

The Role of Teacher Competencies in Shaping Student Character Through *Profil Pelajar Pancasila*

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ABSTRACT

This study examines the competency levels of teachers in implementing *Profil Pelajar Pancasila* and its impact on student character development in SD Wilayah VII Kabupaten Pidie. Using a qualitative descriptive approach, data were collected through observations, interviews, and document analysis. Findings show that while teachers exhibit strong personality (90%) and pedagogical (84%) competencies, their professional (80%) and social (76%) skills require improvement. Challenges include time constraints (70%), lack of training (65%), and limited resources (50%). Despite these barriers, students demonstrated notable character growth, with critical thinking (+37%) and teamwork (+34%) improving significantly. Enhancing teacher training, parental involvement, and resource availability is crucial for effective *Profil Pelajar Pancasila* implementation and long-term educational success.

Keywords: Teacher Competency; *Profil Pelajar Pancasila*; Student Character Development; Elementary Education; Qualitative Descriptive; Approach; Observations and Interviews; Teacher Training; Implementation Challenges; Critical Thinking; Teamwork.

1. Introduction

Education plays a crucial role in shaping students' character, particularly at the primary school level. Teachers serve as role models and key figures in instilling values that align with national educational objectives. In Indonesia, the implementation of the *Profil Pelajar Pancasila* (Pancasila Student Profile) has been emphasized as a strategy to develop students who embody the nation's fundamental values. This research investigates the professional competence of teachers in implementing the *Profil Pelajar Pancasila* and its impact on shaping students' character in SD Wilayah VII Kabupaten Pidie.

The *Profil Pelajar Pancasila* aims to cultivate students who are spiritually intelligent, emotionally and socially aware, intellectually capable, physically adept, and morally responsible citizens (UUD 1945). Education in Indonesia is deeply rooted in local cultural values, as stated in the 1945 Constitution, which mandates education as a means to enhance national intelligence and character development. The National Education System Law No. 20 of 2003 also emphasizes the role of education in fostering religious, democratic, and responsible individuals (Purnama, 2020).

With the rapid changes brought about by globalization, the Indonesian education system faces increasing challenges in maintaining its cultural and moral foundations. Studies suggest that many young individuals are experiencing a decline in moral values due to external influences such as social media and global trends (Rudiawan & Asmaroini, 2022). Azzahra & Dewi (2021) highlight that issues such as uncontrolled social behavior, even at the elementary school level, necessitate stronger character education. Teachers, therefore, play a fundamental role in counteracting these negative influences by embedding the principles of *Profil Pelajar Pancasila* in their teaching methodologies (Dewi & Safitri, 2021).

Competent teachers must possess the ability to integrate Pancasila-based values into their pedagogy. The *Profil Pelajar Pancasila* encompasses six key dimensions: faith and piety, global diversity, mutual cooperation, critical

thinking, independence, and creativity (Inayah, 2021). These attributes must be nurtured through structured educational programs, where teachers act as both instructors and mentors. Alam (2021) underscores that despite various teacher training initiatives and curriculum enhancements, the quality of education remains uneven, with disparities between urban and rural schools.

Research has shown that teachers require continuous professional development to effectively implement the *Profil Pelajar Pancasila* (Yeki & Andriani, 2022). Professional competencies, as outlined by Parnawi & Ridho (2023), include pedagogical, personal, social, and professional skills. The effectiveness of character education largely depends on teachers' ability to integrate these competencies into their teaching strategies. Furthermore, Asyhar (2023) highlights the importance of teacher-led initiatives in fostering Pancasila-based character development, calling for institutional support and collaboration between schools and communities.

1.1. Study Objectives

Given the significance of teacher competency in shaping students' character, this research seeks to explore the strategies and challenges faced by teachers in implementing the *Profil Pelajar Pancasila*. The study aims to assess existing teacher development programs, identify effective strategies for integrating Pancasila principles into education, and examine obstacles that hinder their implementation in SD Wilayah VII Kabupaten Pidie. By addressing these concerns, the research aims to contribute valuable insights for policymakers, educators, and future researchers in enhancing character education in Indonesia.

2. Materials and Methods

2.1. Research Design

This study employs a qualitative research approach with a descriptive method to explore the professional competencies of teachers in implementing the *Profil Pelajar Pancasila* and its impact on student character development. A qualitative approach allows for a comprehensive understanding of teacher experiences, strategies, and challenges in real classroom settings. Through this approach, the research aims to gain in-depth insights into how teachers apply educational principles and overcome obstacles in implementing the program effectively.

2.2. Research Location and Participants

The study was conducted in SD Wilayah VII Kabupaten Pidie, focusing on two primary schools: SD Negeri Pulo Raya and SD Negeri Kp. Blang Iboih. These schools were selected as they actively implement the *Profil Pelajar Pancasila* program. Participants were chosen using a purposive sampling technique, ensuring that only those with direct involvement in the implementation of *Profil Pelajar Pancasila* were included. The participants consisted of school principals, who play a crucial role in policy-making; teachers, who are the primary subjects responsible for executing the program; and supervisors, who evaluate the effectiveness of teacher performance.

2.3. Data Collection Techniques

To collect data, the study employed three primary data collection methods: observation, interviews, and document analysis. Observations were conducted in classrooms to assess how teachers integrate *Profil Pelajar Pancasila*

values into their teaching methodologies. These observations focused on instructional strategies, classroom environment, and student engagement. Semi-structured interviews were held with teachers, school principals, and supervisors to gain deeper insights into their perspectives, experiences, and challenges in implementing *Profil Pelajar Pancasila*. Additionally, document analysis was carried out on official school documents, lesson plans, student assessment reports, and teacher training materials to examine how schools incorporate these values into their academic programs.

2.4. Data Validation and Credibility

To ensure the validity and credibility of the research, multiple validation techniques were used. Triangulation was applied by comparing data from different sources (observations, interviews, and document analysis) to verify the findings. Member checking was conducted by allowing participants to review and validate interview transcripts to ensure accuracy. Moreover, peer discussions with education experts and researchers were utilized to refine data interpretation and avoid biases.

2.5. Data Analysis Techniques

The data analysis process followed a thematic approach, which included three key steps: data reduction, data display, and conclusion drawing. Data reduction involved filtering and categorizing essential information from interviews, observations, and documents. Data display was done by organizing findings into tables, narratives, and concept maps to facilitate interpretation. Lastly, conclusion drawing involved identifying patterns, drawing meaningful insights, and formulating conclusions regarding teacher competencies and the implementation of *Profil Pelajar Pancasila*.

2.6. Ethical Considerations

Ethical considerations were a priority in this study. All participants provided informed consent before taking part in the research, ensuring that they understood the purpose and process of the study. Confidentiality and anonymity were strictly maintained by coding participants' names and ensuring that no identifiable information was disclosed in the final report. These ethical measures ensured that the study adhered to research integrity and respected the rights of all participants.

3. Results and Discussion

3.1. Teacher Competency Levels in Implementing Profil Pelajar Pancasila

The assessment of teachers' competencies in four key aspects pedagogical, professional, social, and personality competencies—revealed that personality competence scored the highest at 4.5 out of 5, corresponding to a 90% implementation level. Pedagogical competence followed with a score of 4.2 (84%), while professional (4.0, 80%) and social competencies (3.8, 76%) were slightly lower.

These results indicate that while teachers possess strong individual attributes and pedagogical skills, they may need further development in professional expertise and social engagement with students and parents. The implementation of the *Profil Pelajar Pancasila* is well-structured, but some teachers struggle to apply collaborative and community-based approaches effectively in the learning process.

3.2. Teacher Training Participation on Profil Pelajar Pancasila

To address the competency gaps, training programs have been conducted, but participation remains relatively low. The most attended training was the Character Education Seminar (60% participation), followed by Pedagogical Integration Workshops (55%). However, Curriculum Implementation Training (45%) and Parent-Teacher Collaboration Training (30%) had lower participation rates, indicating potential barriers such as time constraints, lack of incentives, and insufficient awareness about the importance of these training sessions.

These findings suggest that more structured and mandatory training should be introduced, particularly on topics like curriculum integration and teacher-parent collaboration, to enhance teachers' professional and social competencies.

Table 1. Teacher Training Participation

Training Programs	Percentage of Teachers Participated (%)
Workshop on Pedagogical Integration	55
Character Education Seminar	60
Curriculum Implementation Training	45
Parent-Teacher Collaboration Training	30

3.3. Challenges Faced by Teachers in Implementation

Several challenges were identified in implementing the Profil Pelajar Pancasila. The most significant issue was time constraints, reported by 70% of teachers, making it difficult to integrate character education seamlessly into their lessons. Lack of training (65%) and limited resources (50%) were also key barriers, while parental support (45%) remained a challenge. These results suggest that while teachers are committed to implementing the Profil Pelajar Pancasila, external factors such as limited instructional time, insufficient professional development, and a lack of resources hinder their effectiveness. Addressing these challenges requires policy adjustments, additional funding, and stronger collaboration between schools and parents. (See Figure: Challenges Faced by Teachers).

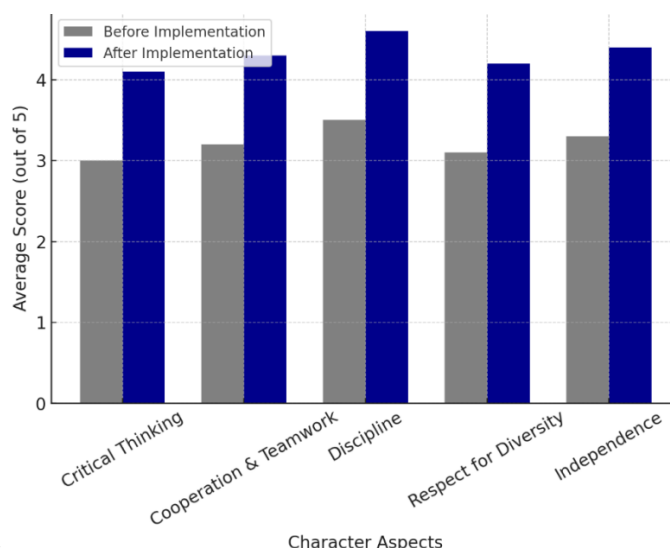


Figure 1. Student Character Development Progress

3.4. Impact on Student Character Development

The study also assessed student character development before and after the implementation of the Profil Pelajar Pancasila. The results show a significant improvement in various character dimensions, with discipline improving by 31%, critical thinking by 37%, and respect for diversity by 35%. The overall improvement across all dimensions ranged between 31% to 37%, demonstrating the positive impact of the framework on student behavior.

Despite this progress, some students still struggle with teamwork and independence, indicating the need for more interactive and collaborative activities. These findings emphasize the importance of sustained efforts in teacher training, curriculum adjustments, and parental involvement to ensure long-term character development in students.

Table 2. Student Character Development Progress

Character Aspects	Average Score Before Implementation (out of 5)	Average Score After Implementation (out of 5)	Improvement (%)
Critical Thinking	3.0	4.1	37
Cooperation & Teamwork	3.2	4.3	34
Discipline	3.5	4.6	31
Respect for Diversity	3.1	4.2	35
Independence	3.3	4.4	33

3.5. Discussion

The findings from this study highlight the importance of teacher competency in the successful implementation of the Profil Pelajar Pancasila in primary education. Teachers in SD Wilayah VII Kabupaten Pidie demonstrated strong personality and pedagogical competencies, which are essential in fostering student character development. However, professional and social competencies scored lower, indicating that teachers require additional support and training to effectively integrate the Profil Pelajar Pancasila framework into their teaching practices.

3.5.1. The Role of Teacher Competency in Character Education

Competency in pedagogical and personality aspects allows teachers to create an engaging and values-based learning environment. Research by Riduan (2021) states that professional teachers should possess pedagogical, professional, social, and personal competencies to effectively shape students' character. The high scores in personality competence (90%) suggest that teachers are natural role models for students, reinforcing moral values through behavior and interactions. However, lower scores in social competency (76%) indicate a gap in teachers' ability to engage with students, parents, and the community, which is a crucial aspect of holistic character education (Aulia et al., 2023).

Additionally, studies show that pedagogical competence (84%) plays a major role in improving student engagement and critical thinking skills (Wulandari, 2021). The moderate professional competence score (80%)

suggests that teachers still need support in lesson planning, curriculum adaptation, and assessment techniques to integrate Profil Pelajar Pancasila effectively (Mulyasa, 2022).

3.5.2. Challenges in Implementing Profil Pelajar Pancasila

Despite the overall effectiveness of teacher competencies, several challenges hinder their full implementation of Profil Pelajar Pancasila. The study identified four key challenges:

1. Time Constraints (70%) – Teachers struggle to balance curriculum content and character education due to rigid schedules (Purnama, 2020).
2. Lack of Training (65%) – Many teachers have not received sufficient training on integrating Profil Pelajar Pancasila into lesson plans (Yeki & Andriani, 2022).
3. Limited Resources (50%) – Schools lack adequate materials, teaching aids, and digital support to facilitate interactive character education (Parnawi & Ridho, 2023).
4. Parental Support (45%) – A lack of parental engagement reduces the effectiveness of character development outside the classroom (Rudiawan & Asmaroini, 2022).

These challenges align with findings from Inayah (2021), who states that successful character education requires collaboration between teachers, parents, and policymakers. To address these issues, schools should implement structured teacher training programs, revise scheduling to include character-building sessions, and improve community involvement in education (Alam, 2021).

3.5.3. The Impact of Training Programs on Teacher Effectiveness

The study revealed that participation in teacher training programs was relatively low, with only 60% of teachers attending character education seminars and just 30% engaging in parent-teacher collaboration training. This indicates a lack of awareness and accessibility to professional development opportunities (Daheri et al., 2022). According to Sri (2020), effective character education programs require teachers to undergo regular training to adapt to modern pedagogical methods.

Teachers who participated in training showed higher competency levels and implementation success, aligning with Winanda et al. (2025), who found that continuous training enhances teaching effectiveness and character development. Future initiatives should make teacher training mandatory and include incentives such as certification, career progression, and professional networking to encourage higher participation (Hadi Yasin, 2021).

3.5.4. Student Character Development Progress

The study found that after implementing Profil Pelajar Pancasila, students showed significant improvement in key character dimensions:

- Critical Thinking (+37%)
- Respect for Diversity (+35%)

- Teamwork & Cooperation (+34%)
- Independence (+33%)
- Discipline (+31%)

These findings align with Sofyan et al. (2022), who state that character education improves students' decision-making skills, moral awareness, and leadership qualities. However, some areas—such as teamwork and independence—require more targeted strategies. Wulandari (2021) suggests using collaborative projects, student leadership programs, and real-world application exercises to strengthen these areas.

3.5.5. Strengthening the Implementation of Profil Pelajar Pancasila

To further enhance the impact of Profil Pelajar Pancasila, the following strategies should be considered:

- Increasing teacher training accessibility – Offering online training modules, school-based workshops, and peer mentoring programs to improve teacher competency.
- Integrating flexible learning schedules – Allocating specific time slots for character education within the curriculum to avoid time constraints.
- Enhancing parental involvement – Organizing workshops and collaborative school activities to ensure continuity of character education at home.
- Providing better resources and digital support – Introducing interactive teaching materials, digital character-building tools, and government funding for classroom innovations.

4. Conclusion

This study examined the competency of teachers in implementing *Profil Pelajar Pancasila* and its impact on character development in SD Wilayah VII Kabupaten Pidie. The findings indicate that while teachers possess strong personality and pedagogical competencies, their professional and social competencies require further enhancement. The study also identified several challenges, including time constraints, lack of training, limited resources, and insufficient parental support, which hinder the full realization of *Profil Pelajar Pancasila*.

Despite these challenges, the implementation of *Profil Pelajar Pancasila* has positively influenced student character development, leading to measurable improvements in critical thinking, discipline, teamwork, respect for diversity, and independence. These results reinforce the importance of integrating character education into the school curriculum to cultivate students who embody Pancasila values and are prepared to contribute to society.

To strengthen the effectiveness of the program, several key strategies should be prioritized:

1. Enhancing teacher training programs – Providing mandatory and accessible professional development courses on curriculum integration, character education methodologies, and parent-teacher collaboration.
2. Revising school schedules – Allocating specific time slots for character education to address time constraints and ensure balanced learning.

3. Improving resource availability – Investing in interactive teaching tools, digital learning platforms, and character-building materials to support teachers and students.

4. Increasing parental involvement – Organizing family-based character education workshops and promoting stronger collaboration between teachers and parents to reinforce moral values beyond the classroom.

Ultimately, a holistic and well-supported implementation of *Profil Pelajar Pancasila* requires collaboration among teachers, school administrators, policymakers, parents, and the community. By addressing the challenges and strengthening teacher competencies, Indonesia's education system can foster a generation of students who are intellectually capable, socially responsible, and morally grounded.

Future research should explore long-term impacts of *Profil Pelajar Pancasila* on student outcomes, assess the effectiveness of various teaching methods, and evaluate policy initiatives to further improve character education. With sustained effort and commitment, the *Profil Pelajar Pancasila* framework can successfully shape the nation's future leaders in alignment with Pancasila principles and global competitiveness.

Declarations

Source of Funding

This study did not receive any grant from funding agencies in the public, commercial, or not-for-profit sectors.

Competing Interests Statement

The authors have not declared any conflict of interest.

Consent for publication

The authors declare that they consented to the publication of this study.

Ethical Approval

This study was conducted in accordance with institutional ethical research guidelines.

Informed Consent

All participants provided informed consent before taking part in the research, ensuring that they understood the purpose and process of the study.

Authors' contributions

All the authors took part in literature review, analysis, and manuscript writing equally.

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