



The Role of Teachers in Developing Student Profiles Pancasila At Mts Al Irsyad Pontianak

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Abstract

The purpose of this study is to find out the role of teachers in developing Pancasila Student Profiles at MTs Al Irsyad Pontianak. The methods used in this study are qualitative methods, with the form of descriptive research, and the data collection techniques are direct communication techniques and documentation techniques. Based on the results of the study, it shows that the role of teachers in the Development of Pancasila Student Profiles has been implemented. The role of teachers in developing the Pancasila Student Profile in schools is very important because teachers are direct guides and examples in shaping student character. Because the teacher plays the role of; role models, facilitators, motivators, guides, directs, and drives multicultural education and applies in learning, creating an inclusive and democratic environment, encouraging engagement in social activities, evaluation and value reinforcement.

Keywords: Teacher, Developing, Pancasila Student Profil

INTRODUCTION

Education is very important in shaping students' character and making good citizens and being able to develop and build students' character. good. The reality is not an exaggeration if the Indonesian nation is currently described as a nation that has experienced a decline in the quality of the character of its students. Starting from the problem of violence, fights between students, and the lack of mutual help. This situation encourages educational institutions, in this case schools, to have the responsibility to impart knowledge, skills, and develop them both through formal and non-formal education.

An educational unit that is seen as a forum where students develop attitudes, knowledge, and various skills needed when the student carries out the process of developing and improving his or her quality (Aisyah M, 2018). One of the education that must exist in students is character education based on Pancasila. Given the importance of this character, every educational institution has a role and has a great responsibility in instilling it during the learning process, (Zubaedi, 2011). Excellent human resources with character are needed to maintain the country's



competitiveness in encountering increasingly selective competencies in all industries today (Citizenship, 2022)

Pancasila, which is a guideline for teachers in carrying out their teaching duties, is the foundation of Indonesian education. It is very important to communicate the ideals contained in Pancasila to students and incorporate them into daily activities (Aminullah 2018). The unbreakable character of the Indonesian nation is Pancasila. Pancasila is not only understood logically and rationally; also consider the cultural foundation of the Indonesian nation (Tomalili, 2019).

A new idea to advance the education of the Indonesian nation by focusing on improving morale is the Pancasila Student Profile. Moral education, value education, ethics education, and behavioral education are all types of character education (Arifudin, 2022). Pancasila students represent Indonesian students as lifelong learners with global skills who have behavior in accordance with the values of Pancasila (Widiastuti & Wibowo). According to Nadiem Anwar Makarim (2021), various initiatives of the Ministry of Education and Culture that focus on efforts to produce Pancasila students can encourage students' character education. Similar to the vision and mission of the Ministry of Education and Culture as stated in the 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 that what is meant by "Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with Pancasila values, with six main characteristics: faith, fear God Almighty, and have noble character, global diversity, cooperation, independence, critical reasoning, and creativity".

The implementation of the Pancasila Student Profile in the school environment is inseparable from the role of a teacher. The role of teachers is very important in shaping behavior towards students both in learning and outside of learning that is still in the school environment. Article 40 (2) of Law No. 20 of 2003 concerning the National Education System explains that educators (teachers) are obliged to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical; have a professional commitment to improve the quality of education; and set an example and maintain the good name of the institution, profession, and position in accordance with the trust given to it. Teachers are the main facilitators at the school level who are tasked with exploring, developing, and optimizing the potential of students to become part of an ethical society (Karwati & Priansa 2014). The role of teachers can be in the form of exemplary attitudes, actions that continue to supervise the development of students and also want to direct students to good goals. In addition to providing a number of knowledge, teachers are also tasked with instilling values and attitudes to students so that students develop

their potential in accordance with the values of Pancasila.

The existence of the Pancasila Student Profile is not only implemented in schools under the Ministry of Education and Culture, but also by schools under the auspices of the Ministry of Religion. Including Madrasah Tsanawiyah (MTs) Al Irsyad. MTs Al Irsyad is one of the formal schools equivalent to Junior High School (SMP) located on Jalan Tanjung Raya I East Pontianak, West Kalimantan Province, which is also the school targeted in this research. MTs Al Irsyad has a Vision and Mission which is also related to what is contained in the Pancasila Student Profile. The vision and mission include: The creation of a religious school culture, successful in achieving achievements, character, and environmental and science and technology insights; Develop faith and devotion to God Almighty. Improving quality learning, both academic and non-academic. Cultivate a person who has character. Developing environmentally friendly schools BISA (Clean, Beautiful, Healthy, and Beautiful). Develop strategies and methodologies for creating visions through IMTAQ and science and technology approaches.

The role of teachers is very important in the Pancasila Student Profile to realize the vision and mission of MTs Al Irsyad because in the Pancasila Student Profile, teachers educate students on how to have faith and devotion to God Almighty, respect each other's differences, love culture, work together to help others, how to reason critically, independently and creatively so that they can create something useful for themselves and others. So that the attitude of students who are elegant in morals, and superior in intellect is formed.

METHOD

The method used in this study is a qualitative research method. Qualitative research is a research process to understand based on the tradition of a certain research methodology by investigating social or human problems. Researchers create complex holistic images, analyze words, report the views of informants in detail, and conduct research in natural situations. The qualitative research approach is also called the naturalistic approach because the situation of the research field is natural or natural, as it is and not manipulated. According to Sugiyono (2019:15), it is explained that "qualitative research methods are research methods based on the philosophy of positivism, used to research the condition of natural objects. The form of this research is descriptive. According to Sudjana and Ibrahim (in Jayusman and Shavab; 2020) descriptive research is "research that seeks to describe a symptom, event, event that is happening in the present moment". Descriptive research to obtain valid data with the aim of being able to find, develop, and prove one particular knowledge so that in turn it can be used to understand, solve and anticipate problems. The data collection techniques in this study are; direct communication techniques, documentary study techniques and data collection tools in

this study are; interview and documentation guidelines.

RESULTS AND DISCUSSION

The results of the research were obtained through interviews, observations and documentation studies conducted during the research. Meanwhile, the discussion is a discussion that is limited to findings in the field with theoretical studies.

Forms of Pancasila Student Profile Development at MTs Al Irsyad Pontianak.

Based on the results of interviews with several resource persons at the Al Irsyad Pontianak MTs School, the results of research were obtained regarding the forms of Pancasila Student Profile Development, this can be seen from several opinions from respondents, most of them revealed that the Pancasila Student Profile consists of 6 (six) dimensions, namely; (1) Faith, fear of God Almighty, and noble character, (2) Global and mutual cooperation, (3) Critical reasoning, (4) Creative, (5) Independent, (6) Global diversity. This concept aims to form students who are not only academically intelligent, but also have attitudes and behaviors that reflect the noble values of Pancasila in daily life. This is in line with the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 38 of 2022 concerning Competency Standards for Elementary and Secondary Education Graduates, which includes 6 (six) dimensions of the Pancasila Student Profile, namely:

1. Faith, Piety, and Noble Character: Have faith and trust in God Almighty, as well as practicing religious values in daily life.
2. Global Diversity: Have the ability to interact with people from different cultural and religious backgrounds.
3. Working together: Having the ability to work together with others in achieving common goals.
4. Independent: Have the ability to think critically, make informed decisions, and take responsible actions.
5. Critical Reasoning: Have the ability to analyze information, evaluate arguments, and make informed decisions.
6. Creative: Have the ability to think creatively, develop new ideas, and find solutions to problems at hand.

Its implementation, the Pancasila student profile can be achieved through various activities, such as the Pancasila student profile strengthening project, which is a learning activity carried out to strengthen, deepen, and/or enrich intracurricular activities in the context of developing the character and competence of students in accordance with the noble values of Pancasila.

The Implementation of the Role of Teachers in Developing Pancasila Student Profiles at MTs Al Irsyad Pontianak.

Based on the results of interviews with several resource persons at MTs Al Irsyad Pontianak, the results of research were obtained regarding the implementation of the role of teachers in developing the Pancasila Student Profile at MTs Al Irsyad Pontianak. The answer descriptions from several respondents who have been interviewed answered that teachers at MTs Al Irsyad Pontianak have developed a Pancasila Student Profile, with various strategies and methods. This is not only done in the classroom but also outside the classroom.

The implementation of the development of the Pancasila Student Profile must be based on real experience, example, critical reflection, and collaboration. This aims for students not only to understand theory, but also to practice the values of Pancasila in their daily lives. The steps for developing Pancasila student profiles are as follows;

Step 1: Planning

1. Identify Goals: Identify the goals of developing Pancasila student profiles in learning.
2. Developing the Curriculum: Developing a curriculum that focuses on developing the competencies and character of Pancasila students.
3. Identifying Resources: Identifying the resources needed for the implementation of Pancasila student profile development.

Step 2: Learning Implementation

1. Using Active Learning Methods: Using active learning methods that involve students in the learning process, such as discussions, projects, and presentations.
2. Integrating Pancasila Values: Integrating Pancasila values in the learning process, such as teaching about the importance of honesty, patience, and cooperation.
3. Use Learning Media: Use relevant and effective learning media, such as videos, images, and apps.

Step 3: Evaluation and Assessment

1. Developing an Assessment System: Developing an assessment system that focuses on measuring the competence and character of Pancasila students.
2. Using Assessment Techniques: Using relevant and effective assessment techniques, such as tests, projects, and observations.
3. Using Assessment Results: Using assessment results to improve the learning process and improve the quality of Pancasila student profile development.

Step 4: Monitoring and Evaluation

1. Developing a Monitoring System: Developing a monitoring system that focuses on supervising the learning process and developing Pancasila student profiles.

2. Using Monitoring Techniques: Using relevant and effective monitoring techniques, such as observation, interviews, and document analysis.
3. Using Monitoring Results: Using monitoring results to improve the learning process and improve the quality of Pancasila student profile development.

Thus, the implementation of the development of Pancasila student profiles in learning can be carried out effectively and efficiently by following the steps mentioned above. This is also in line with several expert opinions including; Suyanto revealed that character education based on the Pancasila Student Profile can be done by:

1. Value-based learning, learning materials are associated with the values of the Pancasila Student Profile (such as mutual cooperation, independence, and global diversity).
2. Simulation of democratic life, For example, the election of class leaders with an election system as an implementation of democracy.
3. Discussion and debate on national issues, Teaches students to think critically and be tolerant of differences of opinion.

According to Ki Hadjar Dewantara: Exemplary-Based and Contextual Education. Ki Hadjar Dewantara emphasized that education must instill national values and character through example, contextualization, and direct experience that can be realized through:

1. The "Ing Ngarsa Sung Tuladha" approach, where teachers provide examples in practicing the values of Pancasila.
2. Experiential learning, such as real-life case studies related to democracy, human rights, and diversity.
3. Project-Based Learning to develop students' social and leadership skills.

Meanwhile, the role of teachers in the Development of Pancasila Student Profiles in learning according to civics experts is; Suyanto: Teachers as Character Educators. Suyanto emphasized that the role of teachers in forming the Pancasila Student Profile can be realized by:

1. Becoming a facilitator in experiential learning → Teachers must connect learning materials with students' real lives.
2. Apply participatory learning methods → For example, discussions, debates, case studies, and simulations of democracy.
3. Provide attitude- and morality-based evaluations → Assess students not only by their cognition, but also by their attitudes and behaviors in daily life.

According to Tilaar: Teachers as drivers of multicultural education. According to Tilaar, the role of teachers is very important to form a generation that is tolerant and nationalistic. Teachers should:

1. Encourage learning based on social interaction, Facilitate activities involving intercultural and religious cooperation.
2. Using democratic learning methods, Helping students understand the principles of democracy and Human Rights (HAM).
3. Integrating local wisdom in learning, so that students better understand that Pancasila is present in daily life.

In addition to the above two opinions, Gage and Berliner (in Suyono and Hariyanto) identify three roles of teachers in the teaching and learning process: planning, implementing, managing teaching, and evaluating students' progress. In addition, (Abin Syamsuddin Makmur, 2000) stated that there are five roles and functions of teachers related to education as an instrument and forum for distributing the norm system, including as a guardian (maintainer) of the norm system which is a source of value maturation, as an *innovator* of the moral system, and a transmitter.

Based on the above opinion, teachers have a key role in developing the Pancasila Student Profile in learning, namely as role models, facilitators, motivators, supervisors, and drivers of multicultural education. Teachers must use active, contextual, and character-value-based learning methods based on Pancasila, so that students can truly internalize Pancasila values in their lives.

CONCLUSION

The conclusion of this study is that the role of teachers in the Development of Pancasila Student Profiles in MTs Al Irsyad schools has been implemented, this is described in; six dimensions of the form of Pancasila Student Profile Development at MTs Al Irsyad Pontianak, namely; faith, piety, and noble character, global diversity, cooperation, independence, critical reasoning, creative. These six dimensions can be integrated in learning in the classroom and outside the classroom, and can be practiced in daily life both in the family and in the community. Meanwhile, the implementation of the role of teachers in developing the Pancasila Student Profile at MTs Al Irsyad Pontianak is carried out with steps; planning, implementation of development, evaluation and assessment, and monitoring and evaluation. In this case, the role of teachers in developing the Pancasila Student Profile in schools is very important because teachers are direct leaders and examples in shaping student character. Because the teacher plays the role of; role models, facilitators, motivators, guides, directs, and drives multicultural education and applies in learning, creating an inclusive and democratic environment, encouraging engagement in social activities, evaluation and value reinforcement. With these roles, teachers not only educate in terms of knowledge, but also form student characters in accordance with the values contained in the Pancasila Student Profile.

The role of teachers is very important in the Pancasila Student Profile to realize the vision and mission of MTs Al Irsyad because in the Pancasila Student Profile, teachers educate students on how to have faith and devotion to God Almighty, respect each other's differences, love culture, work together to help others, how to reason critically, independently and creatively so that they can create something useful for themselves and others. So that the attitude of students is formed who are elegant in morals, and superior in intellect.

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