

## A CRITICAL ANALYSIS OF TEACHER PROFESSIONAL COMPETENCIES IN PANCASILA EDUCATION LEARNING IN DEVELOPING STUDENTS' RESPONSIBLE CHARACTERS IN ELEMENTARY SCHOOLS

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### ABSTRACT

This study aims to critically analyze the professional competence of teachers in Pancasila education in developing the character of responsibility in elementary school students. The qualitative research method with a case study design at SDN Sidamulya 03. The main subjects were class teachers and 21 fourth-grade students (10 boys and 11 girls) who experienced the learning process and the principal as a supporting data source. Data collection techniques were carried out through observation, interviews, and documentation. Data were analyzed using an interactive model including data condensation, data presentation, and drawing conclusions. Data validity was tested through triangulation of sources and techniques. The results of the study indicate that the professional competence of teachers in Pancasila Education learning, which includes mastery of material, goal-based planning, development of creative and innovative teaching materials, continuous professionalism, and utilization of media and learning resources, plays a role in creating directed and meaningful learning. This has an impact on the development of students' character of responsibility, which is evident from the awareness of obligations as students, independence in the learning process, completing assignments well, not cheating, and punctuality in completing and submitting assignments. The implication is that strengthening teachers' professional competence is important in supporting character formation, especially responsibility, so that teachers and schools need to continue to develop contextual and character-oriented learning in a sustainable manner.

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## Introductions

Pancasila education, or civic education, plays a strategic role as the foundation for character formation in students from elementary school (Anugrah & Rahmat, 2024; Sartika & Ndonga, 2024; Sunaryati et al., 2025). Pancasila education instills moral and social values while simultaneously shaping students' responsible character through discipline, independence, self-control, and commitment to obligations (Mulyadi, 2019; Muzarohmah, 2021; Taufiqurrahman, 2021; Herlian, 2023; Krisna, 2024). Pancasila education is also aimed at strengthening the Pancasila student profile so that learning does not only focus on cognitive aspects but also on the formation of attitudes and behavior as a whole (Kemdikbudristek, 2023; Wibowo & Mubarak, 2025). This is reinforced by the view that values-based and citizenship education is the foundation for developing social awareness and positive attitudes in students (Anggoro et al., 2017; Aryani & Susatin, 2019; Aryani, 2023).

However, the implementation of character education through Pancasila Education in elementary schools still faces various challenges. Several studies indicate that learning tends to be conventional and focused on delivering material, thus providing little space for students to actively internalize character values (Mar & Hercz, 2024; Puspita & Andriani, 2025; Putri et al., 2025; Nurbaiti & Marhadi, 2025). This situation impacts the suboptimal development of students' sense of responsibility, as evidenced by low discipline, lack of awareness in completing assignments, and limited student engagement in the learning process (Handayani & Risanti, 2024; Khairi et al., 2024; Handhayani et al., 2025).

One of the main factors influencing the success of learning and the formation of student character is teacher professional competence. Teacher professional competence includes the ability to master learning materials, develop effective learning strategies, and integrate character values into the learning process (Bagou & Suling, 2020; Mia & Sulastri, 2023; Aryani, 2024). Furthermore, based on the standards set by the Ministry of National Education of the Republic of Indonesia through Regulation of the Minister of National Education Number 16 of 2007, teachers are required to have adequate professional competence to create quality learning. Teachers not only act as material deliverers but also as facilitators, guides, and role models in the formation of student character (Agustin & Maryani, 2021; Istiyono et al., 2021; Suyitno, 2021; Mutia et al., 2022; Enrique et al., 2025).

Teachers' professional competence in Pancasila Education plays a crucial role in creating contextual, interactive learning that is oriented toward strengthening students' character (Nursalim, 2017; Damanik et al., 2021; Syahrudin et al., 2023; Khoridiah et al., 2025). Teachers who master the material, manage learning, and utilize technology and learning resources appropriately can encourage students' active involvement in the learning process while instilling character values through various learning activities (Kuntarto et al., 2019; Ratnawati & Gumindari, 2021). Furthermore, teacher role models and a conducive learning environment contribute to the development of responsible character in students by fostering discipline, independence, and commitment in fulfilling their obligations as students (Pramasanti et al., 2020; Dasor & Sennen, 2021; Fajri & Trisuryanti, 2021; Muzakki, 2021; Ariyani et al., 2025).

Previous research has also shown that teacher professional competence impacts the quality of learning and student development. Adim and Nafi'ah (2025) found that teacher professional competence contributes to student learning outcomes in Pancasila Education. Other research also shows that teacher professionalism in designing and implementing learning plays a role in student character development (Khoridiah et al., 2025). However, most research focuses on the influence of teacher professional competence on learning outcomes or character development in general. Studies specifically analyzing teacher professional competence in Pancasila education learning and its implications for the development of responsible character in elementary school students are still relatively limited.

Based on these conditions, there is a need to examine in more depth how teacher professional competence

is implemented in Pancasila education learning and its implications for the development of students' responsible character. This study offers a different perspective by analyzing teacher professional competence based on the Bagou and Suling (2020) framework, which includes mastery of learning materials, mastery of learning outcomes and objectives, creative and innovative development of teaching materials, continuous professional development, and the use of information and communication technology in learning. Furthermore, this study links teacher professional competence with the development of students' responsible character based on indicators proposed by Krisna (2024), namely awareness of obligations as learners, independence in learning, ability to complete assignments well, honesty in learning, and punctuality in completing and submitting assignments.

The research problem is formulated as follows: *"How does teacher professional competence in Pancasila Education learning affect the development of students' responsible character in elementary schools?"* This study aims to analyze teacher professional competence in Pancasila Education learning and the development of students' responsible character in elementary schools. The results are expected to provide theoretical contributions to the development of studies on teacher professional competence and character education at the elementary school level. Practically, the findings of this study can be reflection material for teachers in improving the quality of Pancasila education learning, for schools in strengthening student character development programs, and for further researchers as a reference for developing relevant research in the context of basic education.

## Research Method

This research method is qualitative, using a case study design. This is a qualitative research approach used to examine a case in depth, in detail, and comprehensively within a real-life context. Creswell (2019) explains that a case study is a qualitative research strategy that explores a bounded system through the collection of rich and diverse data in one or more specific cases. This concept aligns with Moleong (2018) and Fadhlani (2021), who emphasize that qualitative research aims to understand phenomena holistically within a natural context. In this study, the case studied is teacher professional competence in Pancasila education learning and its impact on the development of students' responsible character.

This research was conducted from February to April 2026 at SDN Sidamulya 03, Sidareja, Cilacap, due to its direct relevance to the research focus on Pancasila education learning and the development of responsible student character. The research subjects consisted of one fourth-grade teacher, 21 fourth-grade students (10 boys and 11 girls), and one principal. Subjects or participants were selected using a purposive sampling technique based on their direct involvement in the Pancasila Education learning process. The class teacher was chosen because he plays the primary role in implementing the learning, while the students directly experience the learning process, and the principal served as a supporting participant who provided information regarding school policies and culture. Research ethics were observed by obtaining official permission from the school, maintaining the confidentiality of participants' identities, and ensuring that all data were used solely for academic purposes and without harming any parties involved.

Data collection techniques included observation, semi-structured interviews, and documentation. Nonparticipatory observations were conducted during the fourth-grade Pancasila Education learning process, observing teacher activities, teacher-student interactions, and students' responsible behavior. These observations were systematically recorded on observation sheets and field notes. Interviews were conducted face-to-face with the fourth-grade teacher, several students, and the principal using a questionnaire. Interviews with the teacher included questions such as *"How do you integrate the value of responsibility into Pancasila Education learning?"* with students, *"What do you do when you receive an assignment from the teacher in class?"* and, with the principal, *"What is the role of teachers in developing students' sense of responsibility in this school?"* The entire

process was then recorded with the participants' permission for transcription. Documentation was used to supplement the data, including learning materials, teacher notes, and student work. This technique aligns with Sugiyono (2021), who stated that qualitative data collection is conducted triangulating to obtain valid and in-depth data.

Data were validated through triangulation of sources and techniques. Source triangulation was conducted by comparing information obtained from the fourth-grade teacher, students, and the principal regarding teacher professional competence and the development of students' sense of responsibility. Then, matching and discrepancies were identified to obtain the most consistent data. Technical triangulation was conducted by comparing the results of observations of the classroom learning process, the results of interviews with all participants, and documentation data in the form of learning tools, teacher notes, and student work, so that each finding was verified through more than one data collection technique. In accordance with Marshall & Rossman (2016), the process of comparing and checking between sources and techniques was used to increase the credibility and validity of research data.

Data analysis used the interactive model from Miles, Huberman, & Saldaña (2018), which includes data condensation, data presentation, and drawing and verifying conclusions. The analysis process was conducted cyclically from data collection until valid and meaningful conclusions were obtained. The focus was on two main aspects as analysis categories: teacher professional competence in Pancasila education learning and student character responsibility. The focus of the analysis of teacher professional competence refers to Bagou & Sukung (2020), which includes material mastery, material development, learning strategies, media utilization, and learning evaluation. Meanwhile, student character responsibility was analyzed based on Krisna (2024), which includes the ability to complete tasks, punctuality, initiative in carrying out tasks, honesty, and awareness of obligations as students. These two focuses were used as references in the data reduction process, data presentation, and conclusion drawing to examine the meaningful relationship between teacher competence and student character development in elementary schools.

## RESULTS AND DISCUSSION

### Result

This research analysis focuses on teacher professional competence in Pancasila Education learning as a basis for developing the responsible character of fourth-grade students at SDN Sidamulya 03. Teacher professional competence includes: (1) mastery of Pancasila Education material (concepts, values, and civic mindset); (2) understanding of learning outcomes and objectives (as a reference in planning, implementing, and assessing learning); (3) creative and innovative development of teaching materials; (4) continuous development of teacher professionalism; and (5) utilization of information and communication technology, learning media, and learning resources in the learning process.

All of these indicators are used as the basis for analysis to see how teacher professional competence is implemented in Pancasila Education learning and how this process contributes to strengthening students' responsible character. The analysis of the impact of character development in this study is based on the responsible character indicators, which include self-awareness of obligations as students, independence in learning, the ability to complete assignments well, an attitude of not cheating, and punctuality in completing and submitting assignments. Therefore, teacher professional competence is understood not only as pedagogical ability but also as a crucial factor contributing to the formation of student character through meaningful and contextual Pancasila education learning. The results of this analysis provide a more systematic overview of empirical findings in the field and are presented in Table 1 below.

Table 1. Analysis of Teacher Professional Competence in Pancasila Education Learning to Develop a



Teacher Professional Competency Indicators	Observation	Character of Responsibility		Implications for Students' Responsibility Character	Meaning of Findings
		Documentation	Interview		
Mastery of subject matter (concepts, values, and civic mindset)	The teacher prepares and explains Pancasila Education material systematically, clearly, and conceptually while connecting responsibility values to students' daily lives.	Lesson plans and teaching modules show structured material, concepts, and Pancasila values integrated with responsibility character.	The teacher demonstrates strong mastery of the material, delivers it clearly, and relates it to students' roles as responsible learners.	Students develop awareness of their obligations as learners and become more independent in the learning process.	Strong subject mastery enables teachers to convey responsibility values accurately and clearly, helping students better understand their obligations, become more independent in learning, and complete tasks effectively.
Understanding learning outcomes and objectives (as the basis for instruction)	The teacher formulates learning outcomes and objectives, implements learning activities, and conducts assessments aligned with Pancasila Education goals.	Teaching instruments and assessment tools are aligned with Pancasila Education learning outcomes and objectives.	Learning outcomes serve as the foundation for designing instruction and assessment; evaluation is used to measure both academic achievement and character development.	Students become more independent in learning, complete tasks properly, avoid cheating, and submit work on time.	Learning outcomes (CP) serve as the primary direction of instruction, ensuring that learning is not only cognitively focused but also supports responsibility character development through independent learning, proper task completion, honesty, and punctuality.
Creative and innovative development of teaching materials	The teacher develops contextual teaching materials by linking Pancasila Education content to students' real-life responsibilities at home and school.	Teaching materials, worksheets, and modules include contextual examples related to responsibility values.	Teaching materials closely connected to students' experiences make learning more meaningful and easier to understand.	Students become more independent in learning and complete tasks effectively.	Contextual teaching materials make learning more understandable, encourage independence, and improve students' ability to complete tasks responsibly.
Continuous professional development in Pancasila Education instruction	The teacher designs instructional tools, implements lessons, evaluates learning outcomes, reflects on practice, and	Revised lesson plans, teaching journals, student assignments/evaluations, assessment	Planning and implementing instruction that integrates responsibility values, along	Students develop self-awareness, learning independence, proper task	Continuous professional development supports more effective character-building instruction. Students

Teacher Professional Competency Indicators	Observation	Documentation	Interview	Implications for Students' Responsibility Character	Meaning of Findings
	collaborates with colleagues for improvement.	instruments, and reflection notes.	with evaluation and reflection with colleagues, improve both instructional quality and students' responsibility character.	completion, honesty, and punctuality in completing and submitting assignments.	become more self-aware, independent, honest, punctual, and responsible in completing both individual and group tasks.
Utilization of ICT, media, and learning resources in instruction	The teacher uses varied media and learning resources (e.g., videos, images, PowerPoint, books, and the environment) to deliver Pancasila Education content and responsibility values.	Documentation of digital media and learning resource usage For example, YouTube video: <a href="https://youtu.be/vmqBlyBB82M?si=2piAkjvibTwi-j5s">https://youtu.be/vmqBlyBB82M?si=2piAkjvibTwi-j5s</a>	The teacher explains that media helps students learn more systematically and independently so they can complete tasks effectively.	Students become more independent in learning and complete tasks properly.	The use of ICT, media, and learning resources increases student engagement, facilitates understanding, and strengthens responsibility values by promoting independence and initiative without excessive dependence on the teacher.

Based on the data triangulation results presented in the table above, it can be seen that teacher professional competence in Pancasila Education learning makes a significant contribution to strengthening the responsible character of fourth-grade elementary school students. All indicators of teacher professional competence demonstrate a close relationship with the emergence of responsible student behavior during the learning process, including aspects of awareness, independence, discipline, honesty, and punctuality. For further clarification, an explanation of the indicators is provided below:

**Mastery of Material (Concepts, Values, and Civic Mindset)**

Teachers' mastery of Pancasila Education material is a crucial factor in creating meaningful and character-oriented learning experiences. A teacher's ability to connect concepts to the realities of students' lives not only demonstrates academic competence but also serves as a pedagogical mechanism for transforming values into behavior. In this context, material mastery serves as a primary prerequisite for the internalization of the value of responsibility in learning.

Research findings indicate that when material is presented contextually, Pancasila values do not stop at the cognitive level but move into the affective and behavioral realms. The integration of values into learning activities such as discipline, completing assignments, and maintaining classroom order demonstrates a structured process of instilling values through learning design. This situation emphasizes that learning is no longer merely informative but transformative.

Interviews with teachers reinforce this finding: connecting the material to students' lives enhances understanding and facilitates the application of the value of responsibility. A teacher stated that *"Pancasila education material is not only explained, but also linked to students' lives, making it easier for them to understand*

*and implement their responsibilities.*" (Interview with teacher, 02/03/2026). This demonstrates that strong mastery of the material not only impacts the effectiveness of delivery but also the quality of the internalization of values received by students.

The impact is evident in changes in learning behavior, leading to greater independence and responsibility. One student stated, *"Now, when I have an assignment, I do it right away so I don't forget and am not late"* (Interview with student (S1), 04/03/2026). Other students also revealed that they are starting to become more independent in their learning without always needing teacher guidance. This demonstrates that the value of responsibility is beginning to develop through contextual learning. The principal also emphasized that the teachers' mastery of the material is good and supports meaningful learning oriented toward character development. Thus, mastery of the material not only impacts conceptual understanding but also contributes to the development of students' responsible character, particularly in the aspects of independence, discipline, and punctuality in completing assignments.

#### **Understanding Learning Outcomes and Objectives as a Learning Reference**

Teachers' understanding of learning outcomes and objectives in Pancasila Education plays a key role in determining the direction and quality of the classroom learning process. When teachers accurately understand these two components, lesson planning becomes more focused and does not operate independently of the desired objectives, particularly in developing student character.

This situation results in systematically structured learning activities, where each learning activity is directed towards achieving the stated objectives. As a result, learning not only focuses on mastering the material but also directly guides students towards developing responsible attitudes, such as completing assignments, working together, and being disciplined with time.

Observations and documentation show that learning materials structured based on learning outcomes and objectives create a consistent and directed flow of classroom learning. This orderliness impacts teachers' ability to control the learning process to ensure it remains on track with the established objectives. This is reinforced by a teacher's statement that *"Every lesson is tailored to the desired objectives, including how students can learn to be more responsible"* (Interview with teacher, 02/03/2026).

The impact of this situation is evident in changes in student learning behavior. Students have become more independent in understanding assignments, more disciplined in submitting work, and more active in group work without relying entirely on teacher direction. Student S6 stated, *"When working in groups, I now help more so that assignments are completed quickly"* (Interview with student (S6), 04/03/2026). This change demonstrates that the direction of learning objectives directly encourages the development of responsible learning habits.

Based on these findings, understanding learning outcomes and objectives not only helps teachers organize the learning process but also impacts the development of responsible student character. This is evident in increased discipline, punctuality in completing assignments, and the growing attitude of honesty and responsibility in the learning process, both individually and in groups.

#### **Creative and Innovative Development of Teaching Materials**

The development of teaching materials in Pancasila Education is directed at connecting the material to students' real-life experiences, particularly those related to developing a sense of responsibility at school and at home. This approach no longer positions teaching materials merely as a means of delivering material but also as a medium that helps students understand values through everyday situations.

In practice, the use of student worksheets, teaching modules, and contextual examples such as classroom cleanliness, on-duty activities, and punctuality in submitting assignments helps students grasp the material more easily because they can see the direct connection to their lives. This connection ultimately makes students more engaged in the learning process, not just as listeners but also as active participants. The same is evident in teaching materials designed with illustrations and contextual activities, which encourage students not only to understand the material but also to begin to consider how the value of responsibility is applied in everyday life. Thus, the learning process progresses from simply understanding concepts to understanding values.



Similarly, a teacher stated that *"Teaching materials that are contextual to students' daily lives, enable students to understand more quickly and be able to apply them directly"* (Interview with teacher, 02/03/2026). This statement demonstrates that contextual proximity not only accelerates understanding but also helps students connect knowledge to real-life actions. This results in more active student responses, greater independence in completing assignments, and greater responsibility in participating in the learning process. Student S4 added, *"If the assignments are like everyday life, I'm more enthusiastic about doing them"* (Interview with student (S4), 04/03/2026). This means that contextualized teaching materials not only influence understanding but also contribute to the development of more disciplined and responsible learning habits.

These findings demonstrate that developing creative and contextual teaching materials not only facilitates conceptual understanding but also encourages the growth of student independence in learning. This is reflected in increased student initiative in completing assignments, the ability to connect material to real-life experiences, and a strengthened sense of responsibility in daily learning.

### **The Continuous Development of Teacher Professionalism in Pancasila Education**

The continuous development of teacher professionalism in Pancasila education learning is evident in the ongoing link between planning, implementation, evaluation, and reflection. This process does not stop with classroom teaching but continues with conscious improvement efforts through evaluation of learning outcomes and discussions with colleagues.

Throughout the process, teachers consistently evaluate the ongoing learning process and then use these evaluation results as a basis for improving learning strategies for subsequent sessions. This improvement also includes how teachers instill the value of responsibility to be more effective and appropriate to the students' conditions in the classroom.

Learning documents such as revised teaching materials, teaching journals, evaluation results, and reflection notes demonstrate that this professional process is iterative and continuous. This pattern illustrates a teacher's work cycle that is not static but continually evolves according to the learning needs and character of the students.

This is further reinforced by a teacher's statement that, *"After a lesson, I usually review what went well and then discuss it with my colleagues so that the next lesson can be better and the students can be more responsible"* (Interview with teacher, 02/03/2026). This statement demonstrates that reflection serves not only as a technical evaluation but also as a conscious effort to strengthen students' character development.

From this process, it is clear that changes in student behaviour did not occur suddenly but rather gradually. Students showed a tendency to be more disciplined in completing assignments, more independent in learning, and more careful about cheating. In fact, some students began to demonstrate an awareness of completing assignments immediately without repeated reminders. Student stated, *"If I get an assignment, I do it right away so it doesn't pile up"* (Interview with student (S2), 04/03/2026). Student (S3) added, *"I try not to cheat because the teacher has often reminded me"* (Interview with student (S3), 04/03/2026).

These findings demonstrate that ongoing teacher professional development not only impacts the quality of learning but also plays a role in fostering a sense of responsibility in students. In classroom practice, this emphasises the need for teachers to maintain a reflective cycle in their learning, as consistency in evaluation and strategy improvement has been shown to have a direct impact on student character development.

### **Utilization of Information Communications Technology (ICT), Media, and Learning Resources in Pancasila Education**

Teachers utilize information and communication technology, media, and learning resources in Pancasila Education to help students understand the material more concretely through its connection to everyday life. Teachers utilize media such as videos, images, and PowerPoint presentations while also optimizing textbooks and the surrounding environment as learning resources to strengthen students' understanding of the value of responsibility.

The use of these media makes the material easier to understand because it is not only presented verbally

but also visualized through real-life examples that relate to students' experiences. This results in increased student attention during learning and increased engagement when asked to relate the material to everyday life.

The media used are also reflected in learning materials such as PowerPoint presentations, YouTube videos (for example, at <https://youtu.be/vmqBlyBB82M?si=2piAkjvibTwi-j5s>), and illustrations that consistently emphasize the concept of responsibility. This variety prevents monotony and helps students focus on the learning process. This is reinforced by a teacher's statement that *"Through the use of images or videos, students usually find it easier to understand examples of responsibility in everyday life"* (Interview with teacher, 02/03/2026). This statement demonstrates that media acts as a bridge between abstract concepts and students' real-life experiences.

From the students' perspective, learning media also has a direct impact on their understanding. One student stated, *"With the examples in the videos, I understand better and know how to do them"* (Interview with student (S5), 04/03/2026). Other students expressed similar sentiments, stating that the images in PowerPoint helped them understand the assignments they had to complete. This demonstrates that visualizing the material makes it easier for students to grasp the meaning of the learning. This impact is evident in changes in students' learning behavior, who are becoming more independent, more active, and more responsible in completing assignments.

These findings demonstrate that the use of ICT, media, and learning resources in Pancasila Education provides a more meaningful learning experience for students. The use of varied media not only helps students understand the material more concretely but also encourages student engagement in the learning process. This condition is related to the emergence of students' responsible attitudes, which are seen through independence in learning, initiative in completing assignments, and awareness to follow learning in a more orderly and directed manner.

## Discussion

Research results indicate that teacher professional competence in Pancasila education learning is not only related to technical teaching skills but also closely linked to the process of developing students' responsible character. In practice, the five indicators of teacher professional competence: material mastery, understanding of learning outcomes, development of teaching materials, continuous professional development, and utilization of Information Communication Technology (ICT) are interconnected in creating a more meaningful learning experience for students.

Teachers' mastery of the material in Pancasila Education learning plays a crucial role in helping students understand the value of responsibility more easily and effectively. When teachers master the material well, the delivery of values is not limited to concepts but also connected to students' real-life experiences, making them more meaningful. This aligns with Adim & Nafi'ah (2025), who stated that teacher professional competence influences the quality of Pancasila Education learning. Furthermore, Agustin & Maryani (2021) also emphasized that teachers play a central role in shaping students' character through the learning process. The difference is that previous research emphasized the relationship between teacher competence and general learning outcomes, while this study shows that material mastery also directly contributes to students' sense of responsibility in learning activities, such as independence and completing assignments.

Regarding learning outcomes, teachers use these as the primary direction in designing and implementing learning. The learning process is not only directed at cognitive achievement but also at developing students' responsible character through structured learning activities. This finding is similar to Anugrah & Rahmat (2024), who stated that Pancasila education needs to be directed at strengthening character through systematic learning design. However, that research was still conceptual in nature, whereas this study demonstrates actual classroom implementation and the impact of learning outcomes on student behaviors such as discipline, honesty, and punctuality in submitting assignments.

The development of contextual teaching materials was also an important part of this research. Teachers developed teaching materials that linked the material to students' daily lives, making it easier to understand and apply. This is relevant to Sari & Wardani (2021), who stated that contextual-based teaching materials can strengthen the sense of responsibility in elementary school students. Furthermore, Handayani & Risanti (2024) also emphasized that learning linked to real-life experiences is more effective in shaping character. The difference is that previous research focused more on the effectiveness of media or teaching materials, while this study emphasizes the teacher's process of developing teaching materials as a means to encourage student independence in learning and completing assignments.

The continuous development of teacher professionalism in this research was evident through reflection, evaluation, and discussions with colleagues. This process helps teachers refine their teaching strategies to be more effective in instilling the value of responsibility. This aligns with Bagou & Sukung (2020), who explain that teacher professional competence develops through a process of continuous evaluation and reflection. Furthermore, Khorriidah et al. (2025) demonstrated that teacher professionalism in learning contributes to strengthening student character. The difference is that the previous study focused more on improving teacher competency in general, while this study demonstrates the direct impact of teacher reflection on fostering responsible student behavior in the classroom.

In utilizing of Information Communication Technology (ICT), media, and learning resources, teachers use videos, images, and PowerPoint presentations to help students understand the material more concretely. Learning media makes it easier for students to grasp concrete examples of responsible behavior in everyday life. This aligns with Wibowo & Mubarak (2025), who stated that technology integration in civics learning supports character development in the digital age. Furthermore, Pramasanti et al. (2020) also found that the use of interactive media can increase student engagement and responsibility in the learning process. However, previous research focused more on the effectiveness of media in learning, while this study demonstrates that learning media also plays a role in fostering student independence, such as learning initiative and the ability to complete assignments without relying entirely on the teacher.

## CONCLUSION

Teachers' professional competence in Pancasila education plays a crucial role in guiding a meaningful and structured learning process, thus contributing to the development of responsible character in elementary school students. This role is evident in teachers' ability to master the material, design objective-based learning, develop contextual teaching materials, conduct reflection and continuous professional development, and utilize a variety of media and learning resources. All of these aspects support each other in fostering students' awareness of their obligations as learners, independence in learning, thoroughness in completing assignments, honesty, and punctuality in submitting individual and group assignments.

Consequently, teachers' professional competence not only impacts the quality of the learning process but also serves as a key link in students' internalization of the value of responsibility through Pancasila Education learning. Therefore, strengthening teachers' professional competence needs to be continuously carried out through training, learning innovation, and pedagogical reflection, accompanied by school support through a character-based culture, habituation, supervision, and parental involvement. Students also need to be guided to consistently apply the value of responsibility in their learning activities and daily lives.

This study is limited by its scope, involving only one elementary school, making it difficult to generalize. Furthermore, the limited observation timeframe does not fully reflect the dynamics of sustainable character formation. Future research is recommended to expand the research context with a comparative or mixed methods design and examine innovative learning models that are more effective in integrating teacher professional competence and strengthening students' responsible character.

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