Content Language Integrated Learning (CLIL) Design in Indonesian Language Learning Oriented to Pancasila Student Profiles to Build Global Diversity

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Abstract

Indonesian Language is a subject that has a wide reach and in the last 2 years, since 2021, the Ministry of Education and Culture has ordered each educational unit to build the character of Pancasila Student Profiles. This research is qualitative research with an evaluative descriptive design. The research stages begin with preparing a research proposal and research instruments, data collection, data reduction, data analysis, data conclusion, and report preparation. The theory used is CLIL, namely thematic-integrative terms in the 2013 Curriculum as an embodiment of CLIL implementation. Coyle (2007) proposed 4C as an application of CLIL, namely content, communication, cognition, and culture (community/citizenship). The research results show that in implementing Pancasila student profiles, it is important to prioritize a holistic, integrated and contextual approach. The aim is not only for students to have a theoretical understanding of Pancasila, but also to be able to apply these values in real life by becoming responsible, tolerant citizens and contributing positively to society. Moreover, the implementation of global diversity in learning can help students become global citizens being aware of differences and have the ability to interact positively in an increasingly connected and diverse society.

I. Introduction

Indonesia is facing increasingly difficult challenges, both nationally and globally. This challenge is certainly not easy to reduce. From now on, the real thing that needs to be prepared is to build superior and globally competitive human resources. Important issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, democratic life, industrial revolution, global economic growth, and many others are competitive fields that Indonesia must seriously prepare for. With a high demographic, Indonesia certainly has a great opportunity to be ready to face and optimize these challenges into opportunities and advantages.

In Indonesia itself, issues that threaten the disintegration of the Unitary State of the Republic of Indonesia (NKRI) continue to grow from year to year. Divisions or disintegration in various contexts of state and social life continue to develop at various levels and models. Disintegration in Indonesia is a serious threat that could subvert the integrity of the Republic of Indonesia. In this context, disintegration can occur due to external and internal influences. Internal influence is something to be aware of because this is related to factors caused internally by Indonesian citizens themselves. The potential for disintegration arises because of the diversity that is closely related to Indonesia itself.

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The diversity of ethnicity, race, class, religion, etc. in a region can trigger social disintegration which leads to conflict.

To face the challenges above, the government has prepared a strategic plan in the education sector by launching the Pancasila student profile program. The Pancasila Student Profile is by the Vision and Mission of the Ministry of Education and Culture as stated in the Minister of Education and Culture Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024. The Center for Assessment and Learning (2021) explains that the Pancasila Student Profile has six competencies which are formulated as key dimensions. The six are interrelated and strengthen each other so that efforts to realize a complete Pancasila Student Profile require the development of these six dimensions simultaneously, not partially. These six dimensions are: (1) Faith, devotion to God Almighty, and noble character, (2) Global diversity, (3) Working together, (4) Independence, (5) Critical reasoning, and (6) Creative. These dimensions show that the Pancasila Student Profile does not only focus on cognitive abilities but also attitudes and behaviour toward their identity as Indonesians and citizens of the world.

At school, the Indonesian language is a subject that has a wide reach. Indonesian language subjects, which are designed as text-based learning, have become a means of conveying various information with various goals and different social functions. Indonesian language subject at school is a source of various knowledge so it is very strategic to instil national character education values that are oriented towards the Pancasila student profile.

In the last 2 years, since 2021, the Ministry of Education and Culture has ordered each educational unit to build the character of the Pancasila student profile. This shows the government's commitment to developing human resources in Indonesia through education to prepare them to face increasingly difficult national and global challenges. This research focuses on providing an overview of the implementation of national character education oriented towards the Pancasila student profile which has been implemented in Indonesian language learning at school. Thus, the research results can be used as a source to reflect on the implementation of the program.

II. Review of Literatures

The serious challenges faced by Indonesian people from year to year need serious attention. In this context, education has a strategic role in preparing superior Human Resources (HR) on a regional, national and global scale. Education must be designed to provide learning that trains students to deal with multidimensional problems, not just theories that end in numerical values alone. Education also needs to aim at forming the mentality of human resources in Indonesia who are intelligent, superior and have a quality character with Indonesian values.

In connection with these conditions, the Indonesian government is preparing various strategies, one of which is through education. Since 2010, the Indonesian government has intensively designed and implemented character education, even becoming a superior and priority program in the field of education. Character education is intended to shape students' personalities who have a positive mentality, good behaviour and thoughts that contribute to the various problems they face so that they can provide positive responses. Tsauri (2015:44) states that character education is all efforts made by educators to teach

habits of thinking and behaving that help children to live and work together as a family, community and state and help them to make responsible decisions.

Content Language Integrated Learning (CLIL) is nothing new in language teaching. The combination of content and language has been used for decades with different names (Ministry of Education and Culture, 2015). Other names for CLIL that have been known for quite a long time are task-based learning and teaching, "immersion" programs in Canada, and Europe, and bilingual education programs in the US. Language teaching experts agree that CLIL is a more realistic development of communicative language teaching that develops communicative competence. So, the direction of further development of the Competency-Based Curriculum (KTSP/2006) is a curriculum based on CLIL. This is the main reference for the 2013 Curriculum. Thematic-integrative terms in the 2013 Curriculum are an embodiment of the application of CLIL. Coyle (2007) proposed 4C as an application of CLIL, namely content, communication, cognition, and culture (community/citizenship). The content is related to what topic (in this case it is a science topic such as ecosystems). Communication relates to what type of language is used (eg comparing, reporting). In this section the concept of genre is applied, how a type of text is structured (text structure) and what forms of language are often used in that type of text. Cognition relates to what thinking skills are required regarding the topic (e.g. identifying, classifying). Culture is related to the local content of the surrounding environment which is related to the topic, for example, the uniqueness of the plants in the area where students study, including issues of character and language attitudes.

Within this learning framework, Ethnobotany is positioned as a context in the teaching materials being developed. This means that Ethnobotany will cover teaching materials from a technical and substantial perspective. This leads to the formation of students' scientific attitudes/awareness (Environmental Awareness) through learning procedural texts.

III. Research Methods

This research is qualitative research with an evaluative descriptive design. Bogdan and Taylor (in Basrowi and Suwandi 2008: 21) argue that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour. Descriptive evaluative is the design of this research because the results of this research will describe evaluatively the implementation of Pancasila student-oriented learning in Indonesian language learning in East Java Junior High Schools using a classroom ethnographic approach.

The data in this research shows that every aspect of the learning component that indicates national character education in the implementation of Pancasila students in Indonesian language learning in East Java Junior High Schools appears in the classroom. The data source in this research is all Indonesian language learning activities in East Java Junior High Schools. Data collection techniques were carried out using Documentation Techniques and Interview Techniques. The documentation technique is carried out by paying close attention to the learning documentation carried out in Indonesian language learning in the classroom. This includes how the teacher opens the lesson, relating to opening greetings, apperception, and conveying learning objectives. For the core part of learning, research focuses on the delivery of learning substance to exercises and various variations that appear in the core part of implementing learning in class. Finally, the research will focus on the closing part of learning which is related to providing reinforcement, reflection, concluding and closing learning. The interview technique is part of the triangulation of research methods which aims to validate the results of the analysis

of the results of research data analysis through documentation methods. Interviews were conducted with Indonesian language teachers at East Java Junior High Schools. For research sampling, purposive sampling was used with the main consideration being equal distribution of the representation of research data.

The data analysis technique uses the Miles and Huberman qualitative research analysis model which consists of data reduction, data presentation, data analysis, interpretation and conclusion. Data reduction is the initial stage after the data is collected. In this stage, the data will be selected and sorted according to research needs, this is related to the formulation of indicators for Pancasila students being researched and their coding, namely: Faith (IM), devotion to God Almighty and having noble character (TQ), Global diversity (BN), Working together (GR), Independent (MN), Critical reasoning (BK), and Creative (KR).

The research instruments used in this research consist of data collection instruments and data analysis instruments. For documentation techniques, data collection instruments consist of data collection guidelines and data collection tables. For interview data collection techniques, the data collection instrument used is an interview guide. The interviews were conducted in a structured manner using the open interview method. On the other hand, the data analysis instrument uses data analysis guidelines equipped with a data analysis guide table.

IV. Results and Discussion

In this section, the research results are described and presented which are analyzed descriptively to obtain an overview of the concept of national character education, the Pancasila student profile, and appropriate designs for Pancasila student-oriented Indonesian language learning to build students' insight into global diversity. Therefore, the presentation of the results and discussion of this research includes:

1. Content Language Integrated Learning (CLIL) design in Indonesian Language Learning, and Indonesian Language Learning design to Build Global Diversity. Content Language Integrated Learning (CLIL) is nothing new in language teaching. The combination of content and language has been used for decades with different names (Ministry of Education and Culture, 2015). Other names for CLIL that have been known for quite a long time are task-based learning and teaching, "immersion" programs in Canada, and Europe, and bilingual education programs in the US. Language teaching experts agree that CLIL is a more realistic development of communicative language teaching that develops communicative competence. So, the direction of further development of the Competency-Based Curriculum (KTSP/2006) is a curriculum based on CLIL. This is the main reference for the 2013 Curriculum.

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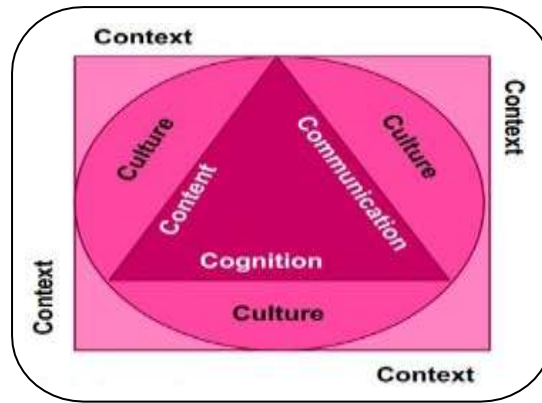
Figure 1. *CLIL concept (Coyle, 2006)*

In this learning framework, Global Diversity is positioned as a context in the teaching materials being developed. This means that Global Diversity will be the teaching materials from a technical and substantial perspective. This leads to the formation of an attitude/awareness of Global Diversity by living as a nation and state by having a tolerant attitude, respecting differences, harmony, cooperation, tolerance and peace in the differences that exist within and outside Indonesia.

2. Indonesian Language Learning Design to Build Global Diversity

Global diversity in learning refers to an educational approach that integrates the values of diversity, tolerance, and cross-cultural understanding into students' learning experiences. The aim is to form a generation that is more open-minded, able to interact with diverse cultures, and ready to face the challenges of the global world. The following are several important aspects of implementing global diversity in learning:

a. Recognition of Diversity: Global diversity teaches students to respect and appreciate differences in culture, religion, language, and other backgrounds. Teachers can use case studies, stories, and activities that illustrate cultural diversity around the world.

b. Cross-Cultural Learning: Including learning materials that cover different cultures and perspectives can help students understand different ways of thinking. This can involve learning about history, art, literature, and the contributions of different countries and communities.

c. Intercultural Dialogue: Encouraging open discussion and dialogue about cultural differences helps students understand the similarities and differences between various groups. Teachers can create an environment where students feel comfortable talking about topics related to diversity and culture.

d. Adaptability: Global diversity also involves developing students' adaptability to diverse situations and contexts. This helps students develop flexibility and resilience in facing cross-cultural challenges.

e. Collaborative Projects: Projects that involve cross-cultural cooperation can help students build communication, teamwork, and problem-solving skills. This kind of project can involve students from various backgrounds in finding solutions to global or local problems.

f. Use of Technology: Technology can facilitate communication and exchange with students from around the world. Activities such as video conferencing with students from other countries or participating in online forums that cover global topics can be very beneficial.

g. Inclusive Approach: Teaching must be inclusive and provide space for all students, regardless of cultural or religious background. This includes the use of culturally sensitive learning materials and inclusive language.

Implementing global diversity in learning can help students become global citizens who are aware of differences and can interact positively in an increasingly connected and diverse society.

V. Conclusion

The design and mechanism of Indonesian language learning to build awareness of Global Diversity can be designed as learning to think critically about current issues in this topic/theme. The Indonesian language learning content in this design is directed at global issues related to cultural diversity, such as human rights, peace, the environment, and others. Encourage students to express their views openly and respect others' points of view. Additionally, cultural case studies can be conducted from different countries or ethnic groups. Discuss customs, traditions, values, and conflicts that may arise. This helps students understand that cultural differences can be a source of learning and understanding. Learning can also be built contextually by organizing visits to places of worship, multicultural community organizations, or cultural institutions. This activity allows students to interact directly with people from various backgrounds and gain in-depth experience. Building awareness of global diversity through Indonesian language learning based on the Merdeka Curriculum can help students embrace differences, respect diversity, and become part of an inclusive global society.

The results of this research have provided an initial overview of the implementation of Pancasila student-oriented learning in Indonesian language learning in East Java Junior High Schools. It still needs to be followed up with research that focuses on the impact of implementing the learning process which creates the formation of a Pancasila student profile. Therefore, several things are recommended as follows.

1. Build collaboration with partner teachers, especially those who have participated in the Pre-Service Professional Teacher Education (PPG) program and the Teacher Mobilization Program (PGP).
2. Establish institutional collaboration between the University of Jember the Provincial Office Branch and the East Java City/Regency Education Service based on 4 zones.
3. Prepare a more detailed research instrument on the impact of implementing Pancasila student-oriented learning in Indonesian language learning for the formation of national character

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