



## From Character Education to the Pancasila Student Profile in Indonesian English Language Education

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| Article Info                                                                                                                                                                                                                                      | Abstract                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Received: 13 March 2024<br>Revised: 10 March 2026<br>Accepted: 10 July 2026<br>Keywords:<br>character education; Pancasila Student Profile; English language education; EFL; Merdeka Curriculum; educational policy; systematic literature review | Character formation has long occupied a significant position in Indonesian education, but its policy vocabulary has evolved from broad character- and moral-education initiatives toward the Pancasila Student Profile within the Merdeka Curriculum. English language education is a consequential site for this development because language learning combines communication, identity, cultural representation, interpersonal interaction, and value negotiation. This Scopus-based systematic literature review synthesizes 10 Scopus-verified journal articles published in 2016–2023 that address character education, moral and multicultural values, curriculum enactment, local wisdom, and citizenship-oriented competencies in Indonesian English language education. The review follows PRISMA 2020 reporting principles and applies a two-stream search logic designed to capture both predecessor character-education scholarship and the emerging Pancasila-oriented research trajectory. Descriptive bibliometric analysis was combined with thematic synthesis. The corpus accumulated 267 Scopus-linked citations in SINTA records at verification, although citation visibility was highly skewed toward one influential multicultural-textbook study. Methodologically, four studies used textbook/discourse analysis, three examined teachers or curriculum enactment qualitatively, two developed character-oriented materials, and one used mixed methods. Thematic synthesis indicates that morality, global diversity, mutual cooperation, teacher agency, and value-laden learning materials are well represented, whereas independence, critical reasoning, and creativity are not directly evaluated as Pancasila-profile outcomes. The review argues that the Pancasila Student Profile consolidates longer-standing value-oriented traditions in Indonesian English education. Future research should prioritize classroom enactment, validated multidimensional assessment, teacher agency, and demonstrable learner outcomes. |

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## 1. Introduction

### 1.1 Character education and the evolving Indonesian policy context

Contemporary education is increasingly expected to develop learners beyond disciplinary knowledge and technical proficiency. Critical reasoning, collaboration, ethical judgement, intercultural competence, creativity, autonomy, and social responsibility have become central to discussions of educational quality because students must navigate social diversity, digital transformation, global interdependence, and complex public problems. Character education is therefore most productively understood not as the

simple transmission of predetermined moral rules, but as the development of dispositions and competencies through interactions among curriculum, teachers, institutions, culture, and learner experience.

Indonesia offers a particularly important context for examining this development. Character formation had already been embedded within curriculum reform before the introduction of the Pancasila Student Profile. In English as a Foreign Language (EFL) education, teachers were expected to integrate character values into subject teaching while simultaneously responding to school-based curriculum reforms that expanded contextual autonomy (Qoyyimah, 2016, 2018). This created a

policy environment in which character education was not a separate subject but a cross-curricular expectation mediated by teachers and institutional cultures.

The Pancasila Student Profile subsequently reorganized these aspirations into six dimensions: faith and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. The framework brought character and competence into a single learner profile and strengthened the policy expectation that subject teaching should contribute to multidimensional student development. The policy landscape continued to evolve in 2025, when Indonesia's curriculum regulation refined the terminology toward an eight-dimensional Graduate Profile. This later policy development is treated in the present review as an endpoint of the policy trajectory rather than as a retroactive replacement for the Pancasila Student Profile construct examined in the literature.

## 1.2 Why English language education matters for character formation

English language classrooms are especially relevant to character-oriented education because language learning requires learners to interpret perspectives, negotiate meaning, collaborate, encounter cultural representations, construct identities, and communicate across difference. These activities can become vehicles for character and citizenship development when pedagogically designed rather than merely appended as moral messages.

The literature preceding the Pancasila Student Profile already demonstrates this dual function. Indonesian EFL research has examined teacher-mediated character education (Qoyyimah, 2016), multicultural representation in textbooks (Isnaini et al., 2019; Setyono & Widodo, 2019), moral messages in primary English textbooks (Sulistiyo et al., 2020; Puspitasari et al., 2021), supplementary character-oriented materials for Islamic schools (Milal et al., 2020), and religious character and local wisdom in higher-education materials (Darmayenti et al., 2021). These strands show that many concerns later associated with the Pancasila Student Profile were already present under different conceptual labels.

## 1.3 Research problem and gap

Despite this body of work, the literature remains conceptually and methodologically fragmented. Earlier publications frequently use terms such as character education, moral values, multicultural values, local wisdom, religious character, and citizenship literacy, whereas recent educational discourse increasingly uses Pancasila Student Profile terminology. Restricting a review only to the newest policy label would therefore obscure the scholarly foundations from which the framework emerged.

A second problem concerns the level of evidence. The presence of a character value in a textbook or curriculum document demonstrates representation, not necessarily classroom enactment or learner internalization. Similarly, a lesson plan that labels an activity as critical reasoning does not establish that critical-reasoning competence was developed. A systematic synthesis must therefore distinguish policy intention, material representation, classroom enactment, and demonstrated learner outcomes.

A third gap is methodological. The field includes qualitative teacher studies, curriculum analyses, critical discourse analyses, visual semiotics, material-development research, and mixed-method studies. These approaches answer different questions and provide different evidentiary strength. Without a structured review, it is difficult to determine whether research has advanced from identifying values toward empirically demonstrating multidimensional student development.

## 1.4 Aim, contribution, and research questions

This review aims to identify, analyze, and synthesize the development of Scopus-indexed research on character education and the Pancasila Student Profile within Indonesian English language education. Its principal contribution is to examine the transition rather than merely the policy endpoint: how earlier character-, moral-, cultural-, and citizenship-oriented research anticipates, overlaps with, or differs from the later Pancasila Student Profile framework.

The review addresses the following questions:

- RQ1. What are the publication trends and bibliographic characteristics of Scopus-indexed research on character education and the Pancasila Student Profile in Indonesian English language education?
- RQ2. What conceptual themes, character-related constructs, Pancasila Student Profile dimensions, and pedagogical approaches dominate the existing literature?
- RQ3. What methodological approaches and theoretical perspectives characterize previous research?
- RQ4. What theoretical, methodological, pedagogical, contextual, and empirical gaps emerge from the literature, and what future research directions are required?

## 2. Methods

### 2.1 Research design

The study employed a systematic literature review (SLR) combining descriptive bibliometric mapping with thematic synthesis. PRISMA 2020 was used as the reporting framework for study identification, screening, eligibility, and inclusion (Page et al., 2021). Because the included literature

was methodologically heterogeneous and did not report a common effect measure, statistical meta-analysis was inappropriate; the review instead synthesized publication characteristics, research designs, conceptual orientations, and substantive educational findings.

2.2 Database, time frame, and search logic

Scopus was designated as the sole bibliographic database in the supplied protocol. The intended review window was corrected from 2014–2027 to 2014–14 August 2026 because 2027 publications were not yet observable at the time of review. The uploaded workbook specified TITLE-ABS-KEY searching, peer-reviewed journal articles, and English-language filtering. To align the search with the final article title, the review adopted a two-stream logic: one stream for predecessor character-education literature and one for direct Pancasila-oriented literature. This avoids requiring the recent term ‘Pancasila Student Profile’ in older studies that are necessary for analyzing conceptual development.

Search Stream A — predecessor character-education literature

TITLE-ABS-KEY(("character education" OR

"character building" OR "moral education" OR "moral value\*" OR "values education" OR "character value\*" OR "multicultural value\*" OR "local wisdom") AND ("English language education" OR "English language teaching" OR "English teaching" OR "English learning" OR "English language learning" OR EFL OR "English as a foreign language" OR "English textbook\*") AND (Indonesia OR Indonesian)) AND PUBYEAR > 2013 AND PUBYEAR < 2027 AND DOCTYPE(ar) AND SRCTYPE(j) AND LANGUAGE(english)

Search Stream B — direct Pancasila-oriented literature

TITLE-ABS-KEY(("Pancasila Student Profile" OR "Profil Pelajar Pancasila" OR "Pancasila learner profile" OR "Pancasila values") AND ("English language education" OR "English language teaching" OR "English teaching" OR "English learning" OR "English language learning" OR EFL OR "English as a foreign language" OR "English textbook\*")) AND PUBYEAR > 2013 AND PUBYEAR < 2027 AND DOCTYPE(ar) AND SRCTYPE(j) AND LANGUAGE(english)

2.3 Eligibility criteria

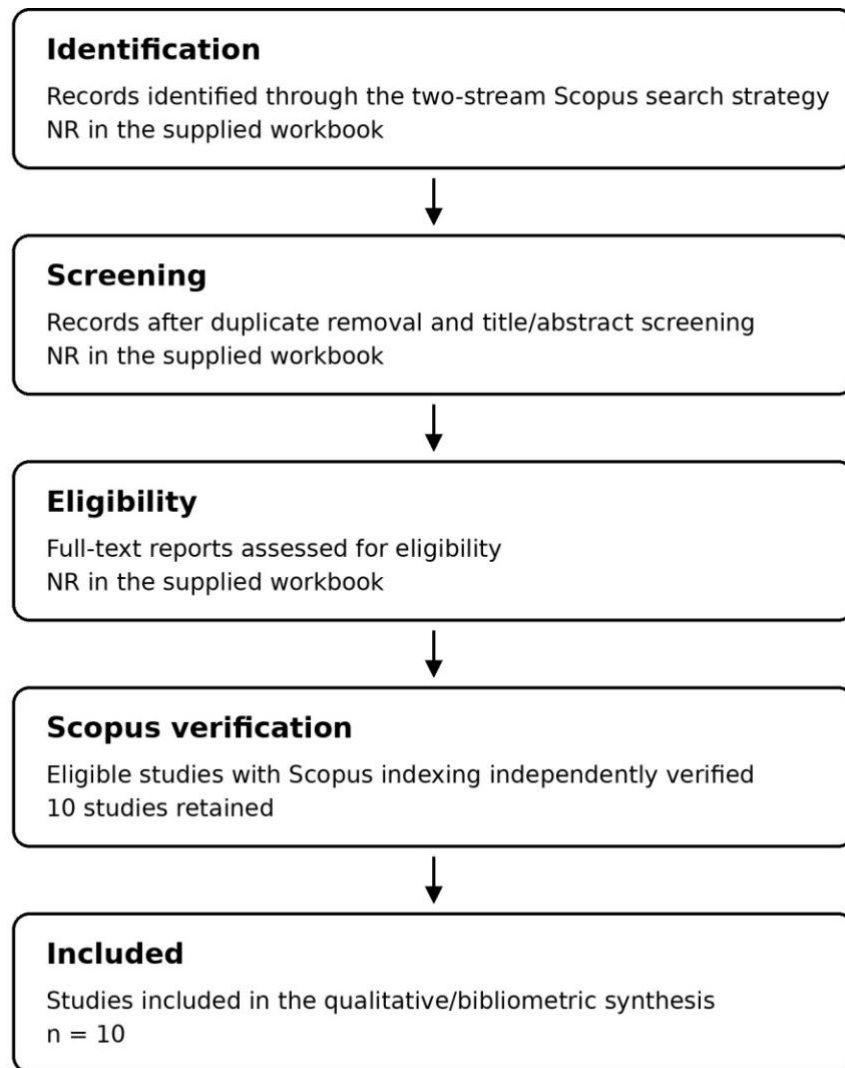
| Dimension            | Inclusion criterion                                                                                                                                   | Exclusion criterion                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Database             | Scopus-indexed publication                                                                                                                            | Indexing could not be verified                                          |
| Document type        | Peer-reviewed journal article                                                                                                                         | Conference paper, book chapter, editorial, note, correction, or erratum |
| Period               | 2014–14 August 2026                                                                                                                                   | Outside the review window                                               |
| Language             | English                                                                                                                                               | Non-English publication                                                 |
| Educational domain   | English Language Education, ELT, EFL, English teaching/learning, or English instructional materials                                                   | Other subject areas without a substantive English-education component   |
| Geographical scope   | Indonesia or Indonesian education                                                                                                                     | Non-Indonesian context without direct relevance                         |
| Conceptual relevance | Character education, moral/value education, multicultural values, local wisdom, Pancasila values, or closely related character-development constructs | Character/Pancasila term mentioned only incidentally                    |
| Analytical relevance | Provides evidence relevant to at least one RQ                                                                                                         | No usable evidence for RQ1–RQ4                                          |

Source: The authors' elaboration.

2.4 Study-selection process and PRISMA reporting

The review protocol envisaged identification, duplicate removal, title/abstract screening, full-text eligibility assessment, Scopus verification, and final inclusion. However, the uploaded workbook contains the search strategy and criteria but not the authenticated Scopus export, duplicate log,

exclusion log, or original PRISMA counts. For research integrity, these unavailable identification-stage values were not reconstructed from search-engine estimates. The final synthesis reported here therefore uses a corpus of 10 studies whose Scopus indexing was independently verified through SINTA Scopus-analysis records and whose substantive relevance was verified through publisher or journal metadata. Figure 1 makes this limitation explicit.



Note. Authenticated Scopus retrieval, duplicate, and exclusion counts were not present in the supplied strategy workbook; unavailable stages are reported as NR rather than estimated.

Figure 1. Modified PRISMA 2020 flow diagram for the reconstructed review corpus. NR = not reported in the supplied workbook.

Source: The authors' elaboration.

## 2.5 Data extraction and analysis

For each included study, the review extracted publication year, authors, title, journal, DOI, current Scopus-linked citation count displayed by SINTA at verification, educational context, research method, conceptual focus, and principal findings. Thematic codes were then developed for teacher/curriculum enactment, textbook/material representation, material development/integration, and culture/citizenship experiential learning. A second review-level coding mapped substantive findings onto the six Pancasila Student Profile dimensions. This mapping is interpretive: earlier authors generally did not use the Pancasila Student Profile as their original analytical framework.

Citation counts were treated as dynamic indicators of scholarly visibility rather than as measures of methodological quality. Counts were

taken from SINTA's Scopus Analysis display during verification on 14 August 2026. Formal VOSviewer or Biblioshiny keyword co-occurrence analysis was not reported because the uploaded workbook did not contain the article-level Scopus keyword export. Instead, the Results section uses transparent thematic coding of the verified corpus.

## 3. Results

### 3.1 Corpus characteristics and publication trend

The reconstructed corpus comprised 10 Scopus-verified journal articles published between 2016 and 2023. No included article was published in 2014, 2015, 2017, 2022, or 2024–2026 under the applied conceptual criteria. Publication activity was concentrated in 2019–2021, with a clear local maximum in 2020 (three studies). This pattern

indicates that internationally indexed research on value-oriented Indonesian English education developed substantially before the recent

proliferation of explicit Pancasila Student Profile terminology.

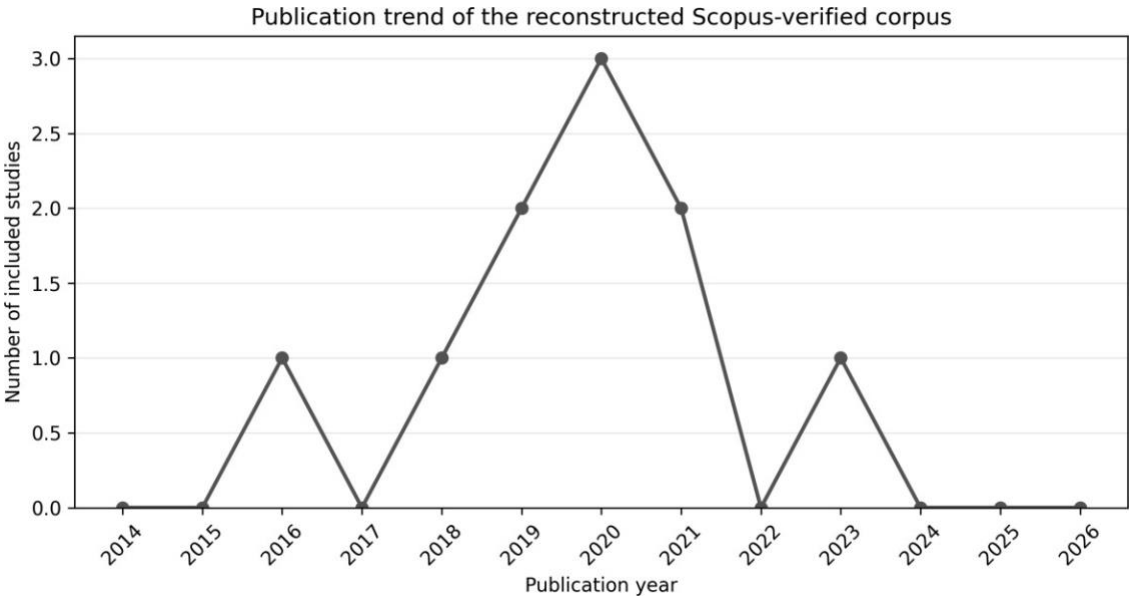


Figure 2. Publication trend of the 10-study Scopus-verified synthesis corpus.  
*Source: The authors' elaboration.*

Figure 2 should not be interpreted as evidence of a continuous growth trajectory. Rather, the pattern is episodic: foundational teacher-enactment work appeared in 2016 and 2018, followed by a cluster of textbook, curriculum, and material-development studies in 2019–2021, and a later extension toward Merdeka-related cultural and citizenship literacy in 2023. The absence of direct Scopus-indexed Pancasila Student Profile–EFL studies in the reconstructed corpus is itself substantively important, suggesting that explicit policy-focused work has developed faster in domestic outlets than in the verified international-indexed evidence base.

*Source: The authors' elaboration.*

3.2 Bibliographic characteristics and citation visibility

The 10 studies were distributed across eight journals. Indonesian Journal of Applied Linguistics and Studies in English Language and Education each contributed two studies, while Pedagogies, Compare, Intercultural Education, Pedagogy,

Culture & Society, TEFLIN Journal, and Studies in Educational Evaluation contributed one each. Uswatun Qoyyimah was the most recurrent first author, contributing three studies (2016, 2018, and 2020), reflecting a sustained line of inquiry into character policy, teacher professionalism, and curriculum enactment.

At the verification date, the corpus accumulated 267 Scopus-linked citations displayed in SINTA, with a median of 15.5 citations per study and a range from 3 to 138. Citation visibility was strongly skewed: Setyono and Widodo’s (2019) study of multicultural values accounted for 138 citations, more than half of the corpus total. This concentration means that citation totals should not be interpreted as evidence that the field as a whole is equally mature.

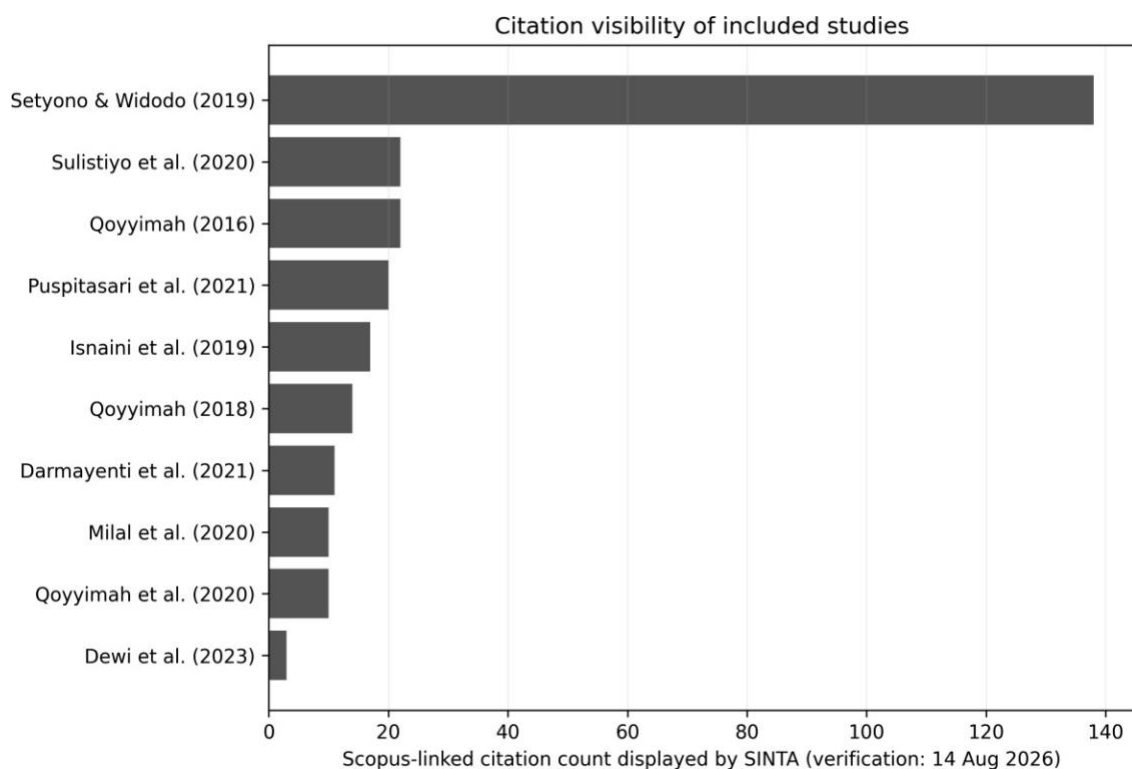


Figure 3. Citation visibility of included studies based on SINTA Scopus-analysis counts verified on 14 August 2026.

*Source: The authors' elaboration.*

| Study                     | Journal                                                       | SINTA-listed quartile | Citations |
|---------------------------|---------------------------------------------------------------|-----------------------|-----------|
| Setyono & Widodo (2019)   | Intercultural Education                                       | Q1                    | 138       |
| Qoyyimah (2016)           | Pedagogies: An International Journal                          | Q2                    | 22        |
| Sulistiyo et al. (2020)   | Indonesian Journal of Applied Linguistics                     | Q1                    | 22        |
| Puspitasari et al. (2021) | Studies in Educational Evaluation                             | Q1                    | 20        |
| Isnaini et al. (2019)     | Indonesian Journal of Applied Linguistics                     | Q2                    | 17        |
| Qoyyimah (2018)           | Compare: A Journal of Comparative and International Education | Q1                    | 14        |
| Darmayenti et al. (2021)  | Studies in English Language and Education                     | Q1                    | 11        |
| Qoyyimah et al. (2020)    | Pedagogy, Culture & Society                                   | Q1                    | 10        |
| Milal et al. (2020)       | TEFLIN Journal                                                | Q2                    | 10        |
| Dewi et al. (2023)        | Studies in English Language and Education                     | Q1                    | 3         |

*Source: The authors' elaboration.*

### 3.3 Methodological patterns

The evidence base is methodologically uneven. Four studies (40%) primarily used textbook, visual-semiotic, or critical discourse analysis; three (30%) were qualitative teacher/curriculum studies; two

(20%) developed or validated character-oriented learning materials; and one (10%) used a mixed-method design. No included study employed a longitudinal design, randomized intervention, or robust quasi-experimental evaluation of multidimensional character outcomes.

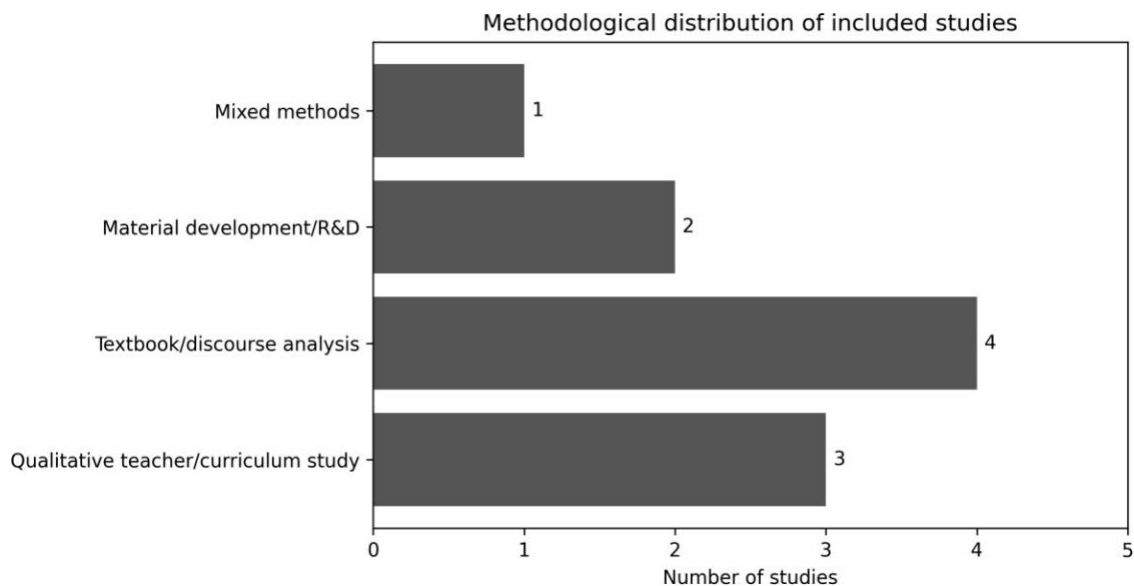


Figure 4. Methodological distribution of the included studies.

Source: The authors' elaboration.

The dominance of interpretive and material-oriented designs has two implications. First, the literature offers rich evidence about how values are represented and how teachers interpret curriculum policy. Second, it provides much weaker evidence about whether those representations or practices

produce measurable learner development. The field is therefore stronger on representation and enactment than on outcome evaluation.

### 3.4 Cross-study synthesis of substantive themes

| ID | Study                    | Context                                        | Method                                                            | Primary focus                                | Synthesized contribution                                                                                                                                                   |
|----|--------------------------|------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S1 | Qoyyimah (2016)          | State secondary-school EFL                     | Qualitative classroom/teacher study                               | Character-education enactment                | Character policy was mediated through teachers' instructional and regulative practices, preferred values, and school culture.                                              |
| S2 | Qoyyimah (2018)          | Public and Islamic private secondary schools   | Qualitative comparative interview study                           | Character policy and teacher professionalism | School-based curriculum autonomy and character policy produced different forms of professional judgement across institutional environments.                                |
| S3 | Isnaini et al. (2019)    | Vocational high-school English textbook        | Visual semiotic analysis                                          | Multicultural values                         | Visual representations promoted respect for traditions, perspectives, cultural products, and women's equal rights, creating opportunities for intercultural awareness.     |
| S4 | Setyono & Widodo (2019)  | Nationally endorsed EFL textbook               | Critical discourse analysis                                       | Multicultural values and cultural plurality  | The textbook discursively constructed multicultural respect and cultural plurality, confirming textbooks as value-laden curriculum artefacts.                              |
| S5 | Sulistiyo et al. (2020)  | Three nationally adopted primary EYL textbooks | Critical discourse analysis (SFL-informed)                        | Moral values in textbooks                    | Helping others was the most prominent value, followed by politeness and caring, showing uneven moral-value representation in early English materials.                      |
| S6 | Qoyyimah et al. (2020)   | State and private secondary schools            | Qualitative interviews and classroom observations                 | Curriculum enactment and teacher judgement   | Teachers facing different working conditions encountered distinct dilemmas and produced context-specific curricular resolutions.                                           |
| S7 | Milal et al. (2020)      | Islamic junior secondary schools               | Needs analysis, material development, validation, and pilot study | Character-oriented supplementary materials   | Questionnaires, FGDs, and interviews informed the Islamic Life Resource Pack, which integrated moral messages into ready-to-use English worksheets and teacher guidance.   |
| S8 | Darmayenti et al. (2021) | Islamic higher education                       | Research and development                                          | Religious character and local wisdom         | An EFL textbook integrating English skills, religious character, and local wisdom was developed and validated, but effectiveness still required further empirical testing. |

| ID  | Study                     | Context                           | Method                                       | Primary focus                    | Synthesized contribution                                                                                                                                                          |
|-----|---------------------------|-----------------------------------|----------------------------------------------|----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S9  | Puspitasari et al. (2021) | Primary-school English textbooks  | Critical discourse analysis                  | Moral values                     | Helping others, friendliness/politeness, and tolerance were among the most salient moral messages, but representation was not equivalent to demonstrated student internalization. |
| S10 | Dewi et al. (2023)        | EFL pre-service teacher education | Mixed methods (questionnaire and interviews) | Culture and citizenship literacy | MBKM experiences were associated with solidarity, tolerance, diversity, unity, and mutual respect across cultural and social differences.                                         |

Source: The authors' elaboration.

### 3.4.1 Teacher agency and curriculum recontextualization

Three studies position teachers as active curriculum mediators rather than passive implementers. Qoyyimah (2016) showed that character education in EFL was recontextualized through instructional and regulative practices shaped by teachers' preferred values and school cultures. Qoyyimah (2018) further demonstrated that curriculum autonomy and mandatory character education produced different professional responses in public and Islamic private schools. Qoyyimah et al. (2020) extended this argument by showing that teachers working under different conditions encountered distinct dilemmas and generated context-specific resolutions. Across these studies, implementation follows a recurring logic: policy expectation → teacher interpretation → contextual recontextualization → classroom practice.

### 3.4.2 Textbooks as value-laden curriculum artefacts

Four studies analyze textbooks or textbook discourse. Isnaini et al. (2019) identified respect for traditions, perspectives, cultural products, and women's equal rights in visual representations. Setyono and Widodo (2019) demonstrated that nationally endorsed EFL materials construct multicultural values and cultural plurality. Sulistiyo et al. (2020) found that helping others, politeness, and caring were particularly prominent in primary EYL textbooks, while Puspitasari et al. (2021) similarly identified helping others, friendliness/politeness, and tolerance as salient moral messages. Together these studies establish textbooks as important sites of character representation, but they also expose a methodological boundary: represented values are not equivalent to internalized competencies.

### 3.4.3 Material development as an implementation

### strategy

Two studies moved beyond analysis toward instructional design. Milal et al. (2020) used questionnaires, focus-group discussions, interviews, expert validation, and piloting to develop the Islamic Life Resource Pack for junior secondary English teaching. Darmayenti et al. (2021) developed an EFL textbook integrating language skills, religious character, and local wisdom for Islamic higher education. These studies show that character integration can be operationalized through concrete resources, yet both also point to the need for stronger post-development effectiveness evaluation.

### 3.4.4 Cultural diversity, citizenship, and experiential learning

Dewi et al. (2023) represents a later shift toward Merdeka-era culture and citizenship literacy among pre-service EFL teachers. Their mixed-method findings connected educational experience with solidarity, tolerance, diversity, unity, and mutual respect. This extends earlier textbook-based multiculturalism toward experiential learning and helps bridge value-oriented ELT with the competencies later formalized in national learner-profile policy.

## 3.5 Review-level mapping to Pancasila Student Profile dimensions

The earlier studies did not generally employ the Pancasila Student Profile as their original coding framework. To examine conceptual continuity, the present review mapped substantive findings onto the six dimensions at the synthesis level. Six studies aligned substantively with faith/morality, five with global diversity, and three with mutual cooperation. None directly evaluated independence, critical reasoning, or creativity as Pancasila-profile outcomes.



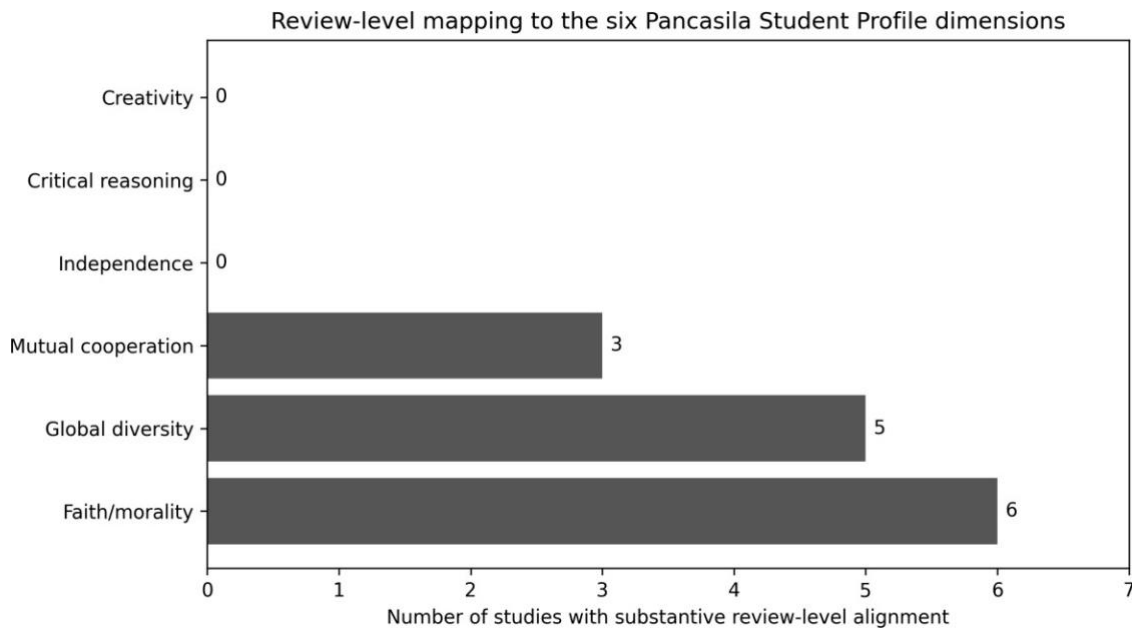


Figure 5. Review-level mapping of included studies to the six Pancasila Student Profile dimensions.

*Source: The authors' elaboration.*

Figure 5 reveals a marked dimensional imbalance. The evidence base is relatively mature for morality, cultural diversity, tolerance, helping behavior, and social cooperation, but underdeveloped for independence, critical reasoning, and creativity. This does not imply that these competencies are absent from English teaching; rather, they were not

operationalized as explicit character/profile outcomes in the reconstructed Scopus-indexed corpus. This distinction identifies a precise research opportunity for future EFL studies.

*Source: The authors' elaboration.*

### 3.6 Evolutionary pattern across the corpus

#### Conceptual-policy trajectory used to interpret the evidence base

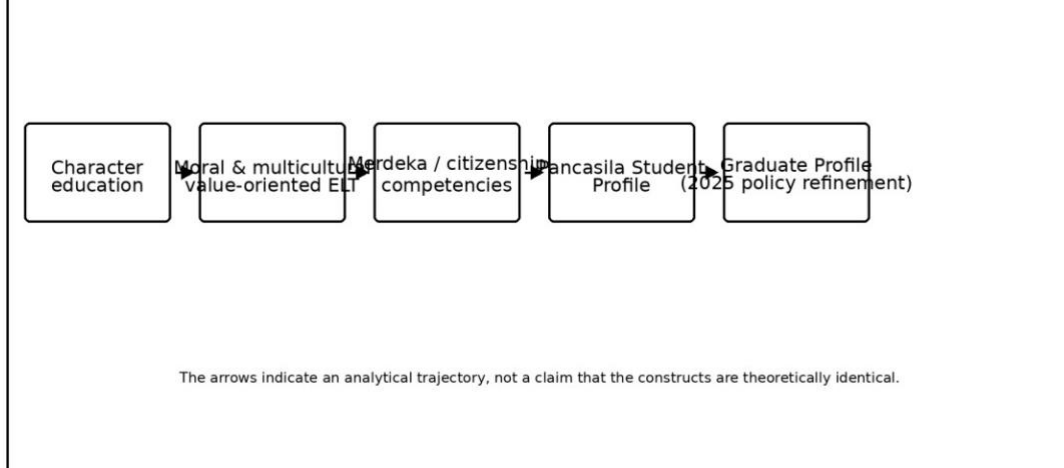


Figure 6. Analytical trajectory from character education toward the Pancasila Student Profile and the 2025 Graduate Profile refinement.

*Source: The authors' elaboration.*

The chronological and thematic evidence supports a cautious evolutionary interpretation. The literature moves from character-policy enactment and teacher professionalism, through moral and multicultural representation in teaching materials, toward material development and culture/citizenship competencies associated with Merdeka-era reforms. The Pancasila Student Profile therefore appears less as an entirely new pedagogical agenda than as a policy consolidation of concerns already visible in Indonesian English education. The trajectory is not theoretically linear,

however: moral education, multicultural education, teacher agency, and citizenship literacy remain distinct traditions that overlap with, rather than collapse into, the later learner-profile framework.

## 4. Discussion

### 4.1 From character education to a multidimensional learner profile

The central finding of the review is that the Pancasila Student Profile should be located within a longer development of value-oriented English education. The pre-Profile corpus already

addressed morality, social care, cultural pluralism, local wisdom, teacher judgement, and citizenship literacy. What changes under the Pancasila Student Profile is not simply the existence of values but their policy organization into an integrated multidimensional learner profile. This reframing potentially changes curriculum alignment, assessment expectations, and the visibility of competencies across subjects.

The 2025 shift toward the Graduate Profile further strengthens the need for longitudinal policy research. Permendikdasmen No. 13 of 2025 amended the curriculum regulation, and government explanations presented the newer eight-dimensional profile as a refinement of earlier learner-profile policy. For English education, this creates an opportunity to examine whether changes in terminology are accompanied by changes in classroom practice, assessment, teacher understanding, or merely administrative relabeling.

#### **4.2 English language education as a mechanism for character and citizenship development**

English language education is particularly well positioned to support multidimensional development because communicative learning already relies on interaction, interpretation, collaboration, perspective-taking, and cultural encounter. Critical reading and argumentation can support reasoning; collaborative writing and group problem solving can support cooperation; multimodal composition can support creativity; self-directed projects can support independence; and intercultural tasks can support global diversity. The evidence base reviewed here confirms that morality and interculturality have already been incorporated into English materials, but it also shows that the field has not yet evaluated the full competency potential of language pedagogy.

#### **4.3 Policy intention is not learner outcome**

A major theoretical implication is the need to distinguish four levels of evidence: policy intention, material representation, classroom enactment, and

learner outcome. Much of the current literature concentrates on the second level. Textbook analyses provide valuable evidence about the messages and opportunities embedded in instructional resources, but they cannot establish how teachers use those resources or what learners subsequently develop. The strongest future designs should therefore connect curriculum, materials, teacher practice, assessment, and learner evidence within the same study.

#### **4.4 Teacher agency as the implementation hinge**

The Qoyyimah studies demonstrate that teachers constitute the hinge between national policy and classroom reality. Character-oriented policies are filtered through professional judgement, institutional culture, religious context, learner needs, time constraints, and teachers' own conceptions of desirable character. This insight is highly relevant to the Pancasila Student Profile: implementation quality cannot be inferred from policy compliance documents alone. Teacher cognition, agency, assessment literacy, and pedagogical decision-making require direct investigation.

#### **4.5 Methodological implications**

The methodological profile suggests that the field is rich in interpretive analysis but comparatively weak in causal and longitudinal evidence. The dominance of CDA, semiotic analysis, qualitative teacher studies, and material development is appropriate for understanding meanings and implementation processes, but it limits claims about effectiveness. Future research should introduce stronger mixed-method and intervention designs without abandoning contextual depth. In particular, longitudinal classroom observation, validated multidimensional instruments, pre-/post-designs, comparative multi-school research, and explanatory sequential mixed methods would substantially strengthen the evidence base.

#### **4.6 Research gaps and future directions**

| Gap                   | Evidence from synthesis                                                                                                                                             | Recommended direction                                                                                                         |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Outcome gap           | The literature demonstrates value representation and curriculum enactment more often than measurable student development.                                           | Use longitudinal, pre-/post-, quasi-experimental, and mixed-method outcome studies.                                           |
| Assessment gap        | No study in the reconstructed corpus validates a comprehensive Pancasila-profile assessment framework for English learning.                                         | Develop performance rubrics, observation protocols, portfolios, peer/self-assessment, and multidimensional instruments.       |
| Dimensional imbalance | Faith/morality, global diversity, and mutual cooperation dominate; independence, critical reasoning, and creativity are not directly evaluated as profile outcomes. | Design English tasks and assessments that explicitly operationalize the underrepresented dimensions.                          |
| Teacher-agency gap    | Teacher judgement is important but investigated in a small number of sustained research programs.                                                                   | Use multi-site observation, teacher interviews, stimulated recall, and policy-enactment analysis.                             |
| Theoretical gap       | Several strands remain policy- or content-driven rather than integrated through a common explanatory framework.                                                     | Combine curriculum recontextualization, teacher agency, intercultural competence, character education, and assessment theory. |

| Gap                   | Evidence from synthesis                                                                                                                                       | Recommended direction                                                              |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Policy-transition gap | The transition from character education to Pancasila Student Profile and then Graduate Profile has not been followed longitudinally within the same settings. | Track schools, teachers, textbooks, and assessment practices across policy phases. |

Source: The authors' elaboration.

4.7 Practical implications

For English teachers, the findings suggest that profile competencies should be operationalized as observable learning processes rather than appended as administrative labels. Critical reasoning can be embedded in evidence-based discussion and argumentative writing; collaboration in group projects and peer feedback; creativity in multimodal and narrative production; independence in portfolios and self-directed tasks; and global diversity in intercultural comparison and perspective-taking.

For curriculum and textbook developers, the review indicates a need for constructive alignment among competency, learning objective, task, material, assessment, and evidence of learning. For teacher-education programs, policy understanding should be combined with pedagogical design and assessment literacy. For policymakers, implementation evaluation should move beyond documentation toward classroom feasibility and demonstrable student outcomes.

5. Conclusion

This Scopus-based systematic synthesis reconstructs a 10-study evidence base on character-oriented Indonesian English language education and places it in relation to the emergence of the Pancasila Student Profile. The literature shows a coherent but non-linear progression from teacher-mediated character policy and moral education toward multicultural textbook representation, character-oriented material development, and Merdeka-era cultural and citizenship competencies.

Three conclusions are particularly important. First, the Pancasila Student Profile did not emerge in an educational vacuum; several of its concerns were already visible in internationally indexed EFL research under different conceptual labels. Second, the literature is strongest in morality, global diversity, mutual cooperation, teacher agency, and value-laden learning materials, but weak in direct evaluation of independence, critical reasoning, and creativity as profile outcomes. Third, methodological concentration in qualitative, discourse-analytic, and material-development research means that the field currently demonstrates representation and implementation more convincingly than learner-level effectiveness.

Future research should therefore move from identifying values toward tracing the entire implementation chain: policy intention → material representation → teacher recontextualization →

classroom enactment → assessment → learner outcomes. This agenda is especially timely as Indonesian curriculum policy continues to evolve from the Pancasila Student Profile toward the eight-dimensional Graduate Profile. English language education can make a distinctive contribution to that agenda because communication, cultural encounter, reasoning, creativity, collaboration, and learner agency are already intrinsic to high-quality language pedagogy.

6. Limitations

The principal limitation is data provenance. The supplied Excel workbook contains the search strategy, conceptual mapping, eligibility criteria, extraction framework, and quality-assessment template, but it does not contain the authenticated Scopus record export or the original PRISMA screening log. Consequently, the initial retrieval, duplicate, screening, and full-text exclusion counts cannot be reported without fabrication and are shown as NR in Figure 1. The included corpus was reconstructed by verifying Scopus indexing and substantive relevance of 10 studies through SINTA Scopus-analysis records and official publisher/journal metadata. The review should therefore be treated as a manuscript-ready reconstructed synthesis that must be updated if the original Scopus export becomes available.

A second limitation is that formal author-keyword co-occurrence analysis was not possible without article-level Scopus metadata. The thematic analysis reported here is transparent content coding rather than VOSviewer-based bibliometric clustering. Third, the review-level mapping of earlier studies onto Pancasila Student Profile dimensions is an analytical interpretation and should not be read as the original authors' own classification.

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