

THE IMPLEMENTATION OF TEACHER COMPETENCY IN CHARACTER BUILDING OF STUDENTS AT SMK NEGERI 1 SUKATANI

Wina Widia Apriliani¹, Dyah Wulandari²

^{1,2} Islamic Education, STAI Dr KHEZ Muttaqien, Indonesia
Email : winawidia2003@gmail.com¹, dyahwulandari970@gmail.com²

ISBN: 978-623-97987-1-0

Received: 01 October 2025

Accepted: 25 October 2025

Published: 21 January 2026

Abstract:

Teachers have a very important role in achieving educational goals, especially in strengthening the character of students. The method used in this study is descriptive qualitative with data collection techniques through observation, interviews and documentation. This study aims to determine the implementation of pedagogical, social and personality competencies of teachers in character formation of students of SMK Negeri 1 Sukatani. The results of this study are: 1) pedagogical competence of teachers in character formation of students at SMK Negeri 1 is carried out actively by internalizing character values in every subject and extracurricular activities, 2) social competence of teachers in character formation of students at SMK Negeri 1 is carried out by building a good school culture to create a conducive learning environment for character formation of students, 3) personality competence of teachers in character formation of students at SMK Negeri 1 is carried out by providing role models by teachers, namely providing examples of good appearance, good character and good habits.

Keywords: *Competence, Teachers, Students, Character, Schools*

Abstrak:

Guru memiliki peran yang sangat penting dalam mencapai tujuan pendidikan, khususnya dalam rangka memperkuat karakter peserta didik. Metode yang digunakan dalam penelitian ini adalah kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara dan dokumentasi. Penelitian ini bertujuan untuk mengetahui implementasi kompetensi pedagogik, sosial dan kepribadian guru dalam pembentukan karakter peserta didik SMK Negeri 1 Sukatani. Hasil dari penelitian ini yakni: 1) kompetensi pedagogik guru dalam pembentukan karakter siswa di SMK Negeri 1 dilakukan secara aktif dengan menginternalisasi nilai-nilai karakter dalam setiap mata pelajaran dan kegiatan ekstrakurikuler, 2) kompetensi sosial guru dalam pembentukan karakter siswa di SMK Negeri 1 dilakukan dengan membangun budaya sekolah yang baik untuk menciptakan lingkungan belajar yang kondusif untuk pembentukan karakter siswa peserta didik, 3) kompetensi kepribadian guru dalam pembentukan karakter siswa di SMK Negeri 1 dilakukan dengan pemberian keteladanan oleh guru yakni pemberian contoh berpenampilan yang baik, karakter yang baik dan kebiasaan yang baik.

Kata Kunci: *Kompetensi, Guru, Peserta Didik, Karakter, Sekolah*

INTRODUCTION

Education basically aims to shape the character of students. The expected educational goals are stated in Law Number 20 of 2003 concerning the National Education system in Article 3, which states that "National education functions to

develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Indonesia, 2003).

Teachers play a crucial role in achieving quality education. The law stipulates that teachers must possess four competencies: pedagogical competence, professional competence, social competence, and personality competence. Competence refers to the ability to carry out something acquired through education. According to Law No. 14 of 2005 concerning Teachers and Lecturers, Article 1 paragraph 10, it is stated that "competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties (INDONESIA, n.d.). Competence is a complex ability possessed by a person that includes mastery of knowledge, skills, attitudes, and values that are manifested in thoughts and actions (Harjono, 2022)). Therefore, teachers who are skilled at teaching must certainly have a good personality and be able to make social adjustments in society. The teacher's personality is a role model for all students. In the National Education Standards, it is stated that teacher personality competencies include a solid personality, noble character, wisdom, maturity, authority, and being a role model for their students. Therefore, teacher personality competency is a personal ability that a teacher must have in order to shape, build, and develop a child's personality.

Character issues today remain a significant concern. As the goal of education is to shape character, the implementation of education needs to focus on shaping student character. Observations and interviews at SMK Negeri 1 Sukatani, regarding student character, revealed that students still lack good character. For example, some students are late to school, cheat, do not maintain environmental cleanliness, and violate school rules and regulations. This prompted the researcher to pursue the title "The Implementation of Teacher Competence in Character Building for Students at SMK Negeri 1 Sukatani."

RESEARCH METHOD

This research was conducted at SMK Negeri 1 Sukatani using a descriptive qualitative approach. Qualitative research is descriptive in nature and tends to use an inductive analysis approach. The theoretical foundation was utilized to ensure the research focus aligns with the data in the field (Rukin, 2019). To obtain data, this study used data collection techniques through interviews, observation, and documentation. To collect data, the researcher first conducted direct observations in the field. During the observations, the researcher observed various events or symptoms that occurred in relation to the research objectives. After completing the observations, the researcher began conducting interviews by asking several questions that were in accordance with the aims and objectives of the study. Interviews were conducted directly with the curriculum vice principal, several teachers, and students. In addition, other sources of data were used, such as articles, scientific journals, and relevant books. The data analysis technique used data generalization.

FINDINGS AND DISCUSSION

1. Teacher Pedagogical Competence in Building Student Character at SMK Negeri 1 Sukatani

Character education plays a crucial role in shaping the personality of the younger generation, enabling them to adapt to diversity, be intelligent, possess a high level of culture, behave well, be creative, and be independent. To foster character development in students at SMK Negeri 1 Sukatani, teachers actively internalize character values in every subject and extracurricular activity. In the learning process, teachers at SMK Negeri 1 Sukatani employ a learning approach that prioritizes character development, such as project-based learning methods that encourage collaboration and responsibility. Within the context of the independent curriculum, the Pancasila Student Profile Strengthening Project (P5) is a form of strengthening the Pancasila student profile within students through a series of project-based learning activities. Schools can involve the community or the workplace in designing and implementing projects to strengthen the Pancasila student profile. The Pancasila student profile strengthening project is a series of activities to shape the dimensions of the Pancasila student profile with a specific theme. Project implementation requires students to be able to design, make decisions, solve problems, conduct investigations, and provide opportunities for students to work independently or in groups (Kurniawan & Wijarnako, 2023).

However, in its implementation, character building for students faces challenges that teachers at SMK Negeri 1 Sukatani must face, including the high use of gadgets. This is in line with what Seto Mulyadi stated, who stated that the digital era is characterized by the high dependence of children and adolescents on digital devices in various aspects of life, from learning, playing, to socializing (Nurhabibah et al., 2025). The large influence of social media has a major impact on the formation of student character, including antisocial attitudes and poor communication skills. This is in accordance with what Aminah Fikriyah, et al., stated that although technology can be a very useful tool for improving children's learning and skills, challenges such as dependence on technology, impaired concentration, and access to inappropriate content are major concerns (Miyazaki et al., 2024).

Despite the challenges of character education in the digital era, various strategies can be implemented, including integrating character values into digital-based lessons, such as encouraging students to be honest, responsible, and disciplined when completing online assignments. Furthermore, teachers and parents need to be role models in technology use, for example by demonstrating wisdom on social media and avoiding unverified information. Furthermore, digital literacy education is crucial so students can select appropriate content and avoid harmful content (Miyazaki et al., 2024).

2. Teachers' Social Competence in Building Student Character at Sukatani 1 State Vocational School

Social competence of teachers in character building for students at SMK Negeri 1 Sukatani is carried out by providing guidance to students to develop good

character in their daily activities. Teacher communication and outreach are carried out by building a positive school culture. This is necessary because the school environment plays a crucial role. Schools with a positive culture that demonstrates mutual respect successfully create a learning environment conducive to character development in students.

The social competence abilities of teachers that must be possessed by a PAI teacher according to the Minister of Religion Regulation Number 16 of 2010 concerning the management of Islamic religious education in schools are as follows: a) Inclusive attitude, acting objectively, and not being discriminatory in the formation of student character, b) Adaptive attitude to the socio-cultural environment where they work in the formation of student character, c) Communicative attitude with the teacher community, school residents and community members in the formation of student character (Mazrur et al., 2022).

3. Teacher Personality Competence in Building Student Character at Sukatani 1 State Vocational School

In addition to pedagogical and social competencies, teacher personality competency plays a crucial role in fostering student personality. In its implementation, the concept of character education places significant emphasis on teacher personality and social competencies as empowering assets to strengthen student character.

Character building for students at SMK Negeri 1 Sukatani is carried out through role models provided by teachers. In everyday life, students often imitate what people they meet frequently, including teachers, do because one of the characteristics of students is that they like to imitate. Teachers at SMK Negeri 1 Sukatani provide examples of good behavior to students. This is done by providing examples of good appearance, good character, and good habits. This is done by being disciplined teachers and obeying the rules that apply at school. When there is behavior that is not in accordance with values and norms, teachers at SMK Negeri 1 Sukatani provide advice, reprimands, direction, and guidance.

Teachers are role models for students. What they do will be followed and recorded by students. Therefore, teachers must have good personalities so that students will follow their good deeds as well. This is in accordance with the opinion of Hosnan who mentioned Teacher personality competency is a personal ability that reflects a mentally healthy, stable, mature, wise, dignified, creative, polite, courteous, disciplined, honest, and orderly personality, as well as being a good role model for students (Rauhah et al., 2021). Therefore, students' attitudes at school are inseparable from the role of teachers, because what students do will return to what the teacher demonstrates. Teachers who demonstrate polite and dignified behavior will teach students to behave politely and dignifiedly. Furthermore, student learning outcomes after learning need to be directed towards better behavioral changes.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that: 1) the pedagogical competence of teachers in the formation of student character at SMK Negeri 1 is carried out actively by internalizing character values in each subject and extracurricular activities, 2) the social competence of teachers in the formation of student character at SMK Negeri 1 is carried out by building a good school culture to create a conducive learning environment for the formation of student character, 3) the personality competence of teachers in the

formation of student character at SMK Negeri 1 is carried out by providing role models by teachers, namely providing examples of good appearance, good character and good habits.

REFERENCES

1. Journal Articles

Harjono, S. (2022). Menyiapkan Kompetensi Siswa DPIB SMK Negeri 2 Sukoharjo Tahun 2021. *KASTARA KARYA: Jurnal Pendidikan dan Kebudayaan*, 2(2), 105-112.

Kurniawan, T., & Wijarnako, B. (2023). Implementasi Projek Penguatan Profil Pelajar Pancasila dalam Menumbuhkan Motivasi Kewirausahaan. *Jurnal Pendidikan Surya Edukasi (JPSE)*, 9(1), 1-23.

Mazrur, M., Surawan, S., & Yuliani, Y. (2022). Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. *Attractive: Innovative Education Journal*, 4(2), 281-287.

Miyazaki, A. F. N., Buabara, H., Rahmi, A. N., Rusmayadi, R., & Herman, H. (2024). Tantangan dan Solusi Menghadapi Era Digital. *JUPEIS: Jurnal Pendidikan dan Ilmu Sosial*, 3(3), 127-135.

Nurhabibah, S., Sari, H. P., & Fatimah, S. (2025). Pendidikan Karakter di Era Digital. *Jurnal Manajemen dan Pendidikan Agama Islam*, 3(3), 194-206.

Rauhah, L., Ngulwiyah, I., & Nurahman, I. (2021). Implementasi Kompetensi Kepribadian Guru. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 10(6), 1643-1653.

2. Books

Rukin, S. P. (2019). *Metodologi Penelitian Kualitatif*. Yayasan Ahmar Cendekia Indonesia.

3. Law and Regulations

Republik Indonesia. (2005). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*.

Republik Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Pemerintah Republik Indonesia.

About the Author:

Chief Researcher
Wina Widia Apriliani
Researcher Member
Dyah Wulandari