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The Role of Islamic Religious Education Teachers in Shaping Pancasila Student Profiles in Junior High Schools

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Abstract

This study aims to explore the role of Islamic Religious Education (PAI) teachers in the formation of Pancasila Student Profiles at SMPN Satu Atap 1 Rawamerta, Karawang Regency. The approach used is qualitative with an exploratory case study method. Data sources were obtained from interviews with PAI teachers, principals, and students, as well as classroom observations and documentation of learning activities. Data analysis was carried out using an interactive analysis model from Miles and Huberman, which included data collection, data reduction, and data presentation, with validity tests through triangulation. The results of the study show that PAI teachers play the role of educators, facilitators, and motivators in internalizing Pancasila values, such as faith, noble character, and mutual cooperation, through discussions, extracurricular activities, and social projects. However, the challenges faced include diverse student backgrounds, lack of interest in character-building activities, and limited time in the curriculum. The solution applied is the use of technology and the involvement of parents and the community in supporting learning. The implication of this research is the need for an adaptive approach in religious education, by strengthening the role of technology and community. The suggestion for further research is to expand the scope by involving other schools and more diverse student backgrounds to provide a more comprehensive picture of the role of PAI teachers in character formation of Pancasila Student Profiles.
Keywords: The Role of Teachers, Islamic Religious Education, Pancasila Student Profiles

Introduction

Moral degradation of students, juvenile delinquency, and criminality are serious issues that are currently being the concern of many parties in Indonesia. Various studies and reports show that deviant behavior among students is increasing, along with the negative influence of promiscuity, uncontrolled use of technology, and unpreparedness to face the challenges of the times (Shalahuddin et al., 2021). One of the manifestations of this phenomenon is the increase in cases of violence, drug abuse, and unhealthy associations among students (Gunawan & Suniasih, 2022). These current issues underscore the importance of character education that can form strong moral values in students from an early age.

In facing this challenge, character education through the formation of Pancasila student profiles is very relevant. Pancasila student profile is an educational concept that emphasizes the formation of student character based on the noble values of Pancasila, which includes spiritual, social, and cognitive aspects (Sukirno et al., 2023). This is stated in a regulation issued by the Ministry of Education and Culture (Kemdikbud), which states that the Pancasila student profile aims to create a generation that has superior character, noble character, integrity, and is able to adapt to the dynamics of global life (Widarini & Suterji, 2023).

The profile of Pancasila students consists of six main elements, namely: faith, piety, and noble character; global and mutual cooperation; independence; critical reasoning; creative; and global diversity (Octavia & Tirtoni, 2024). These values are designed to strengthen students'

integrity as responsible individuals and have high social awareness of the nation and state. In this case, Islamic religious education has a very important role in the process of forming Pancasila student profiles, especially in strengthening religious values, morality, and ethics that can guide students in living their daily lives (Saiwanto et al., 2022).

Islamic religious education (PAI) as part of the curriculum in Indonesia is expected to be an effective means to strengthen the P5 program (Pancasila Student Profile Strengthening Project) (Y. F. Arifudin et al., 2024). PAI learning has great potential to introduce and shape the values in the Pancasila Student Profile, ranging from spiritual to social aspects (Muaz et al., 2023). Through teaching based on example and direct practice in students' lives, PAI teachers can form the character of students who not only have religious knowledge, but are also able to apply these values in various aspects of life (Amirudin & Muzaki, 2019b).

The success of this program, of course, is highly dependent on the role of Islamic Religious Education (PAI) teachers in delivering material and being role models for students (Adnan et al., 2022). PAI teachers must be able to explain and internalize the values of Pancasila in every lesson, as well as foster discipline and a high sense of responsibility in students (Amirudin & Muzaki, 2019a). At SMPN Satu Atap 1 Rawamerta, Karawang Regency, despite being faced with the challenges of the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) era (Carol Dalglish and Peter Miller, 2018), PAI teachers are able to effectively act as educators, motivators, and facilitators in shaping student character based on the character values of Pancasila student profiles.

However, academic problems arise when looking at the implementation of the ideal in the field, especially in the context of SMPN Satu Atap 1 Rawamerta, Karawang Regency. Although PAI teachers are believed to be able to play a role in shaping the character of Pancasila students, the reality in the field shows that many teachers still face obstacles in translating Pancasila values concretely in PAI learning. Challenges that arise include teachers' limited understanding of P5 integration in PAI, lack of ongoing training, and limited resources. On the other hand, great opportunities are also open considering the role of PAI teachers not only as teachers, but also as moral role models and agents of school culture change. Therefore, it is necessary to conduct more specific research on how PAI teachers play a role in the formation of Pancasila student profiles, the challenges they face, and the strategies used to answer the dynamics of modern times, especially in the context of one-stop junior high schools in suburban areas such as Rawamerta.

A number of previous studies have highlighted the role of PAI teachers in the formation of Pancasila student profiles through various approaches. Nia Ardianingsih et al (2023) show the importance of the role model of PAI teachers in instilling Pancasila values, but has not examined the challenges of implementation in one-stop schools or disadvantaged areas. Nasution (2023) emphasizes the internalization of values through habituation in elementary schools, but has not touched on the context of secondary education and the complexity of the digital era. Korina (2025) discusses teachers' pedagogical strategies in integrating P5, but has not highlighted technical barriers in marginalized schools. Salamah (2020) examines the role of religious teachers in the industrial era 4.0, but does not specifically highlight the dimension of Pancasila student profiles. Meanwhile, Fauza et al., (2024) identified a number of obstacles for PAI teachers in strengthening character, but the focus has not been on rural areas or integrated secondary schools. From the five studies, it appears that there has been no research that comprehensively examines the role of PAI teachers in the formation of Pancasila student profiles in the context of one-stop schools in non-urban areas, taking into account the challenges of the VUCA era and the pedagogical opportunities that have emerged. Therefore, the novelty of this research lies in its specific focus on SMPN Satu Atap 1 Rawamerta Karawang Regency, with a

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contextual approach to the dynamics of PAI learning in the midst of limited facilities, the digital era, and the complexity of marginalized areas.

This study aims to describe in depth the role of Islamic Religious Education teachers in the formation of Pancasila student profiles at SMPN Satu Atap 1 Rawamerta, Karawang Regency, as well as identify the challenges and opportunities faced by teachers in the process. Theoretically, this research contributes to the development of the study of Islamic education and character education based on Pancasila values, especially in the realm of secondary schools. Pragmatically, the results of the research are expected to be concrete recommendations for PAI teachers, school principals, and policymakers in designing character strengthening strategies through adaptive and contextual learning.

Method

This study uses a qualitative approach with an exploratory case study method to explore the role of Islamic Religious Education (PAI) teachers in the formation of Pancasila Student Profiles at SMPN Satu Atap 1 Rawamerta, Karawang Regency (Mukhter et al., 2022). The qualitative approach was chosen because it allows researchers to gain a deep understanding of how PAI teachers carry out their roles as educators, motivators, and facilitators in shaping students' character based on Pancasila values (Anif et al., 2019). With this approach, it can be revealed the dynamics that occur in the field regarding how Islamic religious education can make a significant contribution to the formation of student profiles that are in accordance with national education goals (Creswell & Creswell, 2018).

The primary data sources in this study include Islamic Religious Education (PAI) teachers, school principals, and several students at SMPN Satu Atap 1 Rawamerta. Primary data was collected through in-depth interview techniques, classroom observation, and documentation of learning activities. Meanwhile, secondary data was obtained from scientific articles, academic books, as well as supporting documents relevant to the research topic In-depth interviews were conducted with PAI teachers to explore their views on the role they play in the teaching of Islam, as well as how they integrate Pancasila values in learning. In addition, classroom observations will be carried out to see firsthand how PAI teachers interact with students in the learning process, as well as how they implement Pancasila values in daily activities at school. Relevant documentation, such as lesson plans and programs that support character building, will also be collected to provide a more complete picture of the implementation of the Pancasila Student Profile.

Data analysis was carried out using an interactive analysis model from Miles and Huberman, which includes three main stages, namely data collection, data reduction, and data presentation (Atoillah & Ferianto, 2023; Prawiyogi et al., 2020). Data collection was carried out through interviews, observations, and documentation, which were then analyzed to identify the main themes related to the role of PAI teachers in shaping student character. The data that has been analyzed will be presented in a descriptive form that describes the role of PAI teachers as educators, motivators, and facilitators in the process of forming the Pancasila Student Profile. The validity of the data will be tested through triangulation, combining the results of interviews, observations, and documentation to ensure the reliability and validity of the research findings (Asykur et al., 2022).

Results

Islamic Religious Education Teachers as Educators in the Formation of Pancasila Student Profile Character

The results of interviews with school principals, Islamic Religious Education (PAI) teachers, and students at SMPN Satu Atap 1 Rawamerta Karawang Regency show that PAI teachers have a very significant role as educators in shaping the character of the Pancasila Student Profile. PAI teachers play a direct role in instilling Islamic religious values that are in line with the values of Pancasila, such as faith, piety, and noble character. As a concrete example, in religious lessons, PAI teachers often invite students to discuss the importance of having good morals in daily life, such as respecting each other among friends, being honest in acting, and avoiding behavior that harms others. PAI teachers also emphasized the importance of a sense of responsibility in carrying out the mandate, both in school work and in their social life. The role of PAI teachers is visualized as follows:

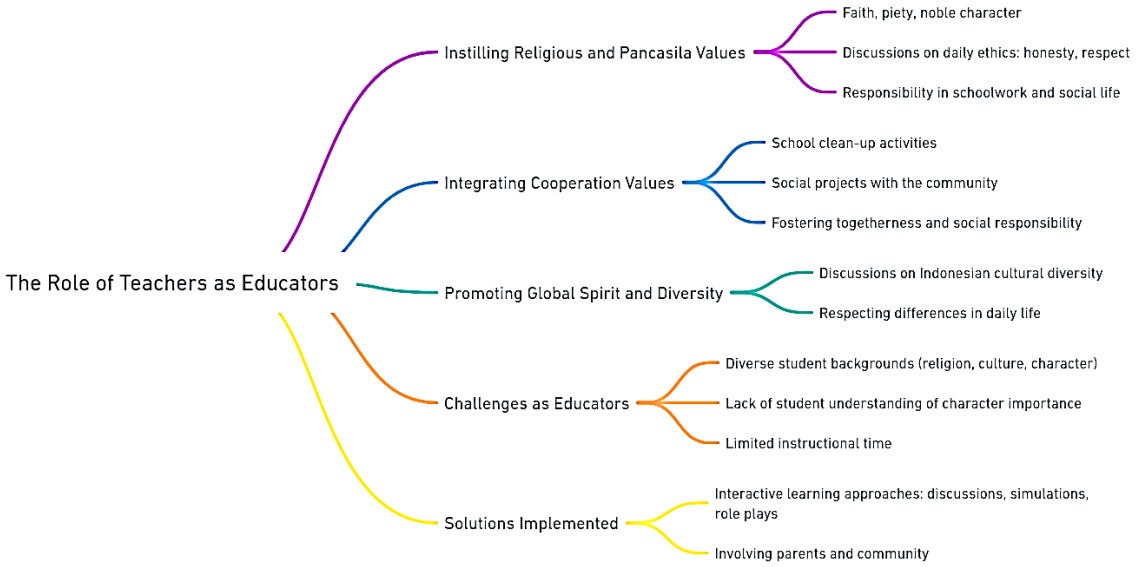

Figure 1. The Role of Teachers as Educators

PAI teachers integrate the values of mutual cooperation and togetherness in various classroom activities. One of them is through community service activities or social projects that involve students to collaborate in completing certain tasks, such as cleaning the school environment or helping the surrounding community. This not only teaches the value of mutual cooperation, but also develops a sense of togetherness and social responsibility for students. PAI teachers are also active in supporting extracurricular activities that foster a global spirit and diversity, such as discussions about Indonesia's cultural diversity and the importance of mutual respect for differences.

However, in carrying out their role as educators, PAI teachers face a number of challenges and obstacles. One of the main challenges found in this research is the difference in diverse student backgrounds, both in terms of religion, culture, and personal character. Some students tend to be less interested or even do not understand the importance of character formation, making it difficult for PAI teachers to instill Pancasila values effectively. Another challenge is the limited time available to focus on religious learning, given the limited lesson hours set in the curriculum. This causes PAI teachers to be more creative and efficient in designing learning in order to be able to convey a strong character message.

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To overcome these obstacles, PAI teachers use a more adaptive and creative approach. One of them is by utilizing more interactive learning methods, such as group discussions, simulations, and role plays, to encourage students to think critically and create hands-on experience in applying religious values and Pancasila. PAI teachers are also actively involved with parents and the community in supporting the formation of students' character. For example, through regular communication with parents regarding the development of children's attitudes and behaviors, as well as inviting the community to participate in school activities that focus on strengthening the values of togetherness and tolerance. In this way, PAI teachers have succeeded in overcoming various challenges and continue to strive to strengthen the formation of student character in accordance with the Pancasila Student Profile.

Islamic Religious Education Teachers as Motivators in Shaping the Character of Pancasila Student Profiles

Based on interviews with the Principal, PAI teachers, and several students, and strengthened by the results of observations and documentation studies, it was found that Islamic Religious Education (PAI) teachers play a very important role as motivators in the formation of the character of the Pancasila Student Profile at SMPN Satu Atap 1 Rawamerta, Karawang Regency. The role of teachers as motivators is visualized as follows:

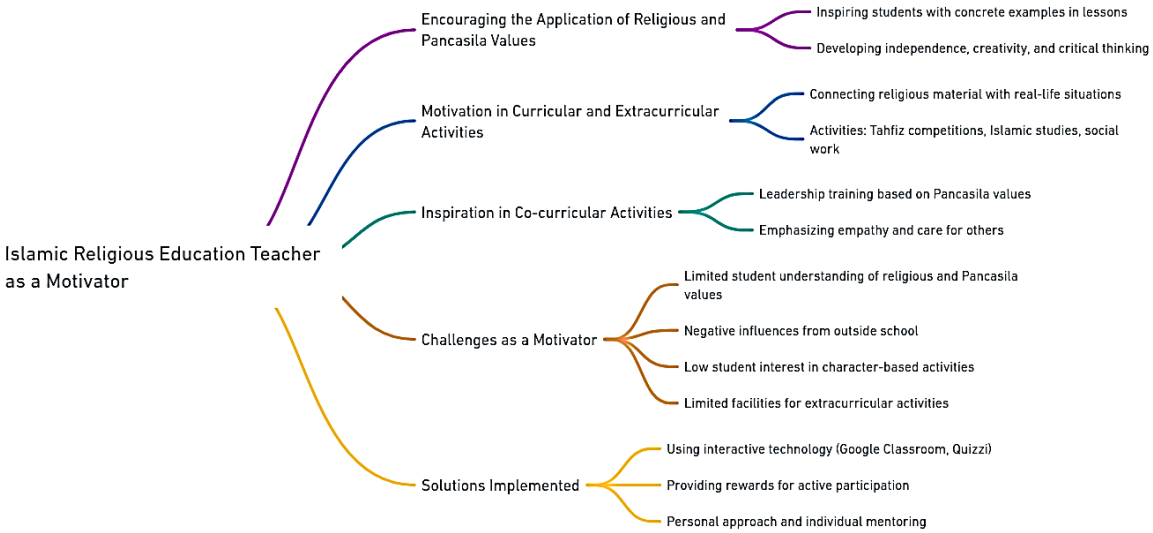

Figure 2. The Role of Teachers as Motivators

PAI teachers not only teach religious values, but also motivate students to apply these values in their daily lives, both inside and outside the school. PAI teachers encourage students to develop an attitude of faith, piety, noble character, and the ability to become independent and creative individuals in accordance with the elements of the Pancasila Student Profile.

As a concrete example, PAI teachers play a role as motivators in intracurricular activities by associating religious material with students' real lives. For example, in learning about honesty and responsibility, PAI teachers provide concrete examples of stories in religion that feature positive characters that can inspire students. Outside of intracurricular, in extracurricular activities, PAI teachers play an active role in organizing religious activities such as tahfiz competitions, Islamic studies, and social society which aim to foster a sense of mutual cooperation, creativity, and critical reasoning. These activities are a means for students to hone their character and abilities in an environment that supports the formation of Pancasila student profiles. Not only that, PAI teachers also inspire students in co-curricular activities such as

leadership training, which emphasizes the importance of Pancasila values in forming independent individuals who have concern for others.

However, although PAI teachers play a big role in motivating students, there are some challenges and obstacles in carrying out this role. One of the main obstacles is the lack of understanding of students on the importance of the values taught in religion and Pancasila. Many students are affected by the social environment outside of school, which sometimes goes against the values taught by teachers. In addition, there are also challenges in overcoming the disinterest of some students in activities related to character building, such as religious studies or social activities. Another obstacle is the lack of facilities that support the implementation of extracurricular and co-curricular activities based on character building.

To overcome these obstacles, PAI teachers adopt a more creative and interactive approach to teaching. One of the solutions implemented is to use technology, such as social media and learning apps, to reach less enthusiastic students in conventional ways. One of the solutions implemented is to use technology, such as social media and learning applications, such as Google Classroom to facilitate the delivery of material interactively and Quizzi to increase student engagement through fun and educational quizzes.

PAI teachers also motivate students by associating extracurricular and co-curricular activities with awards and achievements, so that students feel more challenged to participate actively. In addition, PAI teachers provide individualized coaching to students who are less interested in character building, with a more personalized approach and provide psychological support. Thus, PAI teachers at SMPN Satu Atap 1 Rawamerta managed to motivate students despite facing various challenges, and formed student characters in accordance with the Pancasila Student Profile.

Islamic Religious Education Teacher As A Facilitator In The Formation Of Pancasila Student Profile Character

The results of interviews with school principals, Islamic Religious Education (PAI) teachers, and students at SMPN Satu Atap 1 Rawamerta Karawang Regency show that PAI teachers play a role as facilitators in shaping the character of the Pancasila Student Profile through various intra, extra, and co-curricular activities. As facilitators, PAI teachers create an environment that supports the development of students' character by providing opportunities for them to actively participate in the learning process and activities outside the classroom. A concrete example found in this study is class discussion activities regarding Pancasila and religious values that are held regularly. PAI teachers also facilitate extracurricular activities, such as student organizations and studies, where students can develop leadership, social skills, and cooperative skills that reflect the values of mutual cooperation and global diversity.

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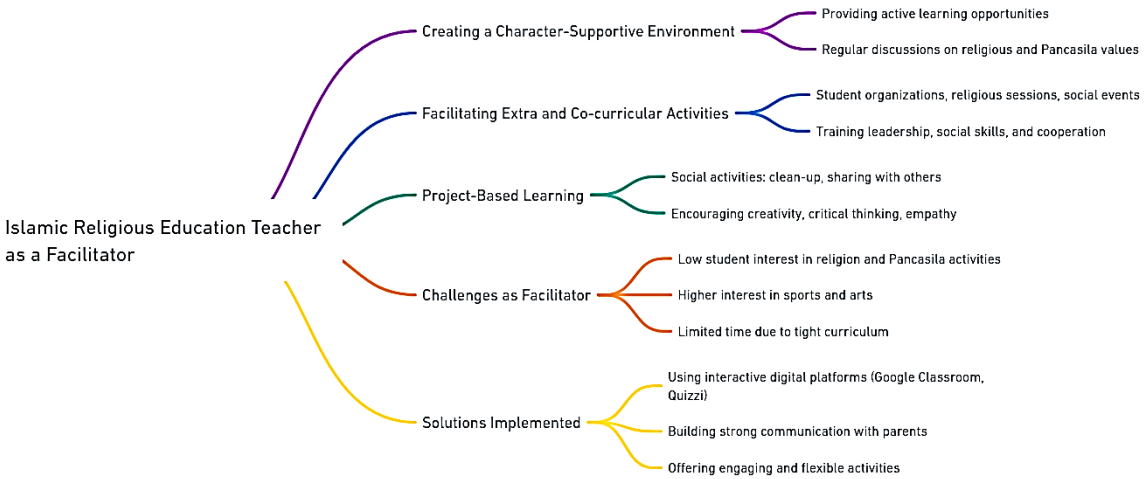

Figure 3. The Role of Teachers as Facilitators

PAI teachers also facilitate project-based learning that involves students in designing and implementing social activities, such as community service in the surrounding environment or sharing activities with others. This activity not only teaches the value of mutual cooperation, but also fosters a sense of social responsibility and student independence. Through this approach, students are given space to think creatively, reason critically, and be active in solving problems faced in the group. This activity, which integrates religious values and Pancasila, is very effective in shaping the character of students who are not only intelligent, but also have a high sense of empathy and togetherness.

However, in carrying out the role of facilitator, PAI teachers face various challenges and obstacles. One of the main challenges is the lack of interest of students in participating in co-curricular and extracurricular activities related to religion and Pancasila. Some students are more interested in activities that are considered more popular or interesting to them, such as sports or art activities. In addition, the limited time available for these activities is another obstacle, due to the large amount of material that must be taught in a dense curriculum. This challenge makes PAI teachers have to be more creative in designing activities that can attract students' attention and have a positive impact on the formation of their character.

To overcome these barriers, PAI teachers use technology and more varied learning methods, such as the use of Google Classroom and Quizzi to make learning more interactive and fun. By leveraging digital platforms, PAI teachers can reach less enthusiastic students in conventional ways and give them the opportunity to learn in a more flexible way. In addition, PAI teachers also strive to involve parents in supporting religion-based extracurricular activities, such as through more intensive communication about the importance of student participation in school activities. With a more inclusive and adaptive approach, PAI teachers succeed in overcoming these challenges and still facilitate students in developing characters in accordance with the Pancasila Student Profile.

The findings show that strengthening the character of the Pancasila Student Profile at SMPN Satu Atap 1 Rawamerta, Karawang Regency has a significant impact on students. As a concrete example, students show an improvement in their understanding of Pancasila and religious values through interactive discussions and project-based activities that engage them in social activities, such as community service and sharing with the community. This activity develops a sense of mutual cooperation, togetherness, and a high sense of social responsibility. In addition, the use of technology such as Google Classroom and Quizzi also increases student

engagement in learning, making them more active and creative in applying these values in their daily lives. Another positive impact is seen in the improvement of students' self-esteem and critical thinking, which is reflected in the way they complete group assignments and participate in extracurricular activities. With continuous coaching and support from parents and the community, PAI teachers have succeeded in forming better student characters and in accordance with the Pancasila Student Profile, even though they are faced with challenges such as differences in backgrounds and time constraints.

Discussion

Islamic Religious Education (PAI) teachers at SMPN Satu Atap 1 Rawamerta Karawang Regency play the role of educators, facilitators, and motivators in instilling the character of the Pancasila Student Profile which consists of six elements, namely faith, piety, noble character, independence, creativity, and critical reasoning. Some elements of the Pancasila Student Profile include values such as tolerance, justice, and humanity that need to be strengthened through religious and ethical education. In this context, PAI teachers function not only as educators, but also as facilitators and motivators who help students understand and apply these values in daily life (Rahman et al., 2024).

As educators, PAI teachers instill Islamic religious values that are in line with Pancasila values through discussions about good morals and activities that integrate the values of mutual cooperation and togetherness (Y. F. Arifudin, 2022). By involving students in discussions about noble morals and activities that prioritize mutual cooperation and togetherness, PAI teachers create a learning environment that supports and strengthens the core ethical principles inherent in both Islam and Pancasila (Hariyadi et al., 2022). This approach facilitates the internalization of values such as social solidarity, tolerance, and respect for diversity, which are essential in improving students' ability to function effectively and harmoniously in society (Ulfa et al., 2021). According to Evendi (2022), education that combines religious teachings with national values enriches students' moral compass and fosters a sense of identity and belonging, thereby empowering them to act as responsible citizens. In addition, through such integrative pedagogical practices, PAI teachers serve as role models, guiding students in realizing these values in their daily interactions and contributing positively to social cohesion and national development (Musdalifa et al., 2024). Thus, the role of PAI teachers is very important in achieving comprehensive character education that is in line with the ideals of Islam and the philosophy of Pancasila, which guarantees comprehensive moral education for the younger generation.

As facilitators, PAI teachers create spaces for students to participate in active learning and social activities such as community service, recitation, and social projects (Amirudin et al., 2020). By participating in these activities, students foster a sense of responsibility and develop character traits that are in line with the Pancasila Student Profile, particularly in aspects such as social awareness and empathy (Chanifah et al., 2021). This experiential learning experience not only deepens their understanding of the teachings of Islam but also strengthens communal bonds and cooperation, an important component of Islam and Pancasila (Hasanah et al., 2024). Such active participation encourages students to translate theoretical knowledge into real-world contexts, emphasizing the importance of collaboration and ethical behavior in everyday life (Malik et al., 2023). In addition, these activities encourage intrinsic motivation and engage students holistically, which caters to the cognitive, affective, and social dimensions of learning, which are critical in the development of a broad-minded individual (Mulang & Putra, 2023). Therefore, the integration of active learning and social engagement in Islamic education is

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essential to nurture moral development and facilitate a strong relationship with the values of the wider society.

As motivators, PAI teachers inspire students to apply these values in real life, both at school and outside of school. By utilizing extracurricular activities and innovative technologies such as Google Classroom and Quizizz, PAI teachers can actively engage students in a variety of learning experiences that strengthen collaboration, creativity, and social responsibility (Putri et al., 2024). These platforms allow students to improve their understanding of Islamic values and practice them in real life, thereby strengthening the moral principles they have learned (Kuntoro & Sudarmi, 2023). In addition, participation in extracurricular activities helps foster a sense of community and belonging among students, as they work together to achieve common goals, nurture important social skills and self-efficacy (Asio et al., 2021). This integrated approach essentially prepares students to practice the values of Pancasila in their daily lives, equipping them with the necessary skills to thrive in a rapidly changing world (Ayub et al., 2022). By inspiring students to bridge the gap between theoretical knowledge and practical application, PAI teachers play an important role in ensuring that the ideals of the Pancasila Student Profile are deeply internalized and manifested in student actions inside and outside the school environment.

In the context of Islamic Religious Education (PAI) in schools, educators face several challenges, including diverse student backgrounds, lack of interest in character-building activities, and limited time for extracurricular involvement. Students often come from diverse socioeconomic and cultural backgrounds, which can affect their understanding and acceptance of Islamic values and participation in activities designed to foster character development (Fernando & Yusnan, 2022; Muzaki et al., 2022). In addition, many students show apathy towards character-building activities, which may stem from a lack of awareness of its significance and interesting teaching methods (Mansir, 2022). Additionally, time constraints exacerbate this problem; educators often struggle to integrate character-building initiatives into an already full curriculum, leading to superficial engagement with moral and ethical teachings (Sewang, 2022). As a result, Islamic education programs may have difficulty instilling the values and principles necessary to effectively form responsible and ethical citizens. Overcoming these challenges is essential to improve the overall effectiveness of Islamic education and enable students to develop into well-moral individuals who can make a positive contribution to their society.

To overcome the challenges faced in implementing Islamic Religious Education effectively, Islamic Religious Education teachers can adopt creative approaches such as technology-based learning and active involvement of parents and the community in activities that promote the values of togetherness and tolerance (Y. Arifudin et al., 2023). By integrating platforms such as Google Classroom and Quizizz, teachers can facilitate interactive and engaging learning that engages students and reinforces the principles of character formation (Safitri et al., 2021). Additionally, engaging parents and the community fosters a supportive environment that enhances students' learning experience outside of the classroom, thereby strengthening the connection between educational goals and real-world applications (Asri & Deviv, 2023). As a result of this strategy, students demonstrate increased understanding of Pancasila values and engage in more active social activities, leading to increased independence, creativity, and critical thinking skills, all important components reflected in the Pancasila Student Profile. This holistic approach not only aids in character building but also fosters a sense of community and cooperation among students, in line with the broader goal of fostering responsible and insightful citizens.

The study has several limitations, such as its limited focus on one school and the lack of data from a wider range of student backgrounds. The implication of this study is the importance of applying a more adaptive and integrative approach in religious education to support the formation of student character in accordance with the Pancasila Student Profile. Islamic Religious Education (PAI) teachers must develop creative skills in dealing with challenges, such as differences in students' social and economic backgrounds, as well as time constraints in the curriculum. The suggestions that can be given are the need for further development in the use of technology in learning, as well as increasing the involvement of parents and the community in supporting the character education process. This can strengthen the learning environment that supports the formation of Pancasila values, as well as increase student awareness and participation in sustainable character building activities.

Conclusion

Islamic Religious Education (PAI) teachers play a strategic role in shaping student character according to the Pancasila Student Profile through three important roles: as educators, motivators, and facilitators. As educators, PAI teachers actively instill Islamic religious values such as faith, piety, noble morals, and Pancasila values such as mutual cooperation, diversity, and global spirit through direct learning and social activities. As motivators, teachers provide real inspiration through exemplary examples and various activities such as tahfiz competitions, religious studies, and leadership training, which spur students to become independent, creative, critical, and caring for others. In their role as facilitators, teachers create an active and interactive learning environment through discussions, project-based learning, and social activities to develop students' empathy, creativity, and social responsibility. Despite being faced with challenges such as student diversity, limited facilities, and time, PAI teachers overcome them with an interactive approach, digital technologies such as Google Classroom and Quizzi, and intense communication with parents and the community. This effort has succeeded in increasing students' understanding of religious values and Pancasila and realizing student character that is in line with the Pancasila Student Profile. The suggestion given is to expand the research to involve more schools and diverse student backgrounds to provide a more comprehensive picture of the role of PAI teachers in shaping the character of the Pancasila Student Profile.

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