

# Pancasila Student Profiles in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum

Nugraheni Eko Wardani\*

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

Sarwiji Suwandi

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

Chafit Ulya

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

Titi Setiyoningsih

Department of Indonesian Language and Literature Education, Universitas Sebelas Maret, Surakarta, Indonesia

**Abstract**—This research aimed to describe the representation of Pancasila student profiles in digital textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII. The textbooks were published by the Ministry of Education, Culture, Research, and Technology, PT Erlangga Indonesia, PT Intan Pariwara Indonesia, and PT Yrama Widya Indonesia. The methodology comprised a qualitative descriptive approach and content analysis strategy. Primary data were collected by analyzing digital textbooks on Indonesian Language and Literature in Merdeka Curriculum for Grade VII. Subsequently, the validity test was carried out through data source triangulation and interactive analysis model by Miles and Hubermann, which consisted of data reduction, presentation, and verification stages. The results showed that the four digital textbooks comprised all Pancasila student profiles, such as faith and piety to the One Almighty God, global diversity, mutual cooperation, independence, critical thinking, and creativity. In conclusion, the inclusion of the profiles in digital textbooks served as a foundational element for shaping students into Pancasila-oriented Indonesians. This preparation enabled students to effectively tackle the challenges associated with the Industrial Revolution 4.0 and Society 5.0, in accordance with the values and Indonesian way of life.

**Index Terms**—Pancasila student profiles, digital textbooks, Merdeka Curriculum

## I. INTRODUCTION

Merdeka Curriculum was formulated by Indonesian government through the Ministry of Education, Culture, Research, and Technology in 2022, to address learning challenges in the aftermath of the global COVID-19 pandemic. The content-heavy 2013 curriculum had to be replaced to cater for the conditions during and after the pandemic. As the effects of COVID-19 gradually subsided, this curriculum was implemented across all levels of education, ranging from elementary schools to universities.

In subsequent stages, Merdeka Curriculum was designed not only to tackle learning challenges during and after the pandemic but also to address the future challenges posed by the Industrial Revolution 4.0 and Society 5.0. Generally, the Industrial Revolution 4.0 is characterized by the integration of technology into societal life, while Society 5.0 represents a digital transformation aimed at solving various social issues and creating an improved society. Society 5.0 is expected to impact all aspects of life, including healthcare, urban planning, transportation, agriculture, industry, and education (Indonesian National Education System Law).

The development of character and technology-based soft and hard skills in education is essential. This was identified based on the understanding that character education plays an important role in shaping students' values and norms, enhancing the ability to face the challenges of the Industrial Revolution 4.0 and Society 5.0. Character education serves as a method for overcoming character-related obstacles. According to several reports, motivation, academic aspirations, achievements, prosocial behavior, school engagement, prosocial and democratic values, conflict resolution skills, moral reasoning maturity, responsibility, respect, self-efficacy, self-control, self-esteem, social skills, trust and respect for teachers are associated with character education (Berkowitz & Bier, 2014). Previous research by Pala (2021) stated that character development is not an automatic process, but rather cultivated through teaching, learning, role modeling, and

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\* Corresponding Author. Email: [nugraheniekowardani\\_99@staff.uns.ac.id](mailto:nugraheniekowardani_99@staff.uns.ac.id)

practice. Therefore, teachers need to emphasize the transmission of knowledge, as well as focus on character, morality, and role modeling. This is because the application of soft and hard skills cannot be substituted by any advanced tools or technology (Risdiyanto, 2019).

Pancasila, formulated by Soekarno, the founding father and first president of Indonesia, on June 1, 1945, serves as the ideological foundation of the nation. It comprises several principles, including (1) belief in the one and only God, (2) just and civilized humanity, (3) unity of Indonesia, (4) democracy guided by inner wisdom in the unanimity arising from deliberations among representatives, and (5) social justice for all Indonesian citizens. Pancasila does not only symbolize a way of life but is the foundation of Indonesia, referenced across various disciplines of knowledge and technology (Pratiwi, 2020). In addition, four distinct understandings serve as the basis for the development of knowledge and technology. First, every field of knowledge and technology must be in line with the values. Second, there is a need to incorporate Pancasila values as internal factors in development. Third, these values serve as normative guidelines, ensuring that the development of knowledge and technology remains in the thought processes and actions of Indonesian nation. Fourth, the development of knowledge and technology is rooted in the culture and ideology of Indonesia, often referred to as the indigenization of knowledge (Ministry of Education, Culture, Research, and Technology, 2016).

The Minister of Education, Culture, Research, and Technology of Indonesia played an important role in fostering character education through Pancasila student profiles. This initiative comprised the vision and mission outlined in Ministerial Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education, Culture, Research, and Technology. The development was prompted by rapid technological advancement, socio-cultural shifts, changes in the environment, and the evolving landscape of future workplaces across educational and cultural domains. It includes attributes such as (1) faith and piety to the One Almighty God, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical thinking, and (6) creativity (Ministry of Education, Culture, Research, and Technology, 2022). Students are lifelong learners exemplifying global competencies and behavior in line with Pancasila values, characterized by six main attributes, namely faith and piety to the One Almighty God, global diversity, mutual cooperation, independence, critical thinking, and creativity (Ministry of Education, Culture, Research, and Technology, 2022).

One of the critical components of Merdeka Curriculum targeted at cultivating character education through Pancasila student profiles is textbooks. It serves as the initial source of reference for students before engaging in each subject delivered at school. Therefore, textbooks must include all aspects of character education outlined in Pancasila student profiles. The incorporation of reference materials containing the values of these profiles makes it easier for students to internalize principles influencing moral comprehension, behavior, and actions. This research focuses on the integration of Pancasila student profile content in both the mandatory and enrichment textbooks for Indonesian Language and Literature used in Grade VII Junior High Schools in Indonesia. The mandatory textbook is a digital publication *Bahasa Indonesia*, issued by the Ministry of Education, Culture, Research, and Technology. The enrichment textbooks include *Mahir Berbahasa Indonesia*, *Interaktif Bahasa Indonesia*, and *Bahasa Indonesia* published by PT Erlangga, PT Intan Pariwara, and PT Yrama Widya Indonesia, respectively. The research indicators cover aspects of (1) faith and piety to the One Almighty God, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical thinking, and (6) creativity. These aspects are examined within the context of the four textbooks under study.

This research addresses a novel subject, namely the integration of Pancasila student profiles content into Indonesian Language and Literature textbooks as part of Merdeka Curriculum for Grade VII. Remarkably, this specific aspect has not been thoroughly examined in previous research. Rusnaini et al. (2021) examined the intensification of Pancasila student profiles and the implications on personal resilience. The introduction of Pancasila student profiles by the government and the anticipated successes were also discussed. Furthermore, Kahfi (2022) focused on the implementation and implications on students' character in schools. The results indicated the need to optimize Pancasila student profiles in schools to effectively foster character.

## II. THEORETICAL BACKGROUND

### A. Merdeka Curriculum and Pancasila Student Profiles

Merdeka Curriculum was designed to prioritize the enhancement of character development across affective, cognitive, and psychomotor skill domains. The objectives include (1) cultivating soft skills in line with Pancasila student profiles, (2) focusing on essential content, as well as (3) empowering teachers to exercise discretion in adopting teaching methods in line with the unique abilities and learning styles of students (Ministry of Education, Culture, Research, and Technology, 2022).

Pancasila student profiles represent the values, attitudes, and character Merdeka Curriculum aims to foster (Ministry of Education, Culture, Research, and Technology, 2022). The details are as follows:

- (1) Faith and piety to the One Almighty God are manifested in noble morals and good religious conduct, displaying respect for oneself, fellow humans, nature, and Indonesian state.
- (2) Global diversity is exemplified by becoming Indonesian students who understand and value culture, actively engage in cross-cultural interactions, take responsibility for multicultural experiences, and promote social justice.
- (3) Independence is achieved through self-awareness and self-regulation.
- (4) Mutual cooperation is portrayed through teamwork, a high level of concern for others, and the willingness to share with peers.

- (5) Critical thinking is enacted by processing information and ideas thoroughly, analyzing, evaluating, and reflecting on personal thoughts.
- (6) Creativity is manifested by generating original ideas, creations, and actions, as well as demonstrating flexible thinking skills in seeking alternative solutions to problems.

Pancasila student profiles comprise six indicators, the **first indicator** focuses on faith and piety to the One Almighty God. This shows that Indonesians need to understand the teachings of respective religions and apply the lessons in daily life. The **second indicator** is global diversity, signifying that Indonesian students should uphold noble culture, locality, and identity while maintaining an open-minded perspective when interacting with people from other cultures. This fosters mutual respect, positive new cultures in line with national values, understanding and appreciation of diverse cultures, intercultural communication skills, self-reflection, as well as a sense of responsibility toward multicultural experiences. The **third indicator** is mutual cooperation, implying that Indonesian students possess the willingness to work together to ensure the smooth, easy, and light execution of activities. The **fourth indicator** is independence, suggesting that students need to take responsibility for learning process and outcomes. The major elements include self-awareness in various situations and self-regulation. The **fifth indicator** is critical thinking, indicating that students should be able to objectively process information, establish connections between various pieces, analyze and evaluate, as well as draw conclusions. It includes significant elements, namely acquiring and processing information and ideas, analyzing and evaluating reasoning, reflecting on thoughts and thinking processes, as well as making informed decisions. The **sixth indicator** is creativity, denoting that Indonesian students can modify and create something original, meaningful, beneficial, and impactful. The major elements include generating original ideas, works, and actions (Pusat Penguatan Karakter, 2020).

### B. Digital Textbooks

Digital textbooks are instructional materials in electronic format intended for learning purposes (Bozkurt & Bozkaya, 2015). According to Railean (2015), textbooks combine aspects of workbooks, reference, exercise, and supplementary books, including instructional manuals. These materials are usually in static hypertext or multimodal formats, adhering to curriculum standards (pedagogical resources) or serving as alternative learning tools accessible through personal computers or internet-connected digital devices retrieved from an educational platform.

In general, digital textbooks offer several alternatives to overcome the limitations of traditional paper-based books by providing diverse learning resources, instructional support, and a stipulated curriculum to motivate students as well as enhance collaborative information sharing. By incorporating multimedia content, digital textbooks empower students to explore various forms of information. This interactive method makes it easy to navigate content, participate in learning activities, access feedback, and communicate with peers and teachers through functionalities (Moreno & Mayer, 2007; Nelson, 2011). Good digital textbooks should be contextual, matching student needs in terms of content, material accuracy, and cultural value (Huang, 2019). Tomlinson (2023) stated that textbooks should consider two distinct aspects, namely adherence to the academic domain based on scientific principles and effective implementation in the learning process.

## III. METHOD

### A. Research Purposes

This research aims to describe the content of Pancasila student profiles in Indonesian Language and Literature digital textbooks under Merdeka Curriculum for Grade VII published by the Ministry of Education, Culture, Research, and Technology Indonesia, PT Erlangga Indonesia, PT Intan Pariwara Indonesia, and PT Yrama Widya Indonesia.

### B. Research Design

This research adopted a qualitative descriptive method complemented by a content analysis strategy (Creswell, 2013; Bogdan & Biklen, 2018; Denzin & Lincoln, 2014). The data sources comprised Indonesian Language and Literature digital textbooks in line with Merdeka Curriculum for Grade VII published by the Ministry of Education, Culture, Research, and Technology, PT Erlangga, PT Intan Pariwara, and PT Yrama Widya Indonesia. The data collection method focused on carefully analyzing digital textbooks to uncover the hypertext or multimodal formats, adhering to the curriculum standards (pedagogical resources) or serve as alternative content of Pancasila student profiles. Furthermore, validity was ensured through the implementation of both method and data source triangulation. The data analysis method used was the interactive analysis model proposed by Miles and Huberman (2014).

### C. Research Samples

The samples consisted of four Indonesian Language and Literature digital textbooks for Grade VII. These include *Bahasa Indonesia* (Subarna et al., 2023) published by the Ministry of Education, Culture, Research, and Technology, *Mahir Berbahasa Indonesia* (Tim Edukatif, 2023) by PT Erlangga, *Interaktif Berbahasa Indonesia* (Aviliyah & Novitami, 2023) published by PT Intan Pariwara, and *Bahasa Indonesia* (Mulyadi & Andriyani, 2023) published by PT Yrama Widya Indonesia. The samples were examined according to the research purposes to identify the content of Pancasila student profiles.

### D. Data Collection

Data collection method included a literature review, where each sentence, word, and clause used in the four digital textbooks were analyzed to uncover the content of Pancasila student profiles. Given that the profiles are an important aspect of character education in terms of facing the challenges of the Industrial Revolution 4.0 and Society 5.0, this research aimed to explore the presence in the recommended textbooks.

#### E. Data Analysis

Data analysis adopted the interactive model developed by Miles and Huberman (2014) comprising stages such as data reduction, presentation, and verification (conclusion drawing). The conclusions in this qualitative research offer novelty absent in previous research (Barret & Twycross, 2018).

### IV. RESULT

#### A. Pancasila Student Profiles Illustrating the Attitude of Faith and Piety to God Almighty in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII

The indicator of Faith and Piety to the One Almighty God was confirmed by the attitude of individuals in terms of understanding the teachings of respective religions and beliefs. Individuals are promoted to apply the teachings of religions in daily activities. This was observed in digital textbooks, which serve as the primary reference materials for learning in schools. In addition, the character values in line with Pancasila student profiles are exemplified in digital textbooks.

The book titled *Bahasa Indonesia*, published by the Ministry of Education, Culture, Research, and Technology, introduces an indicator related to the attitude of faith and piety to the One Almighty God. This was illustrated by the understanding of religious beliefs, incorporated into virtuous activities engaged daily. Pancasila student profiles in relation to faith and piety to the One Almighty God are depicted in a poem presented as follows:

*Assalamualaikum anak cucu hantu pemburu  
Yang diam di rimba sekampung  
Yang duduk di ceruh banir  
Yang bersandar di pinang burung  
Yang berteduh di bawah tukas* (Subarna et al., 2023)

The opening phrase, *Assalamualaikum*, is to implore assistance from the Almighty, seeking protection against all possible forms of harm.

In the book *Mahir Berbahasa Indonesia*, published by PT Erlangga Indonesia, the attitude of faith and piety to the One Almighty God is also clearly portrayed in a poem:

*Jangan galau dengan ujian  
Jangan berduka karena kesulitan  
Minta saja kepada Tuhan  
Insya Allah dia kan kabulkan* (Tim Edukatif, 2023)

The poem advises the readers, particularly students, not to succumb to challenges. It emphasizes the important significance of prayers, suggesting that by maintaining a relationship with God, the best solutions to difficulties and challenges encountered in life would be found.

The book *Interaktif Bahasa Indonesia*, published by PT Intan Pariwara, portrays the attitude of faith and piety to the One Almighty God through a quote from a poem:

*Barang siapa tiada memegang agama  
Sekali-kali tiada boleh dibilangkan nama*

*Barang siapa mengenal yang empat  
Maka ia itulah orang yang makrifat*

*Barang siapa mengenal Allah  
Suruh dan tegahnya tiada menyalah*

*Barang siapa mengenal diri  
Maka telah mengenal Tuhan yang bahri* (Aviliyah & Novitami, 2023)

This poem is composed of two lines in one stanza. It consists of four stanzas that encourage humans to always draw closer to God through worship and show good behavior in society.

In the book *Bahasa Indonesia* published by PT Yrama Widya Indonesia, the attitude of faith and piety to the One Almighty God is evident through a poem:

*Allahumma salli ala Muhammad  
Dahulu belum bernama padi  
Bernama Nur Allah  
Batang dibasuh bidadari  
Cermin tasari nama batangnya*

*Induang berat nama daunnya  
Genta surga nama bunganya  
Maka bertimbun-timbunlah urat  
Cemerlang di dada Adam  
Langsung disambut Jibril (Mulyadi & Andriyani, 2023)*

This poem is a kind of prayer directed to God, asking for unobstructed rice cultivation, abundant growth, and a bountiful harvest.

Aspects of Pancasila student profiles about unwavering faith and piety to the One Almighty God are depicted in the four digital textbooks on Indonesian Language and Literature. This is portrayed by advising students to remain steadfast in respective religions, adhere to the teachings, submit to God, and manifest the values by showing virtuous behaviors toward others.

#### *B. Pancasila Student Profiles Illustrating the Attitude of Global Diversity in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII*

The book titled *Bahasa Indonesia*, published by the Ministry of Education, Culture, Research, and Technology, introduced an indicator pertaining to the appreciation of global diversity, where students are expected to preserve noble culture, locality, and identity while maintaining an open mindset when interacting with those from other cultures. It effectively exemplifies global diversity through various readings showcasing the natural richness of the diverse regions in Indonesia, such as *Pantan Terong Aceh*, *Papandayan di Jawa Barat*, *Wae Rebo Nusa Tenggara Timur*, and *Jelajah Rasa Lampung*. Through these four readings, students are introduced to the uniqueness of each tourism destination, the local wisdom, and distinctiveness which deserve to be respected and preserved as an expression of appreciating global diversity.

In the book *Mahir Berbahasa Indonesia*, the attitude of global diversity is reflected through the exploration of various tourism locations and cultures to introduce multiculturalism and promote appreciation for differences. The development of this attitude is fostered through readings related to diverse Indonesian tourism destinations, including unique local wisdom. These readings include *Taman Indonesia Kaya Semarang*, *Candi Prambanan Yogyakarta*, *Candi Borobudur Yogyakarta*, and *Pantai Kartini Jepara*.

The book *Interaktif Bahasa Indonesia* shows the theme of global diversity through various readings focusing on tourism locations and local wisdom found in different regions. It includes *Benteng Rotterdam*, *Pesona Kelimutu*, *Tari Pendet*, *Gamelan*, *Mercusuar Tanjung Kalian*, and *Upacara Bakar Batu*. The primary aim is to cultivate a mindset in students that appreciates the diverse ethnicities, religions, and races in Indonesia while discouraging ethnocentrism.

In the book *Bahasa Indonesia*, published by PT Yrama Widya Indonesia, the theme of global diversity is depicted through descriptive texts about *Raja Ampat Papua*, *Lawang Sewu Semarang*, and *Labuan Bajo Manggarai East Nusa Tenggara*. Students are prompted to explore cultural diversity in places such as Papua, Semarang in Central Java, and East Nusa Tenggara to cultivate both knowledge and an appreciative attitude towards the differences present in Indonesia.

#### *C. Pancasila Student Profiles Illustrating Mutual Cooperation in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII*

The book *Bahasa Indonesia*, published by the Ministry of Education, Culture, Research, and Technology, emphasizes only one reading that exemplifies the attitude of mutual cooperation, titled *Gerakan Pasukan Muda Pelindung Bumi* (The Young Earth Protector Movement). This reading narrates the mangrove conservation initiative launched by students of the Faculty of Fisheries and Marine Sciences at Diponegoro University in Semarang. It promotes students to be caring and engage in collaborative efforts to conserve the environment by preserving mangroves. The reading subsequently reported how the younger generation can show concern by collectively participating in the waste collection at Gunung Gede Pangrango National Park. The tangible actions emphasize the deep commitment of the younger generation toward environmental preservation and sustainability.

According to the book *Mahir Berbahasa Indonesia*, the attitude of mutual cooperation is portrayed in a fantasy tale titled *Kancil dan Kura-Kura* (The Mouse Deer and the Tortoise). This engaging narrative showcases the cooperation of forest animals when confronted by a formidable tiger. Rather than confronting the tiger physically, the animals collaborate and employ the cleverness of mouse and deer. Through teamwork, the animals manage to drive the tiger away, thereby restoring harmony in the forest.

The book *Interaktif Bahasa Indonesia*, published by PT Intan Pariwara Indonesia, includes a passage about mutual cooperation titled *Bakar Batu*. This passage reported the practice of *Bakar batu* (stone burning), a traditional ceremony in Papua that requires the cooperation of the entire community, both men and women. The stages of *Bakar Batu* ceremony include preparations carried out by the male members of the community. It starts with the collection of firewood and stones for cooking by the men while the women prepare the food ingredients for cooking. These include washing the meat, sweet potatoes, vegetables, red fruit, and beverages. Subsequently, all the food ingredients are cooked and enjoyed together. This tradition serves as a gathering medium, showcasing the togetherness and solidarity of Papua community (Aviliah & Novitami, 2023).

Based on the results, the book *Bahasa Indonesia*, published by PT Yrama Widya Indonesia, focuses on a reading that beautifully captures the attitude of mutual cooperation. This particular reading is titled *Aksi Nyata Kepedulian Pemuda terhadap Lingkungan Sekitar: Lestarkan Ekosistem Mangrove Bersama Komunitas Kemangsteer Jakarta* (Real Actions

of Youth Concern for the Environment: Preserve the Mangrove Ecosystem in the Kemangsteer Jakarta Community). It shows the commitment of youths from Kemangsteer Jakarta community toward the preservation of the mangrove ecosystem through rehabilitation, planting, and nurturing activities. These youths voluntarily join hands with the community to become mangrove savers, ensuring the sustainability of the forest. Another section of the reading titled *Komunitas Anak Muda dari Trash Hero Pungut Sampah di Sungai Ciliwung* (Young Community Members from Trash Hero Clean Up Trash in Ciliwung River) sets an example for students about mutual cooperation and the concern of the younger generation towards environmental cleanliness realized through trash cleanup in Ciliwung River. Mutual cooperation is also analyzed in the materials related to group discussions and presentations, which require teamwork. Engaging in group discussions and presentations aids students in developing self-confidence.

#### D. Pancasila Student Profiles Illustrating the Attitude of Independence in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII

Independence in this context simply means that Indonesian students take responsibility for learning process and outcomes. This is properly analyzed in the book *Bahasa Indonesia*, published by the Ministry of Education, Culture, Research, and Technology. The attitude of independence is effectively portrayed through the reading titled *Keberanian Emas* (The Courage of Emas). This reading presents a fantasy tale featuring the main character named Emas who was held captive by a giant whose intent was to devour the girl. The mother was saddened and decided to seek help from a hermit, who provided the woman with four items that could be used to defeat the giant. Courageously, Emas confronted the fierce giant alone, as the evil creature approached, the girl threw one of the bags provided by the hermit. The giant was instantly entangled in the thick bamboo trees, preventing it from chasing Emas. However, due to the extraordinary strength, the giant manages to break free from the grip of the bamboo and resumes chasing Emas.

As the giant became closer to Emas, the girl once again threw the second bag. In an instant, the once solid land transformed into a sea that engulfed the giant with powerful waves. Despite this formidable challenge, the giant manages to survive and continues pursuing Emas. In response, Emas hurled the third bag filled with hundreds of stones, which rained down relentlessly until the giant demise. Emas returned home triumphant and reunited with the mother. The courage exhibited serves as an example of independence that should be emulated by the younger generation. When confronted with various challenges and trials, the younger generation need not give up easily but must persist and fight through it effortlessly.

Independence is also exemplified through readings where students are promoted to practice making healthy fruit sorbet. In this activity, students are asked to independently process various fruits, starting from preparing, washing, peeling, and cutting some into dice, then mixing and crushing the others with a blender. Furthermore, condensed and powdered milk, including white sugar and water, are added to the mixture and refrigerated. When ready, the frozen fruit is consumed with the diced ones. This process empowers students to engage independently in a rewarding culinary endeavor.

The book *Mahir Berbahasa Indonesia* shows the attitude of independence through a fantasy story titled *Kelinci dan Kura-Kura* (The Rabbit and the Tortoise). The rabbit is a creature known for speed, while the tortoise is famously slow. One day, the rabbit challenged the tortoise to a race, and surprisingly, the challenge was accepted. The rabbit was astonished that the tortoise agreed to race against the fastest animal. The tortoise was taunted, with the rabbit claiming to be the winner. The rabbit underestimated the tortoise and often stopped to relax and sleep under a tree. The tortoise, though slow but consistent, persevered and at no time stopped, showing an incredible display of independence in the determination to defeat the rabbit. In the end, the story was concluded with an unexpected outcome, the tortoise crossed the finish line before the rabbit. This surprising turn of events beautifully shows the triumph of a steady, independent method over hasty overconfidence.

The results show that the book *Interaktif Bahasa Indonesia*, published by PT Intan Pariwara Indonesia, reviewed the theme of independence through the presentation of procedural texts. It offers students practical insights into fostering self-reliance. All materials of these procedural texts promote students to be independent. The instructional materials cover a wide range of activities that portray independence. These include making Dalgona coffee, crafting Dayak shields, producing mini wallets, preparing Manado porridge, batik-making, creating schedules using Canva, preparing turmeric tamarind drinks, shoe cleaning, safeguarding YouTube channels from hackers, and composting. The materials are not only presented as texts but also practiced by students to foster independence. By partaking in these activities, students can absorb the essence of independence and practice, thereby embracing the values of autonomy and self-reliance tangibly.

The book *Bahasa Indonesia*, published by PT Yrama Widya Indonesia, analyzes independence through procedural texts, including making natural hand sanitizers from betel leaves and lime, downloading and scanning QR codes from Play Store, and Peduli Lindungi, respectively. Similar to other textbooks, learning materials are usually in the form of texts, accompanied by independent practices carried out by students.

#### E. Pancasila Student Profiles Illustrating the Attitude of Critical Thinking in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum for Grade VII

All digital textbooks have content that promotes students to develop critical thinking. Merdeka Curriculum used the concept of Higher-Order Thinking Skills (HOTS) in all learning aspects. In HOTS framework, the competencies needed by students include critical thinking, creativity and innovation, communication skills, collaboration, and confidence (Ariyana & Pujiastuti, 2018). These five competencies are often referred to as 21st-century skills specifically designed to

prepare students to confront the challenges of the Industrial Revolution 4.0 and Society 5.0. Furthermore, HOTS represents a way of thinking that extend beyond rote memorization and focuses on the process of interpreting the essence of information, enabling individuals to grasp the required meanings through an integral thinking process. These include analysis, synthesis, association, and drawing conclusions toward generating creative and productive ideas (Ernawati, 2017).

According to Anderson and Krathwohl (2001), Lower-Order Thinking Skills (LOTS) consist of C1 (remembering), C2 (understanding), and C3 (applying). Meanwhile, C4 (analyzing), C5 (evaluating), and C6 (creating) are grouped under HOTS. LOTS level primarily addresses competencies such as remembering, understanding, and applying, while HOTS focuses on more advanced ones including analyzing, evaluating, and creating. In this context, students actively seek answers, employ creative thinking to find solutions, and tend to produce original creations as learning outcomes. HOTS foster the development of critical thinking consistently stimulated during learning process.

All Indonesian Language and Literature digital textbooks recommended by Merdeka Curriculum for Grade VII are deliberately structured to foster critical thinking in students through HOTS-based learning. This is evident through the questions discussed.

In the book *Bahasa Indonesia*, published by the Ministry of Education, Culture, Research, and Technology, students are required to read a short story and answer questions such as:

1. What issues did the characters experience, and what were their desires?
2. How does the character endeavor to tackle the issue, and what events unfold during the process?
3. Did the main character achieve their desires, and did they undergo any form of transformation?
4. What actions would you have taken assuming you were the main character?

(Subarna et al., 2023).

The book *Mahir Berbahasa Indonesia* presents students with questions that entail reading a response text. Based on the response text, students are required to answer the following questions:

1. What important information was conveyed by the author in the response text?
2. Identify the elements of the response text and provide textual evidence based on context, description, assessment, and conclusion!

(Tim Edukatif, 2023)

In the book *Interaktif Bahasa Indonesia*, students are asked to read a descriptive text and answer the following questions:

1. Determine the main idea of each paragraph in the descriptive text!
2. Identify the structure of the descriptive text!

(Avilayah & Novitami, 2023)

The book *Bahasa Indonesia* requires students to listen to news in the form of a podcast and answer the following questions:

1. Was your information actual? In your opinion, where does the novelty of the news lie?
2. Was your information factual? In your opinion, was the news genuine, or can it be verified?
3. Was your information interesting? Assuming the answer is yes, what aspects of the news are interesting?
4. Identify the elements related to the news:
  - a. What event was reported in the news?
  - b. Who experienced the event?
  - c. Where did the event take place?
  - d. When did it occur?
  - e. Why did the event happen?
  - f. How did it unfold?

(Mulyadi & Andriyani, 2023)

All the questions in digital textbooks encourage students to embrace both LOTS and HOTS. Students are not only acquiring the remembering, understanding, and applying skills but are being motivated to transcend to the analysis and evaluation levels, thereby aiding in sharpening critical thinking competencies. This pedagogical method encourages students to deeply manage data or information then critically express thoughts and opinions in a reflective and discerning manner. In learning process using Merdeka Curriculum, students are equipped to carefully dissect information through discussions and presentations and collaborate through group work, which altogether enhances confidence.

#### *F. Pancasila Student Profiles Illustrating the Attitude of Creativity in Digital Textbooks for Indonesian Language and Literature in Merdeka Curriculum*

Concerning HOTS, competencies needed by students include critical thinking, creativity and innovation, communication skills, collaboration, and confidence (Ariyana & Pujiastuti, 2018). Creativity is one of the elements developed in Pancasila student profiles, and the desire to instill this competency in students is evident in the following excerpts.

In the book *Bahasa Indonesia* published by the Ministry of Education, Culture, Research, and Technology, students are presented with questions on writing a fantasy story. These could be in the form of either short stories or comics.

Celebrated by various groups, fantasy stories maintain allure in contemporary times. Write a fantasy story with captivating characters and address intriguing problems. It could either be in a short story or comic format. Follow the provided steps for composing a compelling fantasy story:

- (1) What is the theme of the fantasy story?
- (2) Who are the characters in the story?
- (3) Where did the story take place?
- (4) Create a basic plot outline to help facilitate the writing process!
- (5) Develop a fantasy story!
- (6) Give an intriguing title to the work!

(Subarna et al., 2023)

The book *Mahir Berbahasa Indonesia* presents students with the task of writing a descriptive text about an object that has captured attention. This is evident in the following instructions:

- (1) Start by providing the required materials, such as paper and writing tools.
- (2) Select a captivating subject, such as an object in the immediate environment or a tourist spot once visited.
- (3) Take note of the interesting features of the object.
- (4) After writing, review the descriptive text and immediately correct any errors in spelling, vocabulary, sentences, or paragraph organization.

(Tim Edukatif, 2023)

The book *Interaktif Bahasa Indonesia*, published by PT Intan Pariwara Indonesia, mandates students to undertake a project task and upload the results on Facebook, Instagram, or Twitter. The guidelines are as follows:

- (1) Start by carefully reviewing the infographic provided.
- (2) Determine the structure of the procedural text and provide reasons to support the given answer.
- (3) Create a presentation using PowerPoint or another relevant application to convey the findings.
- (4) Prepare an oral presentation in video format to present the results obtained.
- (5) Upload the video on social media platforms, such as Facebook, Instagram, or Twitter.

(Aviliyah & Novitami, 2023)

In the book *Bahasa Indonesia*, published by PT Yrama Widya Indonesia, students are presented with a project task that requires uploading results on YouTube. The guidelines are as follows:

- (1) Start by visiting a place of personal interest, such as a local tourist attraction, with your parents.
- (2) Ensure your mobile phone camera is used to document the activity.
- (3) Thoroughly explore every part of the tourist spot and record it using a mobile phone camera.
- (4) Explain the uniqueness, atmosphere, and attractions present in each part of the tourist spot.
- (5) Use detailed and concrete sentences that can evoke the imagination of the audience.
- (6) After performing basic video editing, proceed to upload the video to the school or personal YouTube channel.

(Mulyadi & Andriyani, 2023)

Digital textbooks feature questions tailored to stimulate students HOTS, with a particular emphasis on level C6. At this level, students are expected to show a capacity for creativity and innovation, indicating the pinnacle of HOTS achievement. Rather than confining themselves to lower-order cognitive processes, such as remembering, understanding, and applying, students are promoted to reach the creating level, which is the highest in HOTS. This educational method serves as a potent catalyst, motivating students to sharpen competencies in creative and innovative thinking. Teachers provide ample opportunities to maximize competencies, by encouraging students to actively find answers, think creatively to find solutions, and create meaningful outcomes that reflect newfound knowledge during learning process.

TABLE 1  
PANCASILA STUDENT PROFILES IN FOUR DIGITAL TEXTBOOKS

No	Pancasila Student Profiles	Number of Data in Digital Textbooks			
		<i>Bahasa Indonesia</i> by the Ministry of Education, Culture, Research, and Technology Indonesia	<i>Mahir Berbahasa Indonesia</i> by PT Erlangga Indonesia	<i>Interaktif Bahasa Indonesia</i> by PT Intan Pariwara Indonesia	<i>Bahasa Indonesia</i> by PT Yrama Widya Indonesia
1.	Faith and Piety to the One God Almighty	2	10	2	6
2.	Global Diversity	4	4	6	3
3.	Mutual Cooperation	19	15	7	15
4.	Independence	17	18	17	20
5.	Critical Thinking	30	30	30	44
6.	Creativity	6	14	15	12

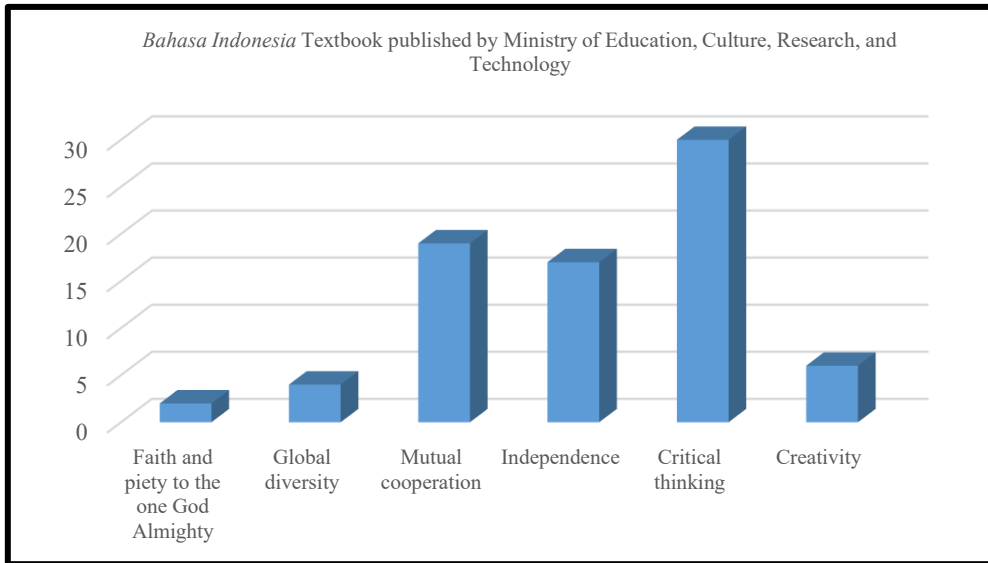


Figure 1. Diagram of Pancasila Student Profiles in Digital Textbook *Bahasa Indonesia* Published by the Ministry of Education, Culture, Research, and Technology

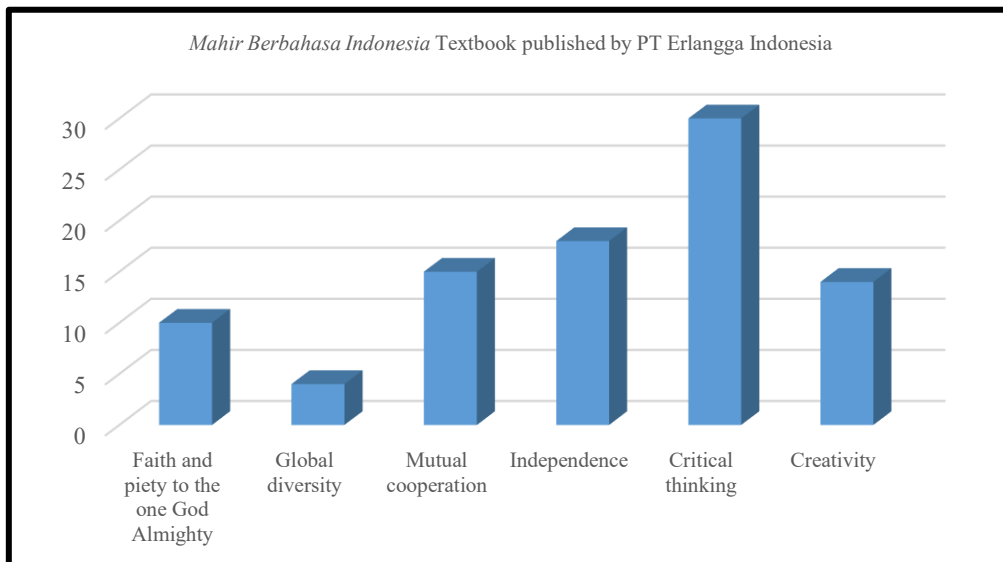


Figure 2. Diagram of Pancasila Student Profiles in the Textbook *Mahir Berbahasa Indonesia* Published by PT Erlangga Indonesia

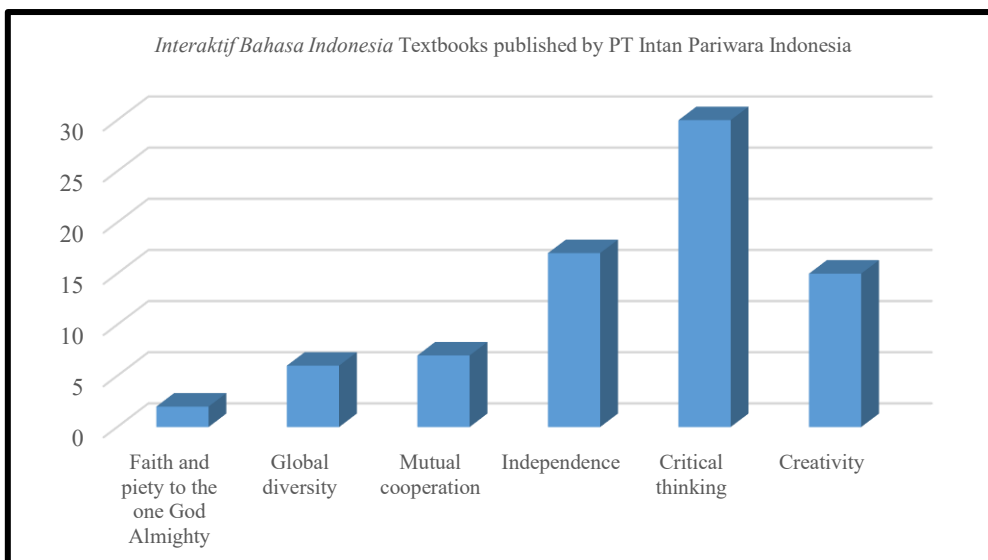


Figure 3. Diagram of Pancasila Student Profiles in the Textbook *Interaktif Bahasa Indonesia* Published by PT Intan Pariwara Indonesia

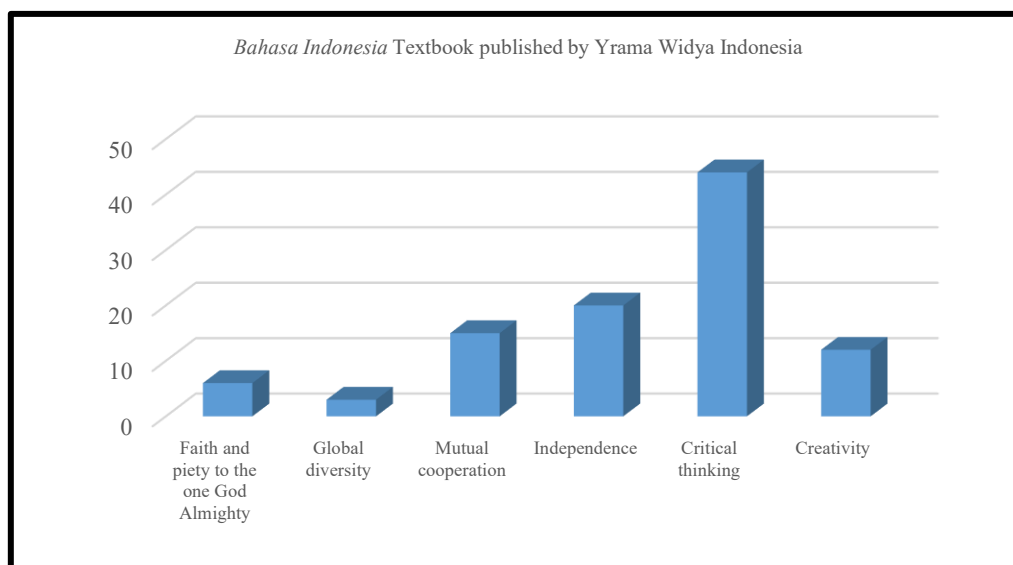


Figure 4. Diagram of Pancasila Student Profiles in the Textbook *Bahasa Indonesia* Published by PT Yrama Widya Indonesia

The most specific data on faith and piety to the One Almighty God were found in the book *Mahir Berbahasa Indonesia*, totaling 10 instances. In terms of global diversity, *Interaktif Bahasa Indonesia* stood out with 6 instances. For mutual cooperation, *Bahasa Indonesia*, provided the highest count, totalling 19 instances. The concept of independence was extensively covered in *Bahasa Indonesia*, featuring a total of 20 instances. Regarding critical thinking, the same book surpassed others with a total of 44 instances. In terms of creativity, *Interaktif Bahasa Indonesia* led with 15 instances of relevant data.

The results indicate that the aspect of critical thinking is more dominant in the books compared to the aspect of creativity. In the aspect of critical thinking, students reached HOTS at levels C4 (analyzing) and C5 (evaluating). There is a lack of data related to creativity, particularly at the advanced HOTS level of C6 (creating), in all these books. However, based on the three HOTS aspects that can be learned through these four textbooks, students are exposed to the opportunity towards metacognitive understanding. This will equip students to acquire or design new knowledge through Indonesian Language and Literature learning.

Research related to Pancasila student profiles in Indonesian Language and Literature digital textbooks, recommended by Merdeka Curriculum for Grade VII Junior High School has not been explored. Rusnaini et al. (2021) stated that these profiles were expected to strengthen students' personal resilience. Kahfi (2022) emphasized the need to optimize the implementation in schools. Meanwhile, Sabon et al. (2022) researched Pancasila characters and not student profiles. This research is also different from Kim (2022) stating that the Happiness Education Policy (HEP) introduced in 2013 in South Korea offers students the right to pursue happiness as a constitutional right. HEP promotes students to develop talent dreams, paying less cognitive emphasis, but more attention to students physical, social, and emotional well-being. The result is human resources who are innovative, creative, happy, ready to face opportunities, and have a positive character. According to Donnely and Brown (2022), Scotland is developing a Curriculum for Excellence Scottish Government that integrates social-emotional well-being in all subjects to prepare students for life, study, and work. Learning is not only limited to academics but develops positive behavior such as communication, establishing positive relationships, academic achievement, physical and mental health. Meanwhile, England and Scotland added entrepreneurship. The very high emphasis on the critical thinking aspect and less attention to the creative thinking aspect should be a separate concern for the compilers of Grade VII Junior High School textbooks in Indonesia. Textbooks should also provide a balanced emphasis on critical and creative thinking. Students who have critical and creative ways of thinking will have success in facing the Industrial Revolution 4.0 and Society 5.0. However, students must also have the values of divinity, global diversity as citizens of the world, independence as individuals, and being able to collaborate as individuals in society.

## V. CONCLUSION

In conclusion, the four digital textbooks of Indonesian Language and Literature are highly recommended for Pancasila student profiles. However, it is essential to balance the content of critical and creative thinking skills. *Mahir Berbahasa Indonesia* published by PT Erlangga Indonesia has the most examples related to faith and devotion to God Almighty, totaling 10. *Interaktif Berbahasa Indonesia* published by PT Intan Pariwara Indonesia excels in presenting global diversity data, with 6 examples. For the material on mutual cooperation, *Bahasa Indonesia* published by the Ministry of Education, Culture, Research, and Technology presents the most data, totaling 19. Meanwhile, for the material on the concept of independence, *Bahasa Indonesia* published by PT Yrama Widya Indonesia presents significant data, reaching 20 examples. The concept of critical thinking analyzed in *Bahasa Indonesia* published by PT Yrama Widya Indonesia presents 44 examples. *Interaktif Berbahasa Indonesia* outperforms other books with 15 examples of creative material. The

incorporation of Pancasila student profiles within these textbooks serves as an instrument in shaping students into individuals who embody Pancasila values. This preparation equips students to face the challenges posed by the Industrial Revolution 4.0 and Society 5.0 with resilience.

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**Nugraheni Eko Wardani** is a professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. She focuses on the field of learning Indonesian language and literature, literary studies, cultural studies, folktales studies, postcolonial studies. She has been a speaker in national and international seminars. She is a reviewer of several reputable journals in Indonesia and abroad. She has published books, including *The Meaning of Totality in Literary Works*, *Literary Theory*, *Folklore of Surakarta and Yogyakarta*, *Folktales of Central Java and East Java: Content and Analysis of Structuralism*, *Implementation of Learning Indonesian During the COVID-19 Pandemic*, *21<sup>st</sup> Century Skills in Literature Learning and Its Integration for "Sastra Masuk Kurikulum"*. She actively publishes scientific articles in various national and international journals.



**Sarwiji Suwandi** is a professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. He focuses on the field of learning Indonesian language and literature, linguistic, learning evaluation, scientific writing. He has been a speaker in national and international seminars. He has published books, including *Indonesian is Ecologically Sound*, *Multicultural Character Education in Learning Indonesian Language and Literature*, *High Level Skill-Based Assessment*, *Implementation of Learning Indonesian During The COVID-19 Pandemic*. He is a reviewer of several reputable journals in Indonesia. He actively publishes scientific articles in various national and international journals.



**Chafit Ulya** is an assistant Professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. He focuses on the field of teaching Indonesian language and literature, literary studies, language skills, literacy entrepreneur, creative writing. He has been a speaker in national and international seminars. He has published books, including *Development of Ketoprak in Surakarta*, *Extensive and Rapid Reading Skills*, *Study and Appreciation of Poetry Based on Anti-Corruption Education*, *Implementation of Learning Indonesian During the COVID-19 Pandemic*. He actively publishes scientific articles in various national and international journals.



**Titi Setiyoningsih** is an assistant Professor of Indonesian Language and Literature Education at Universitas Sebelas Maret. She focuses on the field of teaching Indonesian language and literature, literary studies, and creative writing. She has won several awards, including kaWanku short story competition, the Central Java Student Art Week in the Short Story Writing category, and her works have been published in various media outlets. In 2020, she received an award from the Language Agency of the Ministry of Education, Culture, Research, and Technology. In 2022, she received a short course scholarship from LPDP in Literacy class online at Michigan State University.