

THE STUDENTS' RESPONSES ABOUT OF IMPLEMENTATION THE PANCASILA STUDENTS' PROFILES IN ENGLISH LESSONS AT SMKN PRINGKUKU IN THE ACADEMIC YEAR OF 2022/2023

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Abstract: A Pancasila student is an Indonesian student who is a lifelong learner, has global competencies, and acts following the Pancasila's values, which are composed of six main characteristics as follows: (1) believing, fearing God Almighty, and having noble character, (2) global diversity, (3) mutual cooperation, (4) independent, (5) critical thinking, and (6) creative. SMKN Pringkuku, Pringkuku sub-district, Pacitan district, East Java, in the tenth grade, have implemented the Pancasila students' profiles. This research aims to identify the students' responses about implementation of the Pancasila students' profiles in English lessons at SMKN Pringkuku in the academic year of 2022/2023. This research uses a descriptive qualitative method with a case study analysis. After conducting research and obtaining sufficient data, it is known that 42 students from the tenth grade gave their responses about the implementation of Pancasila students' profiles in English lessons. The data collection techniques used in this research are interviews and questionnaires, and three data analysis processes are used. They are data display, reduction, and verification, which answer the research objectives. Based on the research findings, this implementation is also more effective, fun, and different from the previous curriculum.

Keywords: English lesson, implementation, Pancasila students' profiles, students

INTRODUCTION

Education is a well-organized system with a very wide mission: everything concerning physical growth, health, skills, thoughts, emotions, will, social, and religious difficulties (Sahroni, 2017). Talking about education, education currently has too many bureaucratic burdens that are too complicated (Baedhowi, 2020). Various innovations and developments in designing learning have been carried out by the Indonesian state, at least experiencing more than ten curriculum changes that have affected learning styles since the beginning of independence. Starting from the 1947 Learning Plan to what has just been discussed, namely "Merdeka Belajar or Merdeka Curriculum". Merdeka curriculum is a policy to restore the essence of assessment. The concept of Merdeka curriculum is to return education to the essence of the law to give schools the freedom to understand the basic competencies of the curriculum to be their assessment (Kusumaryono, 2020).

In addition, Merdeka curriculum also revitalizes the education system to build key competencies so that learning activities become fun. In the pedagogy category, Merdeka curriculum encourages competency and values-based, curriculum and assessment, as well as individual needs-based and student-centered approaches. In the curriculum category, Merdeka curriculum forms a curriculum based on competencies and focuses on soft skills and character development (Efyanto, 2021). One of the features of the Merdeka curriculum is the cultivation of character education through the Pancasila Students' Profiles Strengthening Project (*Project Penguatan Profil Pelajar Pancasila*) or P5 for short. P5 is cross-disciplinary learning to observe and think about solving problems in the surrounding

environment. The approach taken in P5 uses project-based learning (PBL), which is fundamentally different from project-based learning integrated into school subjects. The purpose of holding P5 in Merdeka curriculum is to build and foster the values of the Pancasila students' profiles.

The Pancasila students' profiles which consists of six aspects, including (a) *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (believing, fearing God Almighty, and having noble character), (b) *berpengetahuan global* (global diversity), (c) *bergotong-royong* (mutual cooperation), (d) *mandiri* (independent), (e) *bernalar kritis* (critical thinking), and (f) *kreatif* (creative). The Pancasila students' profiles which have these six aspects become a reference for teachers and students in schools during the learning process based on the Merdeka Curriculum (Laila et al., 2022).

In the 21st century, Indonesian students are expected to have the skills necessary to become democratic citizens and superior, productive individuals. Therefore, it is anticipated that Indonesian students will partake in sustainable global development and be resilient in the face of various obstacles. "Indonesian students are competent, have character, and conduct themselves following the Pancasila values". However, currently, Indonesian students are experiencing a decline in Pancasila character due to the increasing learning crisis due to the Covid-19 pandemic which causes character loss and increasing learning gaps (Satria et al., 2022). This phenomenon can be researched more deeply and become the reason for the researcher choosing the Pancasila students' profiles, especially in English lessons as a research topic.

Most people, including Indonesians, learn English as a foreign language (EFL). EFL is included in the education curriculum, especially in public schools. English is a compulsory subject in high school and junior high school. English is not mandatory at lower levels, such as elementary school and kindergarten. It can be taught as a local content topic for students. Speaking, writing, and listening are the other three English language abilities. Speaking and writing are productive skills that entail creating language while reading, listening, and speaking are receptive skills that require reacting to language rather than generating it (Nurhayati, 2008).

In this research, the chosen school is SMKN Pringkuku, Pacitan, East Java, which is an institution that has been around for a long time and has long been recognized by the community in general, both in terms of quality and quantity. Currently, SMKN Pringkuku, especially in tenth grade uses Merdeka Curriculum. Based on the vision of SMKN Pringkuku, it is stated "The realization of human resources with character, excellence, and Environmental Culture based on faith and piety", so SMKN Pringkuku commits to producing students with character according to the Pancasila students' profiles.

Based on the research context above regarding the implementation of the Pancasila students' profiles, the researcher is interested in conducting a research entitled "The Implementation of the Pancasila Students' Profiles in English Lesson at SMKN Pringkuku in the Academic Year of 2022/2023".

LITERATURE REVIEW

Implementation

According to KBBI, “Implementation means implementation and application” Darmadi said in Najibuddiin & Sunarto's (2022) research. So implementation can be interpreted as a process of implementing and applying an activity that has been studied to be applied or implemented in everyday life. Talking about implementation, this research will discuss the implementation of Pancasila students' profiles in English lessons at SMKN Pringkuku in the academic year of 2022/2023.

Pancasila Students' Profiles

According to the vision and mission of the Ministry of Education and Culture, as mentioned in the Regulation of the Minister of Education and Culture No. 22 of 2020 related to the Ministry of Education and Culture's Strategic Framework for 2020-2024, a Pancasila's student is an Indonesian student who is a lifelong learner, possesses global competencies and acts following the Pancasila values, which are comprised of six main characteristics: (a) *beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia* (believing, fearing God Almighty, and having noble character), (b) *berpengetahuan global* (global diversity), (c) *bergotong-royong* (mutual cooperation), (d) *mandiri* (independent), (e) *bernalarnya kritis* (critical thinking), and (f) *kreatif* (creative) (Maulida, 2021). The explanation of those six main characters are mentioned as follows:

a. Believing, Fearing God Almighty, and Having Noble Character

An Indonesian student who is believing, fearing God Almighty, and having noble character is a student who is moral in his relationship with God Almighty. They understand the teaching of their religion and beliefs and applies that understanding in their daily life.

b. Global Diversity

Global diversity is Pancasila's students in Indonesia who study various cultures from around the world, but by not forget their own Indonesian culture. Because Indonesian culture itself is an identity that must be upheld by all citizens, especially Pancasila's students.

c. Mutual Cooperation

Mutual cooperation is the capacity to work in groups and cooperate to make all tasks simple, quick, and light.

d. Independent

Based on the Nisa (2022) research, students in Indonesia who are independent are those who study locally. Where students feel accountable for the direction and outcomes of their learning activities. The actual definition of independence is having self-awareness and awareness of the current situation as well as the ability to organize oneself.

e. Critical Thinking

Critical thinking is a form of ability that must be possessed by students to filter and process, the information they get. By analyzing the information obtained before it is accepted by their thinking.

f. Creative

Creative is the ability of learners to produce something original, meaningful, useful, and impactful. This ability can be realized in the ability to produce original ideas, works, and actions.

The Skills of English Lesson

The types of English lesson skills are mentioned as follows:

a. Listening

Another essential language skill is listening. You will be more successful and happy if you can listen effectively. To fully participate in communication, the listener must be in a state of receptivity known as listening. This state of receptivity enables comprehension of what has been heard. We need to get interested in improving our hearing. We listen to much more than just noises with our ears, which is a very real truth. In the cycle of teaching and learning, listening abilities are crucial. When a pupil can listen better, they learn more. A teacher should have strong listening abilities. You should work on listening skills along the road to becoming a better conversationalist. Another stepping stone to mastering this ability is having a listener's mindset (Sadiku, 2015).

b. Speaking

Human communication is a difficult process, according to Pourhosein Gilakjani (2016) and Harmer (2007). People need communication to express themselves and share knowledge. When telling someone about anything, speakers will employ communication. Learning a second language requires a lot of speaking. Speaking has been ignored in schools and colleges despite its relevance for a variety of reasons, including the focus on grammar and unfavorable teacher-student ratios (Leong & Ahmadi, 2017).

c. Reading

Reading is a talent that must first be mastered via formal education. Numerous tests that demonstrate the impact of changing the reading environment as well as research that reveals links between reading and related abilities like phonological awareness and phonological decoding support the environmental emphasis (Olson et al., 2014).

d. Writing

It is a jewel to pick writing. A person who can express themselves well via writing will always succeed. Your ability to write is a "hard copy" of how intelligent or expressive you are. Schools and universities provide instruction in the writing process. You begin by selecting a subject, defining it, and taking into account the goals, target readers, and writing style. We often finalize our writing, so make sure your work is

polished by paying attention to punctuation, capitalization, grammar, use, and paragraphing. Making the text "optimally readable" is the aim (Sadiku, 2015).

It can be concluded that the Pancasila students' profiles are a profile that aims to show the character and competencies that Pancasila's students are expected to have by being guided by the noble values of Pancasila to produce a superior generation and be able to face an increasingly developing era.

The Main Objectives of English Lessons in Vocational High School

Talking about the current era of development cannot be separated from the development of the global world. From the development of the global world, of course, it cannot be separated from the international language used, namely English. English is taught in learning at school, one of which is at Vocational High School. This research will discuss the main objectives of English lessons in Vocational High Schools. On the Aprina's (2014) research, English lessons equip students with the ability to communicate in everyday life following global demands and provide students with the ability to develop communication to a higher level. The competence possessed is a personal ability. It will be an outstanding achievement when this can be communicated and even at the global level. The ability to communicate orally and in writing is essential.

METHOD

This research article used a descriptive qualitative approach with case study analysis. According to Creswell, "Qualitative research is the process designed according to a clear methodological tradition of research, in which researchers build up a complex, holistic framework by analyzing narratives and observations, conducting the research work in the habitat". Furthermore, McCombes believes that "a descriptive research strategy can study one or more variables using a variety of quantitative and qualitative approaches". Besides that, the case study analysis is an analysis that is more intensive, detailed and examines in more depth an object of research. Based on Stake's opinion on the Laila et al (2022) research, the case study approach has its stages, including selection, collection, data analysis, improvement, and writing.

The objects of this research were some students chosen from tenth grade, especially in class X TKJ 2 and X DPB I. Due to limited time, the researcher focused only on 42 students. This research focused on the students' responses about of implementation the Pancasila students' profiles in English lessons at SMKN Pringkuku in the academic year of 2022/2023. The research instrument used by the researcher were interviews and questionnaires.

The researcher used interviews and questionnaires to obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of the research object. In this research, the questions of interviews consist of 12 questions and the questions of questionnaires consist of 24 questions. Besides that, the researcher used the interviews and questionnaires to strengthen the findings, open-ended

interviews and close-ended questionnaires were conducted to explore the students' responses toward the implementation of Pancasila students' profiles in English lessons. The interview was conducted on May 16th and May 27th, 2023 and the questionnaire link was delivered on March 1st, 2023 by Whatsapp group and filled directly in the classroom during break time.

In this research, the researcher used the Miles and Huberman model of field data analysis, where according to this model, data analysis in qualitative research is an activity that must be carried out interactively and takes place continuously in data analysis, namely data reduction, data display, and data verification.

FINDINGS AND DISCUSSION

Students' Interview Results

The researcher asks students as follows: *“How do you respond about the implementation of the Pancasila students' profiles especially in English lesson?”*

The following are the results of the students' interviews that the researcher has selected with different types of answers as follows:

Table 1. Agree Statements

| | | |
|------------|---|------------------------------------------------------------------------------------------------------------------------------------|
| Student 1 | : | <i>Yes, because the children are taught what is known as speaking in front of friends, the friends acquire English rapidly.</i> |
| Student 2 | : | <i>Fun miss, different from the previous curriculum.</i> |
| Student 3 | : | <i>Happy miss, more interesting than the previous curriculum.</i> |
| Student 4 | : | <i>More fun and more effective.</i> |
| Student 5 | : | <i>It's good because we can be more creative and sometimes we can help each other.</i> |
| Student 6 | : | <i>It's quite helpful, we can collaborate with each other.</i> |
| Student 7 | : | <i>Very good because it will form students with good character.</i> |
| Student 8 | : | <i>Trying to get to know and appreciate friends and build good relationships in building self-character, maybe like that miss.</i> |
| Student 9 | : | <i>It's quite fun because many new activities outside the classroom are fun to miss.</i> |
| Student 10 | : | <i>It's very exciting because it's not always in the classroom.</i> |
| Student 11 | : | <i>Yes, because it can facilitate learning, so understanding of English increases.</i> |
| Student 12 | : | <i>Very good and well implemented so that students can be formed as Pancasilaist people.</i> |

Based on the statements, 12 students gave positive responses regarding the implementation of the Pancasila students' profiles in English lessons. Most of the students claimed that the implementation of the Pancasila students' profiles in English lessons could train them to speak English quickly. In addition, according to them, this application is also more effective, fun, and different from the previous curriculum.

Table II. Disagree Statements

| | | |
|-----------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student 1 | : | <i>Yes, it's very difficult, because sometimes it's not explained, sometimes it is explained. So it doesn't enter you know, you're told to think for yourself. The teacher is just accompanying me.</i> |
| Student 2 | : | <i>Very complicated miss in my opinion.</i> |
| Student 3 | : | <i>It's very complicated.</i> |
| Student 4 | : | <i>It's very complicated.</i> |

On the other hand, it turns out that some children find it difficult the implementation of Pancasila students' profiles in English lessons. They admitted that during class learning, sometimes the teacher did not explain the material in depth. So, students feel told to think for themselves. Meanwhile, the teacher only acts as a companion in the classroom.

Students' Questionnaires Result

The students' questionnaires used Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) answers' option.

Table III. Students questionnaires result

| No | Statements | SA | A | D | SD |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|----|----|---|----|
| 1 | I always say a prayer before or after English lessons. | 19 | 22 | - | - |
| 2 | I always pray before or after the English lesson starts correctly and without coercion. | 25 | 15 | - | 1 |
| 3 | When I am appointed to lead the prayer before or after an English lesson, I will do so without having to be forced by friends or teachers. | 6 | 32 | 3 | - |
| 4 | I always feel calm during lessons when I have prayed before the lesson starts. | 22 | 18 | - | 1 |
| 5 | I always feel happy if I am in the same group with all my classmates without discriminating against each other. | 14 | 27 | - | - |
| 6 | I always apply the 5S (Smile, Greet, Salute, Polite, Courtesy) behavior to my teachers and friends when in class. | 23 | 17 | 1 | - |
| 7 | I always respect my friends' opinions when discussing English materials in class. | 18 | 23 | - | - |
| 8 | I enjoy taking English lessons because I realize that English will be useful when I graduated. | 21 | 20 | - | - |
| 9 | I always help friends who have difficulties doing their individual assignments in class. | 10 | 30 | 1 | - |
| 10 | I always tell a friend who forgets what material the teacher has delivered during the lesson. | 12 | 27 | 2 | - |
| 11 | I am always active and participate in doing group assignments. | 12 | 28 | 1 | - |
| 12 | When the blackboard looks full and dirty during learning, I | 7 | 29 | 5 | - |

| No | Statements | SA | A | D | SD |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|
| | take the initiative to clean it. | | | | |
| 13 | I take the initiative to ask questions if a friend is presenting a group assignment. | 10 | 28 | 3 | - |
| 14 | I always answer my friends' questions when I present my group assignment. | 6 | 35 | - | - |
| 15 | I never cheat my friends when doing individual assignments. | 8 | 22 | 10 | 1 |
| 16 | I always take notes on the material without needing to be told by the teacher or told by friends. | 15 | 23 | 2 | 1 |
| 17 | I have to pay attention when the teacher conveys learning conclusions. | 17 | 23 | 1 | - |
| 18 | I always take the initiative to answer when the teacher asks questions related to the conclusion of the learning material. | 8 | 32 | 1 | - |
| 19 | I have to say thank you to the teacher when the teacher has ended the lesson. | 12 | 26 | 3 | - |
| 20 | I have to submit a rebuttal when there is a statement that is not in accordance with my understanding when my friends present their group assignments. | 8 | 33 | - | - |
| 21 | I can understand the material faster when my English teacher used the dialog method in learning. | 10 | 29 | 2 | - |
| 22 | When I am told to take notes on the material, I like to mark the important parts in my notebook with a highlighter. | 8 | 21 | 11 | 1 |
| 23 | I prefer to have the benches in the classroom arranged in a circle and in groups during English lessons to make it easier for me to discuss. | 12 | 19 | 10 | - |
| 24 | I can understand the material faster when the English teacher uses audio-visual media such as video or powerpoint when giving material rather than directly from the book. | 13 | 24 | 4 | - |

The findings were based on student response questionnaires about the implementation of Pancasila students' profiles in English lessons are mentioned as follows:

Believing, Fearing God Almighty, and Having Noble Characters

The first point of Pancasila students' profiles is intended so that students always believing, fearing God Almighty, and having noble characters, so that student responses to the implementation of this first point include: a) students always say a prayer before or after English lessons, b) students always pray before or after the English lesson starts correctly and without coercion, c) when the students are appointed to lead the prayer before or after an English lesson, they will do so without having to be forced by friends or

teachers, and d) students always feel calm during lessons when they have prayed before the lesson starts.

The answer to the questionnaire results from 41 students found that always say a prayer before or after English lessons in class X TKJ 2 and X DPB 1, with details 19 students strongly agree and 22 students agree with this statement.

And then 40 students always pray before or after the English lesson starts correctly and without coercion, where 25 students strongly agree and 15 students agree, while there is a student who strongly disagrees if always praying before or after the English lesson starts correctly and without coercion.

In the next statement, 36 students are appointed to lead the prayer before or after an English lesson, they will do so without having to be forced by friends or teachers, with details of 6 students strongly agreeing and 32 students agreeing. In addition, 3 students disagreed with this statement.

In the last statement in the first Pancasila students' profiles, a total of 40 students always feel calm during lessons when they have prayed before the lesson starts, with details of 22 students strongly agreeing and 18 students agreeing, while a student strongly disagreed with this statement.

Global Diversity

The second point of Pancasila students' profiles is intended so that students are always global diversity, that is students can think broadly, always convey the importance of tolerance, and mutual respect between students, so that student responses to the implementation of this second point include: a) students always feel happy if they are in the same group with all their classmates without discriminating against each other, b) students always apply the 5S (Smile, Greet, Salute, Polite, Courtesy) behavior to their teachers and friends when in class, c) students always respect their friends' opinions when discussing English materials in class, d) students enjoy taking English lessons because they realize that English will be useful when they graduated.

From the results of the questionnaire answers from 41 students, it was found that they always feel happy if they are in a group with all classmates without discriminating against each other, with details of 14 students strongly agreeing and 27 students agreeing.

From the second statement on this profile, 40 students always apply the 5S behavior (Smile, Greeting, Greeting, Respect, Politeness) to teachers and friends when in class, with details 23 students strongly agreeing and 17 students agreeing. Meanwhile, one student disagreed with this statement.

The next statement is that 41 students always respect their friends' opinions when discussing English materials in class, with details of 18 students strongly agreeing and 23 students agreeing.

The last statement of this profile is that 41 students enjoy taking English lessons because they realize that English will be useful when they graduate later, with details of 21 students feeling strongly agreed and 20 other students feeling agreed with this statement.

Mutual Cooperation

The third Pancasila students' profiles, namely *gotong royong* (mutual cooperation), aims to build the character of students who uphold cooperation to achieve common goals and ease work, so that student responses to the implementation of this third point, among others: a) students always help their friends who have difficulties doing their assignments in class, b) students always tell their friends who forgets what material the teacher has delivered during the lesson, c) students are always active and participate in doing group assignments, and d) when the blackboard looks full and dirty during learning, students take the initiative to clean it.

The answer to the questionnaire results from 40 students found that always help friends who have difficulties doing their assignments in class, with details of 10 students strongly agreeing and 30 students agreeing, while a student disagreed with this statement.

The next statement was that 39 students always tell their friends who forget what material the teacher has delivered during the lesson, with details 12 students strongly agreed and 27 students agreed, while 2 other students disagreed with this statement.

The next statement was that 40 students were always active and participated in doing group assignments, with details of 12 students agreed and 28 students agreed, while 1 other student disagreed.

The last statement that 36 students stated when the blackboard looks full and dirty during learning, they will take the initiative to clean it. Details of 7 students strongly agreed and 29 agreed, while 5 other students disagreed with this statement.

Independent

In the fourth Pancasila students' profiles, which are independent, students are required to carry out their activities without involving many people, so that they will form a sense of responsibility. Student responses to the implementation of this fourth point include: a) students take the initiative to ask questions if a friend is presenting a group assignment, b) students always answer their friends' questions when they present their group assignment, c) students never cheat their friends when doing individual assignments, and d) students always take notes on the material without needing to be told by the teacher or told by friends.

The first statement of this profile is that 38 students will take the initiative to ask questions if a friend is presenting a group assignment, with details of 10 students strongly agreed and 28 students agreed, while the other 3 disagreed.

The next statement stated that 41 students always answer their friends' questions when they present a group assignment, with details of 6 students strongly agreed and 35 students agreed.

The next statement stated that 30 students never cheat their friends when doing individual assignments, with details of 8 students strongly agreed, 22 students agreed, while there were 10 students disagreed and one other student strongly disagreed with this.

The last statement of this profile is that 38 students always take notes on the material without needing to be told by the teacher or told by friends, with details of 15

students strongly agreed, 23 students agreed, while there were 2 students disagreed and 1 other student strongly disagreed.

Critical Thinking

In the fifth Pancasila students' profiles, namely critical thinking, which is a bridge between thinking and argument. Student responses from the implementation of this fifth point include: a) students have to pay attention when the teacher conveys learning conclusions, and b) students always take the initiative to answer when the teacher asks questions related to the conclusion of the learning material. c) students have to say thanks to the teacher when the teacher has ended the lesson, and d) students have to submit a rebuttal when there is a statement that is not following their understanding when their friends present their group assignments.

The answers to the questionnaire results from 40 students found that they must pay attention when the teacher conveys learning conclusions, with details of 17 students strongly agreeing and 23 students agreeing, while there is a student who refuses/disagrees with this statement.

The next statement states that 40 students always take the initiative to answer when the teacher asks questions related to the conclusion of the learning material, with details of 8 students strongly agreeing and 32 students agreeing, while there is a student who disagrees with this.

The next statement stated that 38 students thanked the teacher when the teacher had ended the lesson, with details of 12 students strongly agreed and 26 students felt agreed, while 3 students disagreed.

In the last statement, 41 students submitted rebuttals when there were statements that did not match their understanding when their friends presented their group assignments.

Creative

The sixth or last profile of Pancasila students, namely creative, is being able to find ideas and produce work. Student responses from the implementation of this last point include: a) students can understand the material faster when the English teacher used the dialog method in learning, b) when they are told to take notes on the material, they like to mark the important parts in their notebook with a highlighter, c) students prefer to have the benches in the classroom arranged in a circle and in groups during English lessons to make it easier for us to discuss, and d) students can understand the material faster when the English teacher uses audio-visual media such as video or PowerPoint when giving material rather than directly from the book.

The questionnaire answers from 40 students found that they always help friends who can understand the material faster when their English teacher uses the dialog method in learning. In the next statement, 29 students were told to take notes on the material, they like to mark the important parts in their notebooks with highlighters, with details of 8

students strongly agreeing and 21 others agreeing. Meanwhile, 11 students disagreed and one student strongly disagreed.

Furthermore, 31 students prefer the benches in the classroom to be arranged in a circle and in groups during English lessons to make it easier for them to discuss, with details of 12 students strongly agreeing and 19 students agreeing, while the other 10 students disagreed.

The last statement, 37 students can understand the material faster when English teachers use audio-visual media such as videos or power points when giving material rather than directly from books, with details of 13 students strongly agreeing, 24 students agreeing, while the other 4 students disagreed.

Based on the students' questionnaire table, there were four indicators in the form of numbers 1 to 4, which means: indicator (1) means strongly agreed; indicator (2) means agreed; indicator (3) means disagreed; indicator (4) means very didn't agree. From 24 statements posed to students about the perspective of implementation of the Pancasila students' profiles in English lessons, data was obtained that 316 answered strongly agreed, 603 answered agreed, 60 answered disagreed, and 5 answered strongly disagreed.

CONCLUSION AND SUGGESTION

From the research, the researcher gets a conclusion based on data findings from students' interviews and supported by questionnaires, most of the students claimed that the Pancasila students' profiles in English lessons at SMKN Pringkuku in the academic year 2022/2023 could train them to speak English quickly. In addition, according to them, this application is also more effective, fun, and different from the previous curriculum.

From the entire Pancasila students' profiles, students are required to always believe and fear God Almighty and prioritize noble morals, students can think broadly, always convey the importance of tolerance, and mutual respect between students, students always uphold cooperation to achieve common goals and ease the work, students are required to carry out their activities without involving many people so that it will form their sense of responsibility, students must be able to think critically and argue, and be able to find ideas and produce work. The Pancasila students' process can be realized in various activities based on faith and devotion to God Almighty, discipline, and mutual cooperation. Cooperation, strong commitment, seriousness, and real realization of all parties are needed in this implementation so that students can instill the Pancasila students' profiles in themselves.

From this research, the researcher suggested students should have more motivation to learn English, as well as learn to respect the teachers at school, try to be polite to them, and use their education time as well as possible. After that, try to excel in academic and non-academic fields so that it becomes a provision for you to reach a better future. But still, remember that one's manners must remain above knowledge because there is no point in knowledge without manners.

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