...!, Listen and match...!, and Listen and colour...!" across various pages indicate that learning does not focus on theoretical explanations but on activities that involve students' active participation. Through this approach, students gain concrete and

⁶ EYLC Team, *Student's Book For Elementary School-My Next Words Grade 2* (Jakarta: Pusat Perbukuan; Badan Standar, Kurikulum dan Asesmen Pendidikan; Kementerian Pendidikan Kebudayaan, Riset dan Teknologi, 2022).

⁷ Eline Kusuma Sumantri, H Rahayu, and M Rochman, "Perancangan Buku Ilustrasi Interaktif 'Belajar Kosakata Arab' Untuk Anak Usia 6-8 Tahun," *Fenomen: Jurnal Fenomena Seni*, 2023, <https://doi.org/10.24821/fenomen.v1i1.8983>.

meaningful learning experiences. This active-learning method emphasizes hands-on tasks such as observing, trying, and communicating results rather than listening to theoretical explanations.⁸

In addition to individual tasks, the book also includes interactive activities such as “Let’s Play...!” found in several early pages. These activities typically take the form of games or dialogues that involve group or pair work. The presence of these interactive elements suggests that the book supports language learning as a social practice, not merely a cognitive activity. Students are trained to use English in relevant and straightforward conversational contexts. In learning theory, game-based instructional models promote student engagement in the language learning process.⁹

The book also demonstrates a gradual progression of material. In the early units, students are introduced to basic vocabulary, including fruit names, colors, and body parts. Later units introduce simple sentence structures such as “I like..., He is..., or It is my...”. This gradual approach ensures that students master foundational language skills before moving on to more complex structures. This aligns with pedagogical principles for young learners, emphasizing little yet solid progress. Effective language instruction must consider gradual development in vocabulary quantity and quality so that linguistic foundations become strong and sustainable.¹⁰

From a design perspective, the book contains no lengthy texts or story readings. Instead, it provides short units focused on introducing vocabulary and sentence patterns. This design suits the early literacy level of second graders, who are still developing reading skills. Thus, the book effectively balances students' visual, motor, and linguistic abilities. Thematic textbooks with strong visual elements, such as pictures and illustrations, help elementary students better understand the material and participate actively in learning.¹¹

Overall, the textbook of “My Next Words” is a relevant, engaging, and functional instructional resource for second-grade students. With its combination of illustrations, varied activities, and integrated character values, the book supports an English-learning process tailored to children’s developmental needs. Its role extends beyond introducing a foreign language. It also serves as a learning medium that helps students build habits of independence, communication, and positive character.

b) The Value of Independence in the Textbook

Character education in elementary school plays an important role in shaping students’ personalities from an early age. At this stage, children are in a crucial period of growth and development, and therefore need to be equipped with moral, social, and spiritual values. Character education aligns with efforts to shape and nurture a holistic

⁸ M Martinus and Yogi Emjosupa, “Penerapan Metode Pembelajaran Pakem Dalam Meningkatkan Motivasi Belajar Siswa Pada Mapel Pak Kelas V Sd Negeri 11 Sungai Laur,” *Vox Edukasi: Jurnal Ilmiah Ilmu Pendidikan*, 2022, <https://doi.org/10.31932/ve.v13i1.1365>.

⁹ Yuni Hariyanti and J Purwandari, “Penggunaan Communicative Games Dalam Kegiatan Pembelajaran Bahasa Inggris Bagi Siswa Mts Panti Asuhan Nurul Iman,” *Sasambo: Jurnal Abdimas (Journal of Community Service)*, 2023, <https://doi.org/10.36312/sasambo.v5i2.1146>.

¹⁰ Leli Salimatul Hapsah, “Kosakata Dalam Karangan Narasi Murid Sekolah Dasar Untuk Bahan Pengajaran Membaca (Kajian Leksikologi Dan Psikolinguistik)” 8 (2018): 197–205, <https://doi.org/10.17509/jlb.v8i2.14200>.

¹¹ Tri Juna Irawana, Firman Firman, and Neviyarni Neviyarni, “Pengaruh Penggunaan Bahan Ajar Tematik Terpadu Terhadap Peningkatan Partisipasi Peserta Didik Melestarikan Lingkungan Di Sekolah Dasar” 3 (2019): 2083–88, <https://doi.org/10.31004/basicedu.v3i4.259>.

Muslim personality.¹² Character education for children is essential and is not taught as a separate subject; instead, it is integrated into all subjects.¹³ The Indonesian government, through the 2013 Curriculum and its derivative policies, emphasizes the integration of character values into every subject, including English. Personal independence is a key focus because it is closely related to a child's ability to regulate themselves, make decisions, and take responsibility in both learning and daily life.

Personal independence is one of the important values in Indonesia's character education. This value refers to a person's ability to rely on themselves in thinking, behaving, and acting, without becoming excessively dependent on others. In an educational context, this independence encompasses the development of critical thinking, personal responsibility for decisions, and the courage to confront life's challenges. Indonesia's Proclamation of Independence itself is a concrete symbol of national self-reliance. Values such as leadership, courage, and responsibility also emerge from attitudes of independence.¹⁴

Elementary school is a crucial phase in shaping personality. Independence instilled at this stage will help shape children into responsible individuals who do not easily give up and are ready to face life's challenges. In the context of national character education, independence is one of the core values that must be developed from an early age.¹⁵

Independence helps children learn to manage their own time, tasks, and emotions without relying too heavily on teachers or parents. This is essential for realizing *Merdeka Belajar*, where students are encouraged to seek knowledge and develop their own potential actively.¹⁶ Independent children tend to have higher self-confidence because they are accustomed to solving problems and making their own decisions. This also enhances their sense of responsibility for their actions and learning outcomes, a crucial indicator of both academic and social success.¹⁷

To understand how the value of independence is represented in textbooks, representation theory becomes an important reference. Representation in textbooks is crucial for examining how students and teachers interact with learning materials. Representation is not only present in the content but also in the way the book "speaks" to its readers, such as illustrations, linguistic style, and cultural context. These

¹² Mohamad Joko Susilo, "Strategi Branding Sekolah Dalam Meningkatkan Animo Siswa Dan Awareness Masyarakat," *Jurnal Pendidikan Dompot Dhuafa* 12, no. 01 (2022): 1–6, <http://jurnal.pendidikandd.org/index.php/JPD/article/view/278>.

¹³ Ni Luh Putu Rastiti Era Agustini, "Character Education for Children in Indonesia," *Journal of Educational Study* 1, no. 2 (June 26, 2021): 89–94, <https://doi.org/10.36663/joes.v1i2.158>.

¹⁴ Silvia Marni et al., "Character Education Values in the Events of the Proclamation of Indonesian Independence," *International Journal of Social Science and Human Research* 7, no. 09 (September 21, 2024), <https://doi.org/10.47191/ijsshr/v7-i09-38>.

¹⁵ Ahmad Buchori Muslim, "Character Education Curriculum in the Government of Indonesia Strengthening Character Education Program," *JIEBAR: Journal of Islamic Education: Basic and Applied Research* 1, no. 2 (December 30, 2020): 137–53, <https://doi.org/10.33853/jiebar.v1i1.101>.

¹⁶ Teti Wahyuni, Jarjani Usman, and Sri Suyanta, "Ki Hadjar Dewantara's View on Freedom to Learn in His Relationship with Character Improvement," *Sustainable Jurnal Kajian Mutu Pendidikan* 6, no. 2 (December 12, 2023): 526–33, <https://doi.org/10.32923/kjmp.v6i2.4050>.

¹⁷ Fathur Rokhman et al., "Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years)," *Procedia - Social and Behavioral Sciences* 141 (August 2014): 1161–65, <https://doi.org/10.1016/j.sbspro.2014.05.197>.

representations influence learning experiences and students' attitudes toward a particular topic.¹⁸ Language textbooks reflect patterns of representation that are not neutral, such as in the selection of characters, language use, and cultural perspectives presented. Such representations may reinforce stereotypes or, conversely, open space for inclusion depending on how the book portrays cultural interaction, gender roles, and social positioning.¹⁹

This English textbook for second-grade elementary students displays various forms of representation of personal independence that align with early childhood cognitive and socio-emotional development. As part of the *Kurikulum Merdeka* teaching materials, this book not only teaches vocabulary and basic language structures but also implicitly instills foundational character values, including the ability to act, choose, and express oneself independently. This value of independence is evident in the learning approach, which involves personal activities, individualized instructions, and illustrations that invite students to explore freely.

The most visible representation of independence in this book is the activity that asks students to express personal preferences, such as in the fruit-themed unit “Do you like apples?” on page 1. In this section, students learn to say “I like... and I don’t like...” to express likes and dislikes. Such activities foster self-awareness and train students to confidently state their personal choices without relying on classmates' answers or the teacher’s direction. At the developmental stage of second graders, the courage to express opinions is an important indicator of basic independence.

In addition to expressing preferences, the book also reinforces independence through various individual exercises. Instructions such as “Look and write...!, Listen and match...!, Listen and colour...!, and Listen and circle...!” provide opportunities for students to follow directions independently and complete tasks based on their own understanding. The visual and straightforward nature of the tasks allows students to practice managing their attention, organizing their time, and taking responsibility for completing activities, thereby developing early forms of self-regulation.

Representation of independence is also evident in activities that encourage initiative in communication, such as the “Let’s Play...!” activity. In this task, students use picture cards to ask one another about the fruits they like. This situation requires students to take initiative in starting conversations, formulating questions, and giving spontaneous responses. Such interactive activities foster social independence because students must rely on their own language abilities rather than merely following mechanical instructions.

The illustrations in the book also play a crucial role in fostering independence. The early pages are filled with images that serve as visual stimuli, requiring students to observe independently before providing answers. For example, pictures of fruits provide visual cues that must be interpreted without detailed textual explanation. This encourages students to rely on their observational skills, which directly contributes to the development of independent attitudes when encountering new information.

¹⁸ Germán Canale, “The Language Textbook: Representation, Interaction and Learning,” *Language, Culture and Curriculum* 34, no. 2 (April 3, 2021): 113–18, <https://doi.org/10.1080/07908318.2020.1797080>.

¹⁹ Germán Canale, “The Language Textbook: Representation, Interaction & Learning: Conclusions,” *Language, Culture and Curriculum* 34, no. 2 (April 3, 2021): 199–206, <https://doi.org/10.1080/07908318.2020.1797081>.

Personal independence is also evident in activities that enable students to make simple decisions. When asked to choose specific colors in “Listen and colour...!”, or select matching images in “Listen and circle...!”, students practice making decisions based on instructions and personal understanding. Although the choices are still simple, these small, independent decisions form a solid foundation for more complex decision-making abilities later in life.

Additionally, the structure of the activities strengthens discipline and responsibility: two values closely tied to independence. Students become accustomed to following audio instructions, completing tasks in the correct order, and maintaining neat work. Routine activities, such as matching pictures or coloring according to instructions, train students to follow activity rules without constant teacher guidance, helping to build independent learning habits.

Elements of independence also appear through classroom routines facilitated by the teacher, who uses the book. For example, students are instructed to bring, organize, and use specific learning materials, such as cards or colored pencils, for specific tasks. Although not explicitly stated in the textbook, the logical demands of these activities encourage students to manage their learning needs. This trains them to understand what materials are required and how to use them responsibly.

Beyond individual and interactive activities, independence is also represented in how students relate information to personal experiences. For instance, when students answer questions about fruits they like, they naturally reflect on their everyday experiences. The ability to connect learning materials with personal experience is an early form of simple metacognition, a crucial aspect of developing independence in learning.

Overall, this book embodies the value of personal independence through various activities that involve self-expression, independent task completion, visual observation, initiative-based communication, and simple decision-making. Although these forms of independence are still at a basic level, they are appropriate for the developmental characteristics of second-grade elementary students. The book not only introduces English as a subject but also serves as a medium for character development, implicitly encouraging students to become confident, active, and independent learners.

2. Personal Independence in the Profil Pelajar Pancasila

a) Profil Pelajar Pancasila

The *Profil Pelajar Pancasila* in Indonesia is built upon a set of core values and fundamental character traits deeply integrated into the national curriculum and social life. These values are not merely moral guidelines; they serve as the foundation for shaping a young generation with strong character, integrity, and the ability to face global challenges. Through various educational policies, the *Profil Pelajar Pancasila* is developed as the ideal character standard for Indonesian students, aiming to foster learners who are spiritually, socially, and intellectually balanced.

One of the key characteristics of *Profil Pelajar Pancasila* is faith and devotion to God, which serves as an ethical and spiritual foundation for every action. This value emphasizes that learners must uphold moral teachings and universal ethics instilled

through formal and informal education.²⁰ The formation of religious character is not merely ceremonial but is expected to be reflected in real, everyday behaviors.

Beyond the religious dimension, *Profil Pelajar Pancasila* is also defined by good conduct and behavior. Indonesian education places a strong emphasis on developing ethics, politeness, and social responsibility as the foundation for students' interactions with their environment. These ethical values foster positive attitudes in decision-making and interpersonal behavior. Through various habituation programs, students are guided to develop into individuals of integrity and character. The *Profil Pelajar Pancasila* begins by building everyday ethical habits and moral conduct, such as politeness, honesty, and respect for teachers. These values form the basis of noble character, which lies at the core of the *Profil Pelajar Pancasila*.²¹

Another important character trait is the ability to appreciate global diversity, which includes understanding and valuing differences in culture, religion, ethnicity, and viewpoints. The principle of *Bhinneka Tunggal Ika* ("Unity in Diversity") is applied in a global context, enabling students to recognize the importance of inclusivity both locally and internationally. This understanding strengthens their competitiveness as global citizens who remain rooted in national values. A global society is defined as one with universally open-minded perspectives, unconstrained by territorial boundaries, and aware of international issues. Instilling the value of *Bhinneka Tunggal Ika* is therefore a prerequisite to becoming part of a global society.²²

The value of *gotong royong* (cooperation) or the ability to work collaboratively is also a key component of the *Profil Pelajar Pancasila*. Education encourages students to work in teams, help one another, and build healthy social relationships. Collaboration is viewed not only as a social skill but also as a strategy for problem-solving through cooperative effort. This value serves as a marker of Indonesian student identity, characterized by a sense of solidarity. *Gotong royong* is one of the expected attributes of *Profil Pelajar Pancasila* and is believed to help develop Indonesian learners into excellent and globally competitive individuals.²³

The integration of these values is reflected in the national curriculum, particularly in the Kurikulum Merdeka, which emphasizes the Project of Strengthening *Profil Pelajar Pancasila*. Through project-based approaches, students engage in activities requiring critical thinking, collaboration, and creativity.²⁴ Additionally, school routines such as ceremonies, cleaning activities, and community service provide opportunities for

²⁰ W T Pangestu and C D Sumadi, "Student Habituation Program in Elementary School: The Orientation of Cocurricular Activities in Developing Characters of Pancasila Students," in *BIO Web of Conferences*, vol. 146, 2024, <https://doi.org/10.1051/bioconf/202414601072>; A Prasetyarini et al., "Peer Collaboration in P5: Students' Perspective of Project-Based Learning in Multicultural School Setting," *International Journal of Innovation and Learning* 37, no. 1 (2025): 104–19, <https://doi.org/10.1504/IJIL.2025.143003>.

²¹ Ayka Aziz and Uswatun Hasanah, "Penguatan Profil Pelajar Pancasila Melalui Pendidikan Karakter Berbasis Nilai-Nilai Islam Di Madrasah Ibtidaiyah," *Journal of Education and Learning Sciences*, 2022, <https://doi.org/10.56404/jels.v2i2.19>.

²² Dini Nur Oktavia Rahayu, Dadang Sundawa, and Erlina Wiyanarti, "Profil Pelajar Pancasila Sebagai Upaya Dalam Membentuk Karakter Masyarakat Global," *Visipena*, 2023, <https://doi.org/10.46244/visipena.v14i1.2035>.

²³ ritasarifianu Laghung, "Pendidikan Karakter Sebagai Upaya Mewujudkan Profil Pelajar Pancasila," *Cendekia: Jurnal Ilmu Pengetahuan*, 2023, <https://doi.org/10.51878/cendekia.v3i1.1950>.

²⁴ M Nur Hakim et al., "Optimizing the Merdeka Curriculum for Developing the Pancasila Student Profile through Project-Based Learning," *Munaddhomah* 5, no. 4 (2024): 395–408, <https://doi.org/10.31538/munaddhomah.v5i4.1396>.

students to internalize these values.²⁵ Extracurricular programs, including sports, have also been shown to support the development of students' independence, creativity, and critical thinking skills.²⁶ However, the development of characteristics of *Profil Pelajar Pancasila* cannot be separated from students' socioeconomic backgrounds. Differences in family conditions may affect students' ability to understand and internalize Pancasila values. Children from low-income families often face significant challenges, particularly in building confidence and participating in civic activities.²⁷ Therefore, schools play an essential role in providing equal opportunities for all learners.

Extracurricular activities serve as an important complement in strengthening Pancasila values among students. Sports, group games, and community involvement provide students with opportunities to apply critical thinking, independence, and social responsibility in real-world settings.²⁸ Ultimately, the combined influence of curriculum implementation, socioeconomic conditions, and supplementary school activities shapes the identity of the expected Pancasila Student: one who is not only academically capable but also responsible, morally grounded, and committed to national unity.²⁹

Ultimately, the *Profil Pelajar Pancasila* emphasizes independence, such as students' ability to rely on themselves, make decisions, and take responsibility for their choices. Independence is nurtured through challenging learning activities, personal decision-making, and tasks that encourage students to move beyond dependence on others. This value serves as a core foundation for developing strong and confident learners. Strengthening the Profil Pelajar Pancasila in elementary schools to cultivate independence can be achieved by engaging students in activities that require time management, task organization, and decision-making in their own projects. The independence dimension is regarded as a central pillar of basic character education.³⁰

²⁵ Pangestu and Sumadi, "Student Habituation Program in Elementary School: The Orientation of Cocurricular Activities in Developing Characters of Pancasila Students."

²⁶ W J Daya et al., "Integration of Sports Training and Small Games to Improve the Profile of Pancasila Students," *International Journal of Human Movement and Sports Sciences* 13, no. 3 (2025): 577–82, <https://doi.org/10.13189/saj.2025.130311>.

²⁷ S Sutrisno, L N Firdaus, and Z Hainul Putra, "Ethnoeconomic Learning Approach to Strengthen the Profile of Pancasila Students in a Globally Diverse Environment," in *BIO Web of Conferences*, vol. 79, 2023, <https://doi.org/10.1051/bioconf/20237906005>; M Solehuddin, D Budimansyah, and A Dahliana, "Tracing Pancasila: Unveiling the Impact of the Pancasila Student Profile Strengthening Project on Student Well-Being in Indonesia," *Cakrawala Pendidikan* 43, no. 3 (2024): 773–87, <https://doi.org/10.21831/cp.v43i3.78328>.

²⁸ Daya et al., "Integration of Sports Training and Small Games to Improve the Profile of Pancasila Students"; R Arifin et al., "Advancing Pancasila Through Community Engagement: The Contribution of Universities to Ideological and National Awareness in Kenteng Village," *Indonesian Journal of Advocacy and Legal Services* 6, no. 2 (2024): 293–324, <https://doi.org/10.15294/ijals.v6i2.30578>.

²⁹ Nur Hakim et al., "Optimizing the Merdeka Curriculum for Developing the Pancasila Student Profile through Project-Based Learning"; Solehuddin, Budimansyah, and Dahliana, "Tracing Pancasila: Unveiling the Impact of the Pancasila Student Profile Strengthening Project on Student Well-Being in Indonesia"; G Firmansyah et al., "Developing a Pancasila-Based Dataset for AI Applications in Education," in *Proceedings - 2024 International Conference on Information Technology and Computing, ICITCOM 2024*, 2024, 352–57, <https://doi.org/10.1109/ICITCOM62788.2024.10762630>.

³⁰ Kardiana Metha Rozhana et al., "Project Implementation of Strengthening 'Profil Pelajar Pancasila' (P5) as a Value of Life in Elementary Schools," *Jurnal Bidang Pendidikan Dasar*, 2023, <https://doi.org/10.21067/jbpd.v7i2.8709>.

b) The Compatibility of Independence Values with *Profil Pelajar Pancasila*

The Independence dimension in the *Profil Pelajar Pancasila* consists of two main elements: self-awareness and situational awareness, as well as self-regulation. At the elementary school level, these two elements are translated into several indicators, such as the ability to recognize personal needs and preferences, make simple choices, manage behavior and learning tasks, and take initiative in learning activities. When analyzed through these indicators, the content of “My Next Words” demonstrates a significant role in supporting the development of students’ personal independence, particularly through its use of visual, interactive, and individual task-based materials.

The first indicator strongly reflected in this book is the expression of personal preferences, which is part of self-awareness. Through exercises such as “I like... and I don’t like...”, students are encouraged to recognize their preferences regarding fruits. This activity allows learners to connect language learning with their personal experiences, enabling them to express opinions based on their own identities. This indicates that the book aligns well with indicators of the *Profil Pelajar Pancasila* related to understanding and expressing personal preferences independently.

In addition, the content also reflects the indicator of recognizing oneself within social and environmental contexts. The semester framework presents units on family, animals, and daily activities. These themes guide students to understand their place within social groups and the broader environment. Although the material is simple, activities such as naming family members or identifying animals help students understand their roles and relationships with others, forming the foundation for social independence.

Another indicator of independence that appears strongly is the ability to make simple decisions. Activities such as “Listen and colour...! and Listen and circle...!” teach students to make quick decisions based on the instructions they hear. When asked to choose the appropriate color or picture, they practice decision-making independently, without always relying on the teacher. Although simple, such activities serve as early practice for developing more complex decision-making skills in later grades.

Self-regulation in managing tasks is also clearly visible in the book’s variety of individual exercises. Instructions such as “Listen and match...!, Look and say...!,” and coloring tasks require students to follow specific steps to complete tasks independently. Since most activities are done individually, students practice managing time, focusing attention, and completing tasks with results that can be directly evaluated. The book, therefore, contributes to the development of discipline and academic responsibility as key indicators of self-regulation.

Personal independence is also reflected in communication-related autonomy, particularly in dialogue or language game activities. The “Let’s Play...!” activity encourages students to work in pairs and ask each other about fruits they like. In this context, students must initiate conversations, listen attentively, and respond spontaneously. Such activities reflect the indicator of taking initiative and communicating independently, as students are not merely imitating language but using it within real interaction.

Beyond verbal elements, illustrations play a crucial role in fostering independence, particularly in the indicator of seeking information from visual sources independently. The abundance of pictures of fruits, animals, and family members on the

early pages provides opportunities for students to connect visual information with texts or instructions without detailed explanations. Observing and interpreting images trains their ability to make meaning, conduct independent observation, and attempt understanding before asking the teacher.

On the other hand, the book still has limitations in representing several advanced indicators of independence within the *Profil Pelajar Pancasila*. For example, indicators related to long-term planning, self-reflection, and complex problem-solving are not explicitly stated. This is understandable given that the book is designed for second graders who are still in the concrete operational stage, making the activities naturally focus on basic language skills and simple motor tasks.

Overall, “My Next Words” reflects indicators of personal independence at moderate to strong levels, particularly in self-recognition, simple decision-making, task responsibility, independent visual observation, and initiative in communication. The absence of advanced indicators does not diminish the book's pedagogical value in fostering independence in young learners. Thus, the book can be considered significantly supportive of implementing the Independence dimension of the *Profil Pelajar Pancasila* at the elementary school level. Nevertheless, considering the learning objectives for second-grade students, the book is highly relevant in providing foundational independence. Activities that encourage students to work independently, make choices, and express opinions form a crucial basis for developing independent character. The book presents these elements systematically and in a manner accessible to young learners, making it sufficiently aligned with the Independence dimension of the *Profil Pelajar Pancasila* at the early education level.

C. Conclusion

Based on the analysis, “My Next Words – Student’s Book for Grade 2” presents various forms of representation of personal independence through reading texts, dialogues, task instructions, and illustrations. Independence is reflected in activities that encourage students to express personal preferences, such as using the patterns “I like... and I don’t like...”, as well as in individual exercises such as ‘Listen and match....!', Listen and circle!', and Listen and colour!’. Interactive activities like “Let’s Play...!” train students to take initiative in communication, while rich illustrations help them observe and understand information independently. Thus, the book effectively presents independence in various forms, tailored to the development of elementary students across cognitive, visual, and social domains.

The extent to which this book reflects the independence indicators in the *Profil Pelajar Pancasila* can be seen in its strong alignment with basic-level indicators of self-awareness and self-regulation. The book supports indicators such as recognizing oneself, making simple choices, following instructions, making decisions, taking responsibility for tasks, and initiating communication. Although it does not yet address advanced indicators such as self-reflection or complex problem-solving, the content is already relevant and sufficient for grade 2 learners. Therefore, this book can be considered reasonably aligned with the Independence dimension in the *Profil Pelajar Pancasila*, particularly in building essential foundations for students’ character development.

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