CONCEPTUALIZATION OF DECODABLE BOOKS BASED ON HUMAN SECURITY TO EARLY READER FOR STRENGTHENING OF THE PANCASILA STUDENT PROFILE IN ELEMENTARY SCHOOL

Sani Aryanto[1*], Truly Wangsalegawa[1], Tri Alida Apriliana[1], Putri Ayuni Agustina[1], Meyke Erlianda[1], Meliyanti[2]

[1]Universitas Bhayangkara Jakarta Raya
[2]Directorate of Elementary Education Teachers
Ministry of Education Culture Research and Technology of the Republic of Indonesia
[1]sani.aryanto@dsn.ubharajaya.ac.id

Abstract

The purpose of this research is to provide a comprehensive picture of the development of decodable books based on human security in an effort to strengthen the Pancasila student profile for students in the Early Readers category in elementary schools (SD). The qualitative approach presented descriptively through library research shows several conceptual findings, such as: (1) Decodable Books Terminology; (2) Characteristics of Decodable Books for Early Readers Category (B1); (3) The Concept of Human Security in SD; (4) Internalization of Pancasila Student Profile Values in the Context of Developing Decodable Books in Elementary Schools The library research was carried out in a comprehensive manner by conducting a meta-analysis of several relevant previous studies, taking inventory of several theoretical studies from various sources, and supporting government policies related to the focus of this study. The results of the study show that book development is explicitly contained in BSKAP No. 030/P/2022 Concerning Guidelines for Leveled Books, although unfortunately this has not been comprehensively discussed. The results of this literature study produce propositions that can be followed up in other, more complex studies.

Keywords: *decodable books; human security; the pancasila student profile; elementary school; early literacy*

Abstrak

Tujuan penelitian ini adalah untuk memberikan gambaran komprehensif mengenai pengembangan buku ramah cerna berbasis *human security* sebagai upaya penguatan Pancasila student profilepada siswa kategori Pembaca Awal di Sekolah Dasar (SD). Pendekatan kualitatif yang disajikan secara deskriptif melalui *library research* menunjukan beberapa temuan yang bersifat konseptual seperti: (1) Hakikat Buku Ramah Cerna; (2) Klasifikasi Buku Ramah Cerna dan Buku Berjenjang; (3) Karakteristik Buku Ramah Cerna untuk Kategori Pembaca Awal (B1); (4) Konsep *Human Security* di SD; (5) Internaliasi Nilai-Nilai Pancasila student profiledalam Konteks Pengembangan Buku Ramah Cerna di SD. Studi pustaka dilakukan secara komprehensif dengan melakukan metaanalisis pada beberapa penelitian terdahulu yang relevan dan inventarisasi pada beberapa kajian teori dari berbagai sumber serta kebijakan-kebijakan pemerintah yang mendukung terkait fokus kajian ini. Hasil kajian menunjukan bahwa pengembangan buku secara eksplisit terdapat dalam BSKAP No. 030/P/2022 Tentang Pedoman Perjenjangan Buku, walaupun sayangnya belum dibahas secara komprehensif. Hasil studi pustaka ini menghasilkan proposisi yang dapat ditindaklanjuti pada penelitian lainnya yang lebih kompleks.

Kata Kunci: buku ramah cerna; human security; profil pelajar pancasila; sekolah dasar; literasi dini

Introduction

Literacy culture in Indonesia is considered very concerning when referring to the results of research conducted at Central Connecticut State University (CCSU) in New Britain, United States of America, in 2016. Literacy culture in Indonesia is ranked 60th out of 61 countries in The World's Most Literate Nations (Meliyanti et al., 2021). Besides that, the Program for International Student Assessment (PISA) 2018 released the results of a study showing the literacy culture of the Indonesian people was ranked 74th out of 79 countries based on the results of a survey by the Organization for Economic Cooperation and Development (Aryanto et al., 2022; Mulyani et al., 2022). These two research results prove that literacy culture in Indonesia needs to be improved, especially in the context of formal education, especially at the Elementary School (SD) level through early literacy learning.

Early literacy, namely the ability to read and write in early childhood, is important to increase empathy, criticize, and analyze the information obtained (Arsa et al., 2019; Handayani, 2019). Early literacy aims to foster literacy skills, including: speaking ability, print awareness, background knowledge, vocabulary, phonemic awareness, and literacy abilities (Lynch et al., 2023; Su & Ng, 2023) . Early childhood is the most important period in every child's life because brain growth in early childhood is rapid (Karima & Kurniawati, 2020). One of the most important elements of early literacy activities is the provision of appropriate storybooks. One example of a book that is appropriate for use in early literacy learning is a decodable books.

The International Literacy Association defines decodable books as books that can stimulate children to construct knowledge about literacy (Grøver et al., 2023). Decodable books are books whose characteristics of the contents of the text or pictures are easy to understand according to the abilities of children at the age of early readers. Stories in Decodable books must be directed to internalize values and build character (Barry et al., 2013). The goal is that the literacy activities carried out not only create children who like to read but are also able to create children with character (Guevara et al., 2020). The six characters included in the Pancasila Student Profile, which are currently the focus of the Government of Indonesia, include: (a) faith, fear of God Almighty, and noble character; (b) global diversity; (c) working together; (d) independent; (e) critical reasoning; and (f) creative. The six characters of the Pancasila Student Profile are contained in Permendikbud Number 22 of 2020 Regarding the Strategic Plan of the Ministry of Education and Culture 2020-2024 (Irawati et al., 2022; Lubaba & Alfiansyah, 2022)

The Pancasila Student Profile is expected to become an entity of the character of the Indonesian Nation and be considered a solution to anticipating the various impacts of global change in the digital era, which requires every human being to maintain security in various ways, especially access to information from various media. Therefore, the Pancasila Student Profile is highly correlated with the principles of human security, which prioritize protection against various forms of threats; moreover, human security should be a focused roadmap for Bhayangkara University research in Jakarta.

Not much research is relevant to the concept of decodable books, but research related to the internalization of Pancasila student profile values in the development of teaching materials has been carried out in several studies, including: First, research by related to the development of an electronic enrichment book containing the profile of Pancasila student elements of mutual cooperation in elementary schools. Second, Zakiyah et al., (2022) who developed the digital comic-based Indonesian language textbooks filled with critical thinking skills. Third, Yanti et al. (2021). Fourth, Puspita et al., (2022) who developed the media pop-up book based on local wisdom as strengthening the character of mutual cooperation. Therefore, based on the analysis

of previous research, it can be identified that the position of this research is the development of various previous similar studies with a novelty value; that is, there are no research results related to the conceptualization of Decodable books based on human security in an effort to strengthen the character profile of Pancasila students in the early reader category in elementary school. Ketersediaan buku ramah cerna di sekolah dasar dipastikan belum banyak karena konsep buku ramah cerna baru dikembangkan berdasarkan kebijakan pemerintah melalui BSKAP No. 030/P/2022 Concerning Guidelines for Leveled Book. Therefore, the concept of decodable books and leveled books has the opportunity to become an interesting issue that can be developed in various research in the future. The biggest challenge of this research is teachers' understanding of interpreting the concept of decodable books as story books or fairy tales, even though the concept of decodable books has very different characteristics..

A qualitative approach is presented descriptively through library research shows several conceptual findings such as: (1) Urgency of early literacy; (2) terminology of decodable books; (3) classification of decodable books and leveled books; (4) characteristics of decodable book for early readers category (B1); (5) concept of human security in elementary school; (6) internalization of pancasila student profile values in the context of developing decodable books in elementary schools. The results of the study show that book development is explicitly contained in BSKAP No. 030/P/2022 Concerning Guidelines for Leveled Book, although unfortunately it has not been comprehensively discussed in the research context, The results of this literature study produce propositions that can be followed up on in other, more complex studies.

Research Methods

This study uses a qualitative approach to library research to answer four research questions, including: (1) What is the urgency of early literacy? (2) What are the characteristics of decodable books and leveled books? (3) What is the concept of human security in the field of elementary education? (4) What is the process of internalizing the values of the Pancasila student profile in the context of developing decodable books in elementary school?.

The research procedure is preceded by analyzing and identifying the results of previous research and studying theories that are relevant to the concept of Decodable books, the internalization of the Pancasila Student Profile in the context of developing teaching materials, and the concept of human security in elementary.

Literature Review from Various Sources

Reduction and Inventory of Literature & Results of Previous Research

Previous Research Analysis

Interpretation of Conceptual Data About Decodable Books, Human Security, and Pancasila Student Profiles

Figure 1.
Processing and analysis of data

This research procedure includes four stages, including: (1) collecting relevant data in accordance with the research focus; (2) researchers presenting the data that has been collected; (3) reduction and inventory of data; and (4) concluding based on valid and reliable data verification results. (Cresswell, 2018). Most types of data are secondary through literature review from various sources and analysis of the results of previous research with data processing and analysis referring to the theory of Miles & Hubermann (in Cresswell, 2014).

Results and Discussion

The results of this study are the result of conceptual and contextual analysis of various relevant theories as well as analysis of various previous studies, which are interpreted in the form of theoretical propositions covering several findings, including: (1) Urgency of early literacy; (2) terminology of decodable books; (3) classification of decodable books and leveled books; (4) characteristics of decodable book for early readers category (B1); (5) concept of human security in elementary school; (6) internalization of pancasila student profile values in the context of developing decodable books in elementary schools.

Urgency of Early Literacy

Early literacy is a child's ability to hear and understand spoken language and be able to communicate both through images and speech based on their experience of interacting with the environment (Sari, 2019; Sukma et al., 2020). Early literacy is a set of literacy activities that are implemented from early childhood with the aim that children have the ability to listen, understand spoken language, and be able to communicate through images or speech formed from their experiences when interacting with other people around them (Aishah Abdul Malek et al., 2019; Fitria et al., 2022; Hasannah, 2019; Sari, 2019). Literacy activities can stimulate children to love reading, writing, listening, and communicating well. So that children have a lot of knowledge from their love of reading (Karima & Kurniawati, 2020; Sinaga, 2019). Stewart et al., (2014) put forward some coverage of literacy at an early age, including: (1) Speaking ability; (2) Phonological awareness; (3) Print awareness; (4) Vocabulary repertoire; (5) Background knowledge; and (6) Letter Knowledge.

The development of literacy skills at the age of early readers in developing countries has quite formidable obstacles because the availability of books that are in accordance with the development of literacy skills at a young age is still relatively small. Students need access if they want to read age-appropriate reading books, and they need time to improve their literacy skills through these reading books (Book Level Guidelines, 2022). The lack of availability of books makes children experience late development of literacy skills. Late literacy skills certainly have a negative impact on children. The following is the urgency of early literacy, according to Abdul Rahman et al., (2021) :

1. Helping children understand other people and the environment around them
2. Improve children's ability and creativity in logical thinking.
3. Improving children's intelligence in the academic, emotional, and spiritual fields
4. Train and improve children's basic skills in reading, writing, and arithmetic for their needs in pursuing the next level of education.
5. Fostering children's interest in literacy

Meanwhile, according to Baiti & Zulkarnaen (2021) Early literacy is important to apply because abilities in literacy need to be owned by each individual to be able to participate in social life. Communication activities will add information that is part of basic human rights related to lifelong learning. Early literacy activities can be supported by having Decodable books that adjust the literacy abilities of children at their age.

Terminology of Decodable books

According to the International Literacy Association (ILA), decodable books can be the initial foundation for teaching children how to work on the alphabet. This book can attract children's attention to read and apply their knowledge, which is still at a developmental stage. decodable books are intended to help those who are learning to read so that reading material can be decoded independently and using common student words (Guidelines for Book Leveling, 2022)

The decodable books aims to develop phonological decoding skills that focus on text structure. As children begin to master a series of books that can be decoded, vocabulary and story structures become more interesting. Simple words in decodable books that will attract children's attention and motivate them to read books, as well as encourage them to read more widely.

The following is an example of an image of a decodable books, which can be seen in Figure 2.

Figure 2.
Decodable Books Illustration
source : literacy cloud

Based on the Education Standards, Curriculum, and Assessment Agency's Book Leveling Guidelines from BSKAP No. 30/P/2022, the characteristics of decodable books are as follows:

1. Books are designed to attract children's attention, so they want to read and apply their knowledge of how the alphabet system works.
2. Books contain text that can be deciphered with words that correspond to letters and sounds.
3. Books and materials can be decoded using simple and common words for students. So that students can be decoded independently.
4. Has a function as a place for self-development through reading texts and fostering self-confidence, as well as an interest in reading from an early age.

The development of decodable books is considered an alternative to internalizing values and building character, especially now that the Government of Indonesia is working on the Pancasila student profile, which is the current focus of the Indonesian Government.

Classification of Decodable Books and Leveled Books

Decodable books and tiered books have groupings according to the level of children's comprehension ability in reading at several age stages. The classification of decodable books and leveled books is based on the stage of development of the reader, according to Jane Chall, who is one of the figures in identifying the stages of books according to the stage of development of the reader. Following are the stages of reader development according to J. Chall (in Meliyanti & Aryanto, 2022).

1. Level 0, Pre-reading (Birth to Age 6).
   In this pre-reading stage, children who live in a literacy environment certainly form the basis for their knowledge of letters, words, and books. Children will understand the

nature of words that sometimes sound the same and how words can be broken up or put together to form words.

2. Level 1. Read Early, or Decoding (6-7 year old stage)

   In this early reading stage, children learn to match, arrange, and adjust words to their pronunciation. The child will construct his cognitive knowledge with the reading that is done so as to produce a child's understanding of the spelling system in the language.

3. Stage 2: Reading to Learn Something New: First Steps (High Grade Elementary School)

   At this stage, children learn a lot of new things, information, and experiences. It is better to do reading activities with concrete reading material from one point of view and not use complicated words. Because children of this age still have limited vocabulary knowledge.

4. Stage 3: Multiple Viewpoints (14–18 years old): Senior High School

   At this stage, children need to be presented with reading material that has many points of view and stories that have complexity. Because readers at this age are already able to unify the concepts and facts they find,

5. Stage 4: Worldview Construction and Reconstruction (18 Years and Over): University

   At this stage, the child is already able to read the writing in the book in detail. Children know what they need to read. Children are also already able to choose the reading material they want to read or like. However, this ability is not directly possessed by children without going through the stages of literacy development since childhood.

An explanation of the stages of children's literacy development at each age forms the basis for the creation of Decodable books and tiered books. Here are some classifications of Decodable books and tiered books:

1. Early Readers (A)

   Books at the early readership level are symbolized by a red star and the letter A. The early readership level (*emergent reader*) is intended for children who are new to books and require scaffolding that accompanies them while reading books. Early reader-level books are usually applied to children aged 0–7 years. At this age, children are just starting to be introduced to letters and learning to read.

2. Early Readers (B)

   Books at this level are divided into three classifications, namely B1, B2, and B3. Early readers' ladders are symbolized by a purple circle and the codes B1, B2, and B3. Early readership (*early or beginning reader*): this is still a level that requires scaffolding. However, at this level, the child's ability to read is already at the level of being able to read text in the form of words or phrases with combinations of letters and letter sounds, clauses, simple sentences, and simple paragraphs.

3. Temporary Reader (C)

   Junior-level readers (*intermediate readers*) have a blue circle symbol with the code C on each book. At this level, the child no longer needs scaffolding (*scaffolding*). Because at the secondary level, children have the ability to read text in the form of paragraphs in one discourse fluently, This means that they already have good reading skills.

4. Associate Reader (D)

   Intermediate reading level (advanced *reader*) books have a green triangle symbol with code D. Readers at this level have a qualified level of reading ability. At this level, the reader is able to understand various kinds of text with an average level of difficulty. Books at this level are usually aimed at children aged 13–15.

5. Advanced Reader (E)

Books at the advanced reader level (*skilled reader*) are marked with a yellow rectangle and code E. The advanced reader level has the highest level of reading ability, in which the reader is able to analyze and critique readings from various sources to unify the results of his thoughts. With such abilities, proficient readers can help other levels of readers who still need scaffolding.

Characteristics of Decodable Book For Early Readers Category (B1);

Decodable books at the early reader level (B1) have their own characteristics. This early reader level book (B1) still requires scaffolding namely assistance from proficient readers in reading activities. This book can help children learn to read and write and recognize their environment. This book can be used as a teaching material for reading systematically and explicitly. The estimated age equivalent (approximate grade) for this level is the age of 6-8 years. This equality approach cannot always be used, for example in children who have lower or higher reading abilities than children of their age.

The following are the characteristics of books at the initial reading level (B1) based on several aspects according to Table 1.

Table 1.
Characteristics of Decodable Books Reader Category B1

No	Aspect	Description
1	Content	The stories presented in this book for early readers (B1) are in the genres of poetry, prose/fiction, and nonfiction. These stories can be taken from everyday experiences, folklore (fairy tales), or fantasy. The concepts used include affective, cognitive, and psychomotor values according to the development and interests of the early childhood level of readers (for example, humorous stories, adventures, and rhyming poetry).
2	Form, Type, and Size of the Book	The form of books at the early reader level (B1) varies, such as pop-up books, paper books, and open-close books (*flap books).* The types of books used are simple concept books, picture books, and activity books. The size of the book is adjusted for use by children at the age of B1 early readers.
3	Vocabulary	The words used in this early reader's level book are simple and familiar to children of this age. The diction (choice of words) used is in the form of general words, such as basic words and formed words. Books at this level usually contain 25–40 frequently used vocabulary words.
4	Language Structure	The B1 level books use the same language structure as the A level, namely combinations of phonemes, syllables, and words that are easily understood by B1 level readers. At the B1 initial reading level, language structures such as words, phrases, clauses, single sentences, and equivalent compound sentences are used. The simple language structure aims to make it easy for children to decodable the stories presented in the book.
5	Picture	The images presented are two-dimensional (2D) or three-dimensional (3D) images with full color (*full colour*). The proportion of images is more dominant than that of text. The line illustrations or photos are there for the purpose of illustrating the text. Text written in books may not use thought or dialect balloons.
6	Length and Format	The sentence length in the early reader ladder (B1) averages 5 sentences per page, with a maximum of 7 words per sentence. Book thickness should be 16–32 pages. Using a format font with a size of

No	Aspect	Description
		20 pt that is not related (sanserif) and the spacing adjusts. The text on each page has a consistent or unchanging placement or position.

The Concept of Security in Elementary Schools

Human Security is an attempt to re-conceptualize security fundamentally. It is primarily an analysis that focuses on ensuring safety for individuals. The United Nations Development Programme (UNDP) details seven components of human security that can be used as the basis for developing programs or activities based on human *security* in elementary school (Farhana et al., 2021).

Table 2.
Component *Human Security* in elementary

No	Component	Description	Indicator
1	Economic Security	Security free from poverty and guarantee the fulfillment of life's necessities	1. Financial management and strengthening financial literacy 2. Entrepreneurship education
2	Food Security	Ease of access to food needs	1. Strengthening ecoliteracy 2. School canteen management 3. Management of school meals
3	Health Security	Ease of getting health services and protection from disease	1. Sports habit 2. UKS management 3. Immunization
4	Environmental Security	Protection from air pollution and environmental pollution, as well as access to water and clean air	1. Habit of caring for plants 2. The habit of disposing of trash in its place 3. Recycle 4. Energy saving
5	Personal Security	Safety from physical threats resulting from war, domestic violence, crime, drug use, and even traffic accidents	1. How to treat and care for yourself 2. Disaster mitigation 3. Tolerance and efforts to prevent bullying 4. Counseling guidance
6	Community Security	Preservation of cultural identity and cultural traditions	1. Collaboration and mutual cooperation 2. Understanding and monitoring Bhineka Tunggal Ika
7	Political Security	Protection of human rights and freedom from political pressure	1. Flag ceremony habituation 2. The habit of commemorating national holidays

Internalization of Pancasila Student Profile Values in The Context of Developing Decodable Books in Elementary Schools

Pancasila is the foundation or guideline for the nation and state for the people of Indonesia. The values contained in Pancasila need to be applied to children in elementary school (Rizal et al., 2022; Setiyaningsih & Wiryanto, 2022). The goal is that children can use Pancasila guidelines in their daily lives, and they are able to apply them in their character education so that they become better (Hamzah et al., 2022; Irawati et al., 2022). Even though

Pancasila values have been taught to children, the development of the times and increasingly advanced technology have made the application of Pancasila values still lacking and need to be re-instilled so that children become generations of character (Asiati & Hasanah, 2022). The inculcation of Pancasila values can be carried out through the implementation of the Pancasila Student Profile, which was proclaimed by the Ministry of Education and Culture and listed in Regulation of the Minister of Education and Culture Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024. The following is a picture of the six characters in the Pancasila Student Profile, which can be seen in Figure 2.2.

Figure 3.
Pancasila Student Profile
Source : Kemdikbudristek

The Pancasila Student Profile is a form of elaboration on national education goals. The Pancasila Student Profile is the character and skills needed in children's daily lives and instilled through school culture, both through intra-curricular activities at school, co-curricular activities, and extra-curricular activities (Juliani & Bastian, 2021; Rizal et al., 2022; Rusnaini et al., 2021). The Pancasila Student Profile is expected to be able to instill Pancasila values through activities carried out at school

Presenting the Pancasila Student Profile is not only a guideline in education, but also capable of instilling character education in children. The presence of the Pancasila Student Profile is based on increasingly rapid technological advances, socio-cultural shifts, environmental changes, and different opportunities for the world of work in the future (Irawati et al., 2022; Jamaludin et al., 2022). In practice, the Pancasila Student Profile project has a content and implementation time that can be carried out flexibly. Flexible content means that the project must be appropriate to the stage of child development, which focuses on the achievements of the Pancasila Student Profile and is not required to be related to learning achievements in the subject (Gunawan & Suniasih, 2022; Rachmawati et al., 2022). Flexible timing means that projects can be undertaken combining all hours of study in each subject. The total implementation time for each project does not need to be equated (Amalia et al., 2022).

The urgency of instituting the Pancasila Student Profile is that the nation's noble values and morals are maintained, and foster the desire of each individual to become a citizen of the world, to become an embodiment of social justice, and the realization of increasing abilities in the 21st century (Setiyaningsih & Wiryanto, 2022). From this urgency, six characters are obtained that need to be instilled in children. This is stated in the Vision of the Ministry of

Education and Culture, namely to create an advanced Indonesia that is sovereign, independent, and has personality through the creation of Pancasila Students who are critical, creative, independent, faithful, fearful of God Almighty, and have noble character, work together, and have global diversity (Kemendikbudristek, 2020).

According to the Study on Development of Pancasila Student Profiles (2020) there are six key elemental dimensions that have an important role to play in helping to build Indonesian students, so that they become students who have competence, character, and behave in accordance with Pancasila values. Following is a table regarding the key elements of each character in the Pancasila Student Profile which will be developed in the context of this research can be seen in Table 3.

Table 3.
Elements of Key Values/Characteristics of the Pancasila Student Profile

No	Value/Character	Key Elements
1	Believing, God Almighty, and Noble	a) Religious morals, b) Personal morals, c) Morality to people, d) Morality to nature, e) State morals.
2	Global Diversity	a) Recognizing and appreciating culture b) Intercultural communication skills in interacting with others, c) Reflection on and responsibility for the experience of diversity.
3	Worked together	a) Collaboration, b) Concern, c) Share.
4	Independent	a) Awareness of self and situation b) Self regulation.
5	Critical Reasoning	a) Receiving and processing information and ideas b) Analyze and evaluate reasoning, c) Reflecting thoughts and thought processes, d) Making decisions.
6	Creative	a) Generate original ideas, b) Produce original works and actions.

The implementation of each value/character of the Pancasila Student Profile can be internalized in the development of teaching materials that support literacy learning activities in elementary schools. The following are some relevant studies related to the development of teaching materials and/or teaching media that prioritize the values/characteristics of the Pancasila Student Profile.

Table 4.
Previous Research Results

No	Research Title	Researcher	Year	Research result
1	Development of an Electronic Enrichment Book Loaded with Pancasila Student	Adnin Mutiara, et al.	2022	This research produced an electronic fable book based on mutual cooperation. The results of the study stated that the fable story electronic enrichment book containing the Pancasila Student Profile character elements of mutual cooperation

No	Research Title	Researcher	Year	Research result
	Profiles Elements of Mutual Cooperation in Elementary Schools			received a good category rating in the practicality test and the effectiveness test. This book is practically used in schools, and is effective as a reading literacy medium in schools.
2	Development of Indonesian Language Textbooks Based on Digital Comic Media Filled with Critical Thinking Skills	Zenzen Zakiyah, et al.	2022	This study shows that digital comic book media has valid content and is suitable for use as media and learning resources. This is based on the results of a very good product assessment (92%) from review material experts and digital comic media experts. Results *review* users of digital comics also get a very good rating (98%).
3	Development of Spirit Character Value-Based Children's Storybooks Nationalism and Love of Country	Lutfia Rosidah, et al.	2022	This research produces illustrated books containing content of various types of character values arranged based on instructions for using the books. As well as instill critical, flexible, and original character in children.
4	Media Development*Pop-Up Book* Based on Local Wisdom as Strengthening the Character of Mutual Cooperation	Ari Metalin, dkk	2022	This difference study shows that pop-up book media based on local wisdom fall into the category of being very valid, very practical, and very effective, so that it can be implemented in small-scale and field tests. This pop-up book media can strengthen mutual cooperation character education.
5	Development of Problem-Based Picture Story Books to Improve Critical Thinking Skills of Elementary School Students	Ayu Rizki, et al.	2022	This research produces picture story books to foster children's critical thinking. The results of this study get good results. The resulting product is a problem-based picture story book. This book is considered to be more effective in developing to improve the critical thinking skills of fifth grade elementary school students.

Based on the various previous relevant studies above, the position of this research is developmental research from various previous similar studies with a novelty value, that is, there are no research results related to Decodable books based on human security in an effort to strengthen the character profile of Pancasila students in the early reader category in elementary school. The results of this research will have an impact on increasing teachers' understanding in developing literacy learning strategies through the use of decodable books which have not been widely developed in research contexts. These results encourage the creation of propositions that can be used as alternatives to develop further, more complex research.

Conslusion

Based on the literature study conducted, it can be concluded that the internalization of the value of the Pancasila Student Profile in the context of developing a decodable books based on human security is one of the appropriate choices in supporting the implementation of strengthening early literacy in elementary schools. The results of analysis from various sources of literature and previous research show that the conceptualization of Decodable books is explicitly contained in Education Curriculum and Assessment Standards Agency (BSKAP) No. 030/P/2022 Concerning Guidelines for Book Classification, although unfortunately it has not been discussed comprehensively in the context of further research and study activities, so it can be ascertained that there has been no research that examines specifically the process of preparing Decodable books based on human security, which internalizes the value of the Pancasila Student Profile. The results of this research are expected to become a conceptual foundation and proposition for further research in the effort to develop Decodable Books-based Human Security, which prioritizes the values/character of the Pancasila Student Profile.

Acknowledgement

Bibliography

Abdul Rahman, M. N., Abdul Malek, A., & Mansor, M. A. (2021). Pedagogi Responsif Budaya Menerusi Cerita Rakyat Untuk Kemahiran Literasi Awal Kanak-Kanak. *Sains Insani*, *6*(1), 91–98. https://doi.org/10.33102/sainsinsani.vol6no1.254

Aishah Abdul Malek, Mohd Nazri Abdul Rahman, Romli Darus, & Muhammad Asyraf Mansor. (2019). Pendekatan Bercerita Berasaskan Kurikulum Berkepelbagaian Budaya Untuk Pembelajaran Literasi Awal Kanak-Kanak. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, *7*(3), 28–34.

Arsa, D., Atmazaki, A., & Juita, N. (2019). Literasi Awal pada Anak Usia Dini Suku Anak Dalam Dharmasraya. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *3*(1), 127. https://doi.org/10.31004/obsesi.v3i1.159

Aryanto, S., Hartati, T., Maftuh, B., & Darmawan, D. (2022). Sastra Anak Berbasis Ecoprenuership Sebagai Muatan Pembelajaran Literasi Finansial Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, *8*(3), 722–737. https://doi.org/10.31949/jcp.v8i3.2569

Asiati, S., & Hasanah, U. (2022). Implementasi Projek Penguatan Profil Pelajar Pancasila Di Sekolah Penggerak. *Jurnal Lingkar Mutu Pendidikan*, *19*(2), 61–72. https://doi.org/10.54124/jlmp.v19i2.78

Baiti, N., & Zulkarnaen, M. (2021). Pelatihan Stimulasi Keterampilan Literasi Awal Melalui Media Poster Bagi Anak Usia Dini di Masa Pandemi. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, *4*(2), 71. https://doi.org/10.17977/um050v4i2p71-77

Barry, A. L., Rice, S., & McDuffie-Dipman, M. (2013). Books with potential for character education and a literacy-rich social studies classroom: A research study. *Journal of Social Studies Research*, *37*(1), 47–61. https://doi.org/10.1016/j.jssr.2012.12.002

Farhana, H., Affandi, I., Supriatna, N., & Nurbayani, S. (2021). Analisis Deskriptif Nilai Human Security Siswa Sekolah Dasar. *Jurnal Basicedu*, *5*(6), 5112–5125. https://doi.org/10.31004/basicedu.v5i6.1588

Fitria, N., Jalal, F., Supena, A., & Id, A. A. (2022). Strategi Guru Dalam Pengenalan Literasi Awal Pada Masa Pandemi Covid-19. *Jurnal Ilmiah Potensia*, *7*(2), 145–153. https://doi.org/10.33369/jip.7.2.

Grøver, V., Snow, C. E., Evans, L., & Strømme, H. (2023). Overlooked advantages of interactive book reading in early childhood? A systematic review and research agenda. *Acta Psychologica*, *239*(July). https://doi.org/10.1016/j.actpsy.2023.103997

Guevara, J. P., Erkoboni, D., Gerdes, M., Winston, S., Sands, D., Rogers, K., Haecker, T., Jimenez, M. E., & Mendelsohn, A. L. (2020). Effects of Early Literacy Promotion on Child Language Development and Home Reading Environment: A Randomized Controlled Trial. *Journal of Pediatrics: X*, *2*, 100020. https://doi.org/10.1016/j.ympdx.2020.100020

Gunawan, D. M. R., & Suniasih, N. W. (2022). Profil Pelajar Pancasila dalam Usaha Bela Negara di Kelas V Sekolah Dasar. *MIMBAR PGSD Undiksha*, *10*(1), 133–141. https://doi.org/10.23887/jjpgsd.v10i1.45372

Hamzah, M. R., Mujiwati, Y., Khamdi, I. M., Usman, M. I., & Abidin, M. Z. (2022). Proyek Profil Pelajar Pancasila sebagai Penguatan Pendidikan Karakter pada Peserta Didik. *Jurnal Jendela Pendidikan*, *2*(04), 553–559. https://doi.org/10.57008/jjp.v2i04.309

Handayani, S. (2019). "Upaya Meningkatkan Kemampuan Literasi Awal melalui Media Big Book." *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara PAUD-007*, 1--7. http://jurnal.stkipkusumanegara.ac.id/index.php

Hasannah, R. G. U. (2019). Efektifitas Metode Mendongeng Dalam Meningkatkan Kemampuan Literasi Dini Anak Prasekolah. *Psikoborneo: Jurnal Ilmiah Psikologi*, *7*(3), 360–368. https://doi.org/10.30872/psikoborneo.v7i3.4793

Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, *6*(1), 1224–1238. https://doi.org/10.33487/edumaspul.v6i1.3622

Jamaludin, J., Alanur S, S. N. A. S., Amus, S., & Hasdin, H. (2022). Penerapan Nilai Profil Pelajar Pancasila Melalui Kegiatan Kampus Mengajar Di Sekolah Dasar. *Jurnal Cakrawala Pendas*, *8*(3), 698–709. https://doi.org/10.31949/jcp.v8i3.2553

Juliani, A. J., & Bastian, A. (2021). *Pendidikan Karakter Sebagai Upaya Wujudkan Pelajar Pancasila*. 257–265.

Karima, R., & Kurniawati, F. (2020). Kegiatan Literasi Awal Orang Tua pada Anak Usia Dini. *Al-Athfal: Jurnal Pendidikan Anak*, *6*(1), 69–80. https://doi.org/10.14421/al-athfal.2020.61-06

Lubaba, M. N., & Alfiansyah, I. (2022). Analisis Penerapan Profil Pelajar Pancasila dalam Pembentukan Karakter di Sekolah Dasar. *Sains Dan Teknologi*, *9*(3), 2022–2687.

Lynch, K., Lee, M., & Loeb, S. (2023). An investigation of Head Start preschool children's

executive function, early literacy, and numeracy learning in the midst of the COVID-19 pandemic. *Early Childhood Research Quarterly*, *64*(March), 255–265. https://doi.org/10.1016/j.ecresq.2023.04.002

Meliyanti, M., Raraswati, P., Hidayat, D. N., & Aryanto, S. (2021). Kajian Literatur: Perkembangan Literasi dan Numerasi di Lingkungan Keluarga. *Jurnal Pendidikan Tambusai*, *5*(3), 6504–6512. https://jptam.org/index.php/jptam/article/view/1973

Mulyani, D., Intem, D. N., & Aziz, H. (2022). Bercerita Seraya Berkarya untuk Menumbuhkan Literasi Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak ...*, *6*(6), 6450–6461. https://doi.org/10.31004/obsesi.v6i6.2976

Puspita, A. M. I., Setyaningtyas, D., Mutiara, A., Wagiran, W., Pristiwati, R., Zakiyah, Z., Arisandi, M., Oktora, S. D., Hidayat, A., Karlimah, K., Saputra, E. R., Yanti, Y., Maesaturofiqoh, P., Sodiq, A., Studi, P., Guru, P., Ibtidaiyah, M., Islam, U., & Raden, N. (2022). Pengembangan Buku Pengayaan Elektronik Cerita Fabel Bermuatan Profil Pelajar Pancasila Elemen Gotong Royong Sebagai Media Literasi Membaca di Sekolah Dasar. *Jurnal Basicedu*, *6*(2), 149–160. https://doi.org/10.31004/basicedu.v6i2.2455

Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, *6*(3), 3613–3625. https://doi.org/10.31004/basicedu.v6i3.2714

Rizal, M., Najmuddin, N., Iqbal, M., Zahriyanti, Z., & Elfiadi, E. (2022). Kompetensi Guru PAUD dalam Mengimplementasikan Profil Pelajar Pancasila di Sekolah Penggerak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(6), 6924–6939. https://doi.org/10.31004/obsesi.v6i6.3415

Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensifikasi Profil Pelajar Pancasila dan Implikasinya Terhadap Ketahanan Pribadi Siswa. *Jurnal Ketahanan Nasional*, *27*(2), 230. https://doi.org/10.22146/jkn.67613

Sari, N. (2019). Aktivitas bermain , perkembangan literasi awal dan tempat penitipan anak (daycare). *Prosiding Seminar Nasional Pendidikan FKIP*, *2*(1), 559–566.

Setiyaningsih, S., & Wiryanto, W. (2022). Peran Guru Sebagai Aplikator Profil Pelajar Pancasila Dalam Kurikulum Merdeka Belajar. *Jurnal Ilmiah Mandala Education*, *8*(4), 3041–3052. https://doi.org/10.58258/jime.v8i4.4095

Sinaga, E. S. (2019). Pengaruh Gender Anak dan Kebiasaan Orang Tua Membacakan Buku terhadap Kemampuan Literasi Awal Anak Usia Dini. *JPP PAUD FKIP Untirta*, *6*(2), 127–138. http://jurnal.untirta.ac.id/index.php/jpppaud/index

Su, J., & Ng, D. T. K. (2023). Artificial intelligence (AI) literacy in early childhood education: The challenges and opportunities. *Computers and Education: Artificial Intelligence*, 100124. https://doi.org/10.1016/j.caeai.2023.100124

Sukma, E., Indrawati, T., & Suriani, A. (2020). Penggunaan Media Literasi Kelas Awal di Sekolah Dasar. *Jurnal Inovasi Pendidikan Dan Pembelajaran Sekolah Dasar*, *3*(2), 103. https://doi.org/10.24036/jippsd.v3i2.107623

Susilawati, E., Sarifuddin, S., Data, P., & Pendidikan, K. (2021). Internalization of Pancasila Values in Learning through Implementation of Pancasila Student Profile with " Merdeka

Mengajar " Platform. *Jurnal TEKNODIK*, *25*(2), 155–168.

Yanti, Y., Maesaturofiqoh, P., Sodiq, A., Studi, P., Guru, P., Ibtidaiyah, M., Islam, U., & Raden, N. (2021). *Pengembangan Buku Cerita Anak Berbasis Nilai Karakter Semangat Kebangsaan dan Cinta Tanah Air untuk Peserta Didik Kelas IV SD / MI PENDAHULUAN Penanaman pendidikan karakter merupakan suatu kebutuhan untuk tuntunan didalam memberikan budi pekerti atau mora*. *8*(2), 149–160.

Zakiyah, Z., Arisandi, M., Oktora, S. D., Hidayat, A., Karlimah, K., & Saputra, E. R. (2022). Pengembangan Buku Teks Bahasa Indonesia Berbasis Media Komik Digital Bermuatan Keterampilan Berpikir Kritis. *Jurnal Basicedu*, *6*(5), 8431–8440. https://doi.org/10.31004/basicedu.v6i5.3869