



Competency Analysis in the Implementation of the *Projek Penguatan Profil Pelajar Pancasila* on the Local Wisdom Theme

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Abstract

The development of local wisdom in a region is influenced by one of the natural characteristics of the region which requires the community to adapt in order to live well in the region, local wisdom is one of the themes in the *Projek Penguatan Profil Pelajar Pancasila* because it is related to various sectors and is a reference and applied in daily community activities. The wetland area of South Kalimantan has several local wisdoms including *Kayuh baimbai* (cooperation), *Gawi sabumi* (mutual cooperation), *Basusun Sirih* (integrity), and *Menyisir sisi tapih* (introspection). The purpose of this study was to analyze the competency needs of teachers at Junior High School 7 Banjarmasin which will be a reference for developing a model for increasing teacher capacity in implementing the *Projek Penguatan Profil Pelajar Pancasila* on the theme of Local Wisdom. It was carried out in two stages, namely training needs analysis using the TNA model and developing a conceptual model using the Smith and Ragan model. The study identified 10 teacher competency needs, so that the conceptual model developed in the form of workshops and ongoing mentoring, was designed with learning objectives referring to the 10 competencies. The results of the study concluded that competency needs analysis activities can be equated or carried out with evaluation activities, the implementation of the analysis also showed an impact on changes in the mindset of teachers who were the targets of the study, needs analysis activities provided information to teachers that were considered by teachers.

Keywords: Local Wisdom, Needs Analysis, *Projek Penguatan Profil Pelajar Pancasila*

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INTRODUCTION

Local wisdom is a view of life and knowledge and various life strategies that are in the form of activities carried out by local communities in answering various problems in fulfilling their needs. In foreign languages, it is often conceptualized as local policy “*local wisdom*” or local knowledge “*local knowledge*” or local intelligence “*local genius*” (Fajarini, 2014) The development of local wisdom in a region is influenced by the natural characteristics of the region that require people to adapt in order to live well. Local wisdom is related to various sectors in community life, such as social, cultural, economic,

educational, health and so on, and becomes a reference and is applied in daily community activities. Local wisdom that develops and is passed down from generation to generation generally has values of virtue, the application of this local wisdom becomes a characteristic and identity of the community in a region, so when the application of local wisdom slowly decreases, it implies the meaning of the community in the region facing the possibility of losing its characteristics or identity, efforts to preserve local wisdom in this condition become important so that the values of virtue that are the characteristics and identity of the community in a region can survive. The wetland area of South Kalimantan has several local wisdoms including the agricultural system on tidal land, water transportation, floating markets, stilt houses, various art activities, typical culinary, religious events, values in society, education, and so on. Local wisdom related to character includes: *Kayuh baimbai* (cooperation), *Gawi sabumi* (mutual cooperation), *Basusun Sirih* (wholeness), and *Menyisir sisi tapih* (introspection) (Fajarini, 2014).

In the field of education, one of the government's efforts in preserving local wisdom is to integrate the context of local wisdom into curriculum and learning, local wisdom becomes a competency that is achieved and tools to form character. One form of learning activity that can be done is the *Projek Penguatan Profil Pelajar Pancasila* which in this article will be referred to as P5, the purpose of implementing P5 is so that students have the opportunity to "experience knowledge" (*experience learning*) as a process of strengthening character as well as an opportunity to learn from their surroundings. The P5 program is cross-disciplinary learning to observe and think about solutions to problems in the surrounding environment which is intended to strengthen efforts to achieve the Pancasila Student Profile, the P5 program provides opportunities for students to learn in informal situations, flexible learning structures, more interactive learning activities, and also be directly involved with the surrounding environment to strengthen various competencies in the Profile Pancasila Students. By using local wisdom as the theme in P5, students have the opportunity to learn local wisdom and important issues that occur related to the theme of local wisdom so that students can take real action in responding to these issues according to their learning stages and needs, this P5 program can also inspire students to contribute and have an impact on their surrounding environment (Sufyadi et al., 2021).

To implement the *Projek Penguatan Profil Pelajar Pancasila* effectively, teachers need to have certain competencies including competencies in understanding the themes used in P5. Junior High School 7 Banjarmasin is one of the schools that has implemented the Independent Curriculum since 2022. In 2023, this school experienced an increase in category from Independent Learning to Independent Change. Based on a preliminary study, the results of an interview with the Principal of Junior High School 7 Banjarmasin, the researcher obtained information that this school has implemented the P5 Program four (4) times with various themes, one of which is the Local Wisdom theme, but even so, until now the school has never carried out an evaluation to identify the effectiveness of the program implementation, let alone analyzing the needs of teacher competencies to implement P5. The school's understanding of evaluation is only limited to the evaluation carried out in reflection activities at the end of the activity, while a more structured and comprehensive evaluation and analysis have never been carried out, so the needs of teachers and students and the effectiveness of the P5 Program implemented, especially to support the preservation of local wisdom, are not yet known with certainty. Based on interviews with teachers who were once the Head of the P5 Program Facilitator Team, it is not yet known to what extent the teachers' competence in implementing P5 is and whether the planning, implementation, and results of P5 activities are in accordance with the P5 Program standards or not. Based on this background, this study was conducted to analyze the competency needs of teachers at Junior High School 7 Banjarmasin as a reference for developing a model for Increasing Teacher Capacity in Implementing P5 on the theme of Local Wisdom.

Referring to the theory of instructional design development, various development models have been put forward by experts, where the needs analysis stage is the first stage that must be carried out. In general, needs are defined as the gap between existing conditions and desired conditions, needs can be a gap between conditions that occur or exist with ideal conditions, normal conditions and minimum conditions, while desires and expectations are not included in needs. This Borg & Gall, (2007) statement is supported by another statement that explains the meaning of needs analysis as "systematic study of a

problem or innovation, incorporating data and opinions from varied sources, in order to make effective decisions or recommendations about what should happen next.” Rossett & Arwady, (1987) From the description above, it can be concluded that needs analysis is an important step in the planning, development and implementation process of a program, training and curriculum development because it can be a basis for reference for effective decision making to adjust to the conditions that will be intervened.

In this study to analyze the needs of teacher competencies in the implementation of P5, researchers collected data and information from three groups of respondents, namely: (1) Students; (2) Community, in this case parents; and (3) teachers. Atwi Suparman, (2014) The relationship of cooperation and participation of the 3 partners to provide information related to teacher competency needs is described as follows:



Figure 1. The Relationship of Cooperation and Participation of Three Partners in Identifying Instructional Needs and Curriculum Development

The focus of the problem in this research is to describe how teacher competency needs analysis activities are carried out and then how the results of the analysis can be used to develop a model for increasing teacher capacity in implementing P5. The focus of the problem above is the basis for describing three (3) problem formulations, namely:

1. What are the competency standards (optimal performance) for teachers to implement P5 on the Local Wisdom Theme?
2. What are the results of the analysis of teacher competency needs in implementing P5 on the Local Wisdom Theme?
3. What kind of conceptual model of capacity building is appropriate for improving teacher competency in implementing P5 on the Local Wisdom Theme?

To answer the formulation of the research problem, the research was conducted in two stages. The first stage is the stage of analyzing teacher competency needs to implement P5 and the second stage is the development of a conceptual model for increasing teacher capacity for implementing P5. The first stage of research was conducted by adapting Rossett's training needs analysis method known as Training Needs Assessment (TNA) (Rossett & Arwady, 1987). Meanwhile, the development of the conceptual model was conducted by referring to Smith and Ragan's instructional design model (Gustafson & Branch, 2002). These two stages of research are interrelated, where the results of the first stage of research, namely the results of the teacher competency need analysis, will be the basis for research in the second stage, namely the development of a conceptual model for increasing teacher capacity to implement P5.

This study was conducted to analyze the needs of teacher competencies in implementing P5 which will be used as a reference for developing a conceptual model for increasing teacher capacity in implementing P5 on the theme of Local Wisdom. The usefulness of the study is classified into two types, namely theoretical usefulness and practical usefulness. The theoretical usefulness of the study is to provide an overview that the analysis of needs can be categorized as research because it is carried out

using systematic scientific methods. The practical usefulness of the study is to explore information about the needs of teacher competencies in implementing P5 on the theme of Local Wisdom, the results of the analysis will lead to a list of competency needs that can be used as a basis for developing a conceptual model for increasing teacher capacity that is appropriate to increase the effectiveness of implementing P5 on the theme of Local Wisdom.

RESEARCH METHODS

This research was conducted at Junior High School 7 Banjarmasin, the type of research conducted was qualitative research to analyze the needs of teacher competencies in the implementation of P5 followed by the development of a conceptual model for increasing teacher capacity in the implementation of P5 on the theme of Local Wisdom. Considering that the P5 Program at Junior High School 7 Banjarmasin in the 2023-2024 academic year has only been held for class VII, then in this study, the population is all Class VII Students, starting from Class VII A to Class VII H, the population of parents is all Parents of Students from Class VII A to Class VII H, and for the population of educators are all teachers at Junior High School 7 Banjarmasin. Sampling was carried out using the Random purposeful sampling technique (Sugiyono & Lestari, 2021) with the characteristics of the teacher, parent and student samples involved in the implementation of P5. The number of population and research samples are described in the table below:

Table 1. Population and Research Sample Table

Respondents	Population Size	Number of Samples
Class VII Students	260 people	26 people
Parents of Class VII Students	260 people	26 people
Class VII Teacher	20 people	5 people

Based on the research problems, namely: teacher competency standards (optimal performance) for implementing P5, the results of the analysis of teacher competency needs in implementing P5 and the conceptual model for increasing teacher capacity in implementing P5, so This research was conducted in two stages, the first stage was to analyze teacher competency needs in the implementation of P5 and the second stage was to develop a conceptual model for increasing teacher capacity which would produce a conceptual model for increasing teacher capacity in the implementation of P5.

The first stage of research to analyze teacher competency needs in the implementation of P5 was carried out using the Training Needs Assessment (TNA) method. The TNA method consists of 3 techniques, namely: (1) Subject matter analysis; (2) Extant data analysis; and (3) Needs assessment. Each technique consists of several steps, and each technique has its own purpose, namely to produce some information/data that will be used as a reference for implementing research in the next TNA technique. This TNA procedure also helps researchers to guarantee the validity and reliability of the data obtained because indirectly through this procedure the researcher has carried out member checking and data triangulation. (Rossett & Arwady, 1987)

The second stage of research, namely the development of a conceptual model for increasing the capacity of Junior High School 7 Banjarmasin teachers in implementing P5 on the theme of Local Wisdom, will use the Smith and Ragan development model which consists of 3 stages, namely : analysis, strategy and evaluation. These three phases provide the conceptual framework for the eight steps that comprise their ID process. Their eight-step approach includes: analyze learning environment, analyze learners, analyze learning tasks, write test items, determine instructional strategies, produce instruction, conduct formative evaluation, and revise instruction (Gustafson & Branch, 2002) The combination of these two strategies in this study is explained in Figure 2.

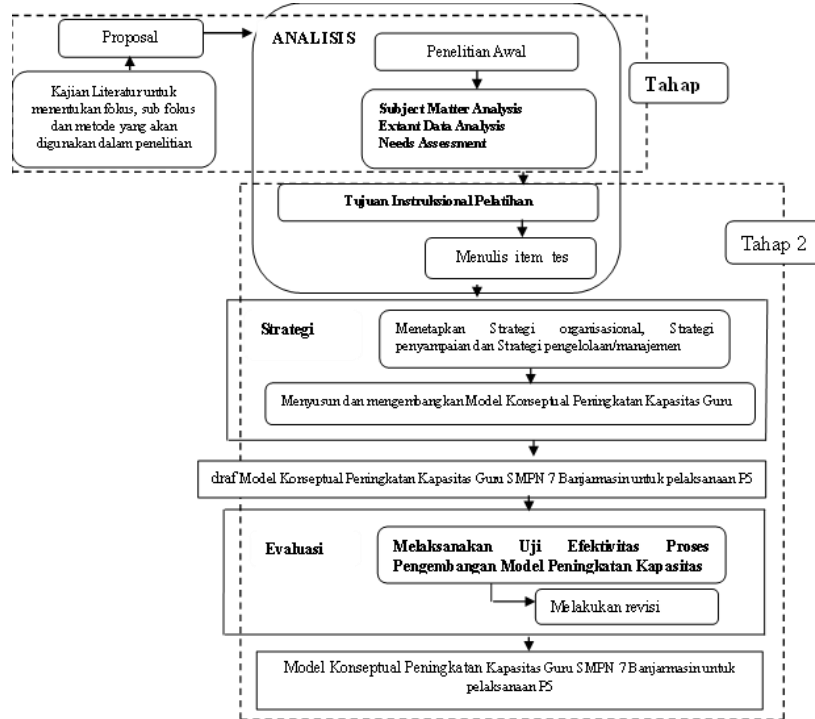


Figure 2. Research Strategy for Teacher Competency Needs Analysis for Developing a Conceptual Model for Improving Teacher Capacity in Implementing P5 at Junior High School 7 Banjarmasin

RESULTS AND DISCUSSION

As explained previously, this study was conducted in two stages that produced two outputs, namely: a list of teacher competency needs and a conceptual model for increasing teacher capacity in implementing P5 on the theme of Local Wisdom. The first output answers two research problem formulations, namely: teacher competency standards (optimal performance) and a list of teacher competency needs in implementing P5 on the theme of Local Wisdom, because from the 3 techniques in the TNA method used to analyze teacher competency needs, various information was collected, one of which also includes steps to describe teacher competency standards (optimal performances) in implementing P5. These competency standards (optimal performance) are then compared with the competencies displayed by teachers at this time (actual performance), the comparison of these achievements is called the competency achievement gap. In this study, teacher competency standards (optimal performance) in implementing P5 are described referring to the 4 principles of implementing P5, namely: holistic, conceptual, student-centered and exploratory (Sufyadi et al., 2021). Data showing the gap between ideal teacher competency standards (optimal performance) and current teacher competency (actual performance) are presented in table 2.

Table 2. Data on the gap between optimal performance and actual teacher performance in implementing P5

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
Holistic	Holistic means looking at something as a whole and comprehensive, not partial or	1	Understanding holistic principles and their application to P5 Local Wisdom theme	From the results of the interview with the teacher indicated a good understanding of the meaning of the holistic principle, but in presenting examples of

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
	fragmentary. In the context of designing the Project for Strengthening the Profile of Pancasila Students,			application in activities in P5 on the theme of local wisdom , the teacher explained with an answer that was less than appropriate. (less good)
	holistic thinking framework encourages us to examine a theme as a whole and see the interconnectedness of various things to understand an issue in depth. Therefore, every project theme that is carried out is not is a thematic forum that collects various subjects, but more as a forum for merging diverse perspectives and knowledge content in an integrated manner. In addition, a holistic perspective also encourages us to be able to see meaningful connections between components in project implementation, such as participants education, educators, educational units, society, and reality everyday life.	2	Competence explains the application of holistic principles in P5 on the theme of Local Wisdom to the school community involved.	The teacher did not provide an explanation regarding the application of the Holistic Principle in P5 on the theme of Local Wisdom to students and parents. (not good)
		3	Competence involves or collaborates with partners in implementing P5 on the theme of Local Wisdom	There are differences of opinion between students and parents, the average percentage of students is 55.5% (Not good). While based on the percentage of teachers and other parents obtained an average of 64.9% (Good). Concluded not good
		4	Competence involves inviting students to participate in planning the P5 Program on the theme of Local Wisdom.	The average percentage of achievement of this indicator is 51.6% (Not good)
		5	Competence to facilitate students to develop various competencies, namely attitudes, knowledge and skills in a comprehensive manner	The average percentage of achievement of this indicator is 86.5% (Very Good)
		6	Competence to provide explanations regarding the relationship between material, local wisdom themes and the topics being taught	The average percentage of achievement of this indicator is 80.7% (Good)
		7	Competence provides an explanation regarding the dimensions that must be achieved from the project.	The average percentage of achievement of this indicator is 77.0% (Good)

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
		8	Competence to encourage students to examine a topic and see the interconnectedness of various things to understand local wisdom issues in depth.	The average percentage of achievement of this indicator is 79.0% (Good)
		9	Competence to encourage students to study local wisdom themes and see the interconnectedness of various things to understand local wisdom issues in depth.	The average percentage of achievement of this indicator is 79.6% (Good)
Contextual	Contextual principles relate to efforts to base learning activities on real experiences faced in everyday life. This principle encourages educators and students to be able to make the surrounding environment and the reality of everyday life the main learning material. Therefore, educational units as organizers of project activities must open up space and opportunities for students to be able to explore various things outside the scope of the educational unit. The project themes presented as much as possible to touch on local	10	Understanding the contextual principles of its application in P5 local wisdom themes	From the results of the interview with the teacher indicated a good understanding of the meaning of the contextual principle, but in presenting examples of application, the teacher explained with less than perfect answers. (less good)
		11	Competence explains the application of holistic principles in P5 local wisdom themes to the school community involved.	The teacher did not provide any explanation regarding the contextual principle in P5 to students or parents. (not good)
		12	Competence to make the environment and surrounding issues the basis for implementing the P5 program on the theme of local wisdom	The average percentage of achievement of this indicator is 83.1% (Good)
		13	Competence to encourage students to learn from direct experience and practice	The average percentage of achievement of this indicator is 82.8% (Good)
		14	Competence to explain based on real experiences in everyday life	The average percentage of achievement of this indicator is 78.5% (Good)

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
	issues that occur in each region. By basing the project on real experiences faced in everyday life, It is hoped that students can experience learning that means to actively improve their understanding and competence.	15	Competence to design project outcomes that are relevant to strengthening the role of students through real action in preserving local wisdom.	The average percentage of achievement of this indicator is 65.1% (Good)
Student-Centered	The learner-centered principle relates to learning scheme that encourages students to become active learning subjects who manage their learning process independently.	16	Understanding the principles of student-centered learning and its application in P5 local wisdom themes.	The results of interviews with teachers indicated a poor understanding of the meaning of the student-centered principle and examples of its application in P5 (not good).
	Educators are expected to reduce their role as the main actors in teaching and learning activities that explain a lot of material and provide many instructions. Instead, educators should be	17	Competence explains the application of student-centered learning principles in P5 local wisdom themes to school residents involved.	The teacher did not provide any explanation regarding examples of the application of the principles of student-centered learning in P5 to students or parents. (not good)
	learning facilitator who provides many opportunities for students to explore various things at their own pace. The hope is that every activity learning can hone students' competencies	18	Competence to design and facilitate the implementation of learning activities with student-centered strategies	The average percentage of achievement of this indicator is 77.3% (Good)
	in bringing up initiatives and increasing the power to determine choices	19	Competence to be a facilitator who provides many opportunities for students to explore their own motivations according to their conditions and competencies.	The average percentage of achievement of this indicator is 77.9% (Good)
		20	Competence to design and facilitate the implementation of learning activities that can hone students' competence in	The average percentage of achievement of this indicator is 74.6% (Good)

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
	and solve problems that arise. faced.		generating initiatives and increasing their ability to determine choices and solve problems they face.	
		21	Competence to design and facilitate the implementation of learning activities that can help students solve problems, answer questions, formulate their own questions, discuss, explain during class, and work together in teams to solve problems and work on projects.	The average percentage of achievement of this indicator is 89.8% (Very good)
Explorative	The exploratory principle relates to the spirit of opening wide space for the inquiry process and self-development.	22	Understanding the exploratory principles in and their application to P5 local wisdom themes.	The results of interviews with teachers indicate a poor understanding of the meaning of the exploratory principle and examples of its application in P5 on the theme of local wisdom (not good).
	The Projek Penguatan Profil Pelajar Pancasila is not within an intracurricular structure related to various formal subject arrangement schemes. Therefore, this project has a broad exploration area in terms of the scope of subject matter, time allocation, and adjustment to learning objectives. However, it is expected that in its planning and implementation, educators	23	Competence explains the application of exploratory principles in P5 local wisdom themes to the school community involved.	The teacher did not provide any explanation regarding the exploratory principle to students in P5 to students or parents. (not good)
		24	Competence to design a dynamic and flexible P5 implementation schedule, so that the time allocated to study this project is not limited to school alone.	The average percentage of achievement of this indicator is 76.7% (Good)
		25	Competence to determine material or topics that can be explored widely.	The average percentage of achievement of this indicator is 81.4% (Very Good)
		26	Competence to encourage students to explore their knowledge through	The average percentage of achievement of this indicator is 74.6% (Good)

Standard (Variable)	Description	No.	Optimal Performance	Actual Performance
	can still design project activities systematically and structured to facilitate implementation. Principle Explorative is also expected to encourage the role of the Projek Penguatan Profil Pelajar Pancasila to complete and strengthen the competencies that students have obtained in intracurricular lessons.	27	various learning resources. Competence to Facilitate the implementation of P5 systematically and easily understood	The average percentage of achievement of this indicator is 80.7% (Good)

Of the total 27 competency indicators presented in the ideal competency standards (optimal performances), poor competency mastery was identified in 6 competencies, namely: understanding the principles of student-centered learning and examples of its application, understanding the exploratory principles and examples of its application, competency to explain holistic principles to students and school residents involved during the implementation of P5 on the theme of local wisdom , competency to explain contextual principles to students and school residents involved during the implementation of P5 on the theme of local wisdom , competency to explain the principles of student-centered learning and school residents involved during the implementation of P5 on the theme of local wisdom and competency to explain explorative principles to students and school residents involved during the implementation of P5 on the theme of local wisdom .

Poor competency mastery is indicated in 4 competencies, namely: understanding of holistic principles in P5 local wisdom themes and examples of their application, understanding of contextual principles and examples of their application, competency involving students to participate in planning the P5 local wisdom theme program and competency involving or collaborating with partners in implementing P5 local wisdom themes. Meanwhile, for competencies with good achievements indicated in 14 competencies, the remaining 3 competencies are: competency to facilitate students to develop competencies in attitudes, knowledge, and skills as a whole, competency to design and facilitate the implementation of learning activities that can help students solve problems, answer questions, formulate their own questions, discuss, explain during class, and work together in teams to solve problems and competency to determine materials or topics that can be explored widely, indicated to be at very good achievement. Thus, it is concluded that the list of teacher competency needs in implementing P5 on the theme of local wisdom and the follow-up plan to meet these competency needs are as described in table 3.

Table 3. List of competency needs and follow-up plans for fulfilling teacher competency needs in implementing P5

Standard (Variable)	No.	Competency Needs	Follow up
Holistic	1	Understanding holistic principles and their application in P5 local wisdom themes	Strengthening teachers' understanding of holistic principles and examples of their application in P5 on the theme of local wisdom
	2	Competence explains the application of holistic principles in P5 local wisdom themes to school residents involved	Strengthening the communication and collaboration skills of teachers with school residents involved in P5
	3	Competence involves or collaborates with partners in implementing P5 local wisdom themes	Strengthening teachers' communication and collaboration skills to engage with partners in implementing P5 on the theme of local wisdom
			Strengthening teacher competency to design and facilitate learning activities involving partners in P5 local wisdom themes
	4	Competence involves inviting students to participate in planning the P5 Program.	Strengthening teacher competency in communicating and collaborating with students to plan P5
Contextual	5	Understanding contextual principles and their application in P5 local wisdom themes	Strengthening teachers' understanding of the application of contextual principles in P5 local wisdom themes
	6	Competence explains the application of holistic principles in P5 local wisdom themes to school residents involved	Strengthening the communication and collaboration skills of teachers with school residents involved in P5 on the theme of local wisdom.
Student-Centered	7	Understanding the principles of student-centered learning and its application in P5 local wisdom themes.	Strengthening teachers' understanding of the principles of student-centered learning and examples of its application
	8	Competence explains the application of student-centered learning principles in P5 local wisdom themes to the school community involved.	Strengthening the communication and collaboration skills of teachers with school residents involved in P5 on the theme of local wisdom
Explorative	9	Understanding the exploratory principle and its application in P5 local wisdom theme	Strengthening teachers' understanding of exploratory principles and their application in P5 local wisdom themes
	10	Competence explains the application of exploratory principles in P5 local wisdom themes to the school community involved.	Strengthening the communication and collaboration skills of teachers with school residents involved in P5

Referring to the data presented in table 3, as described in the follow-up plan column, it can be concluded that efforts to improve teacher teaching performance need to be focused on improving teacher competence and capacity building through capacity building strategies that are designed systematically and sustainably. . One strategy for improving teacher professional competence is through training activities, competent teachers will be able to produce creative and innovative learning (Agustiani et al., 2024). In this study, systematic and sustainable strategies are described in the conceptual model of improving Teacher Capacity in the Implementation of P5 as explained in Figure 3 below:

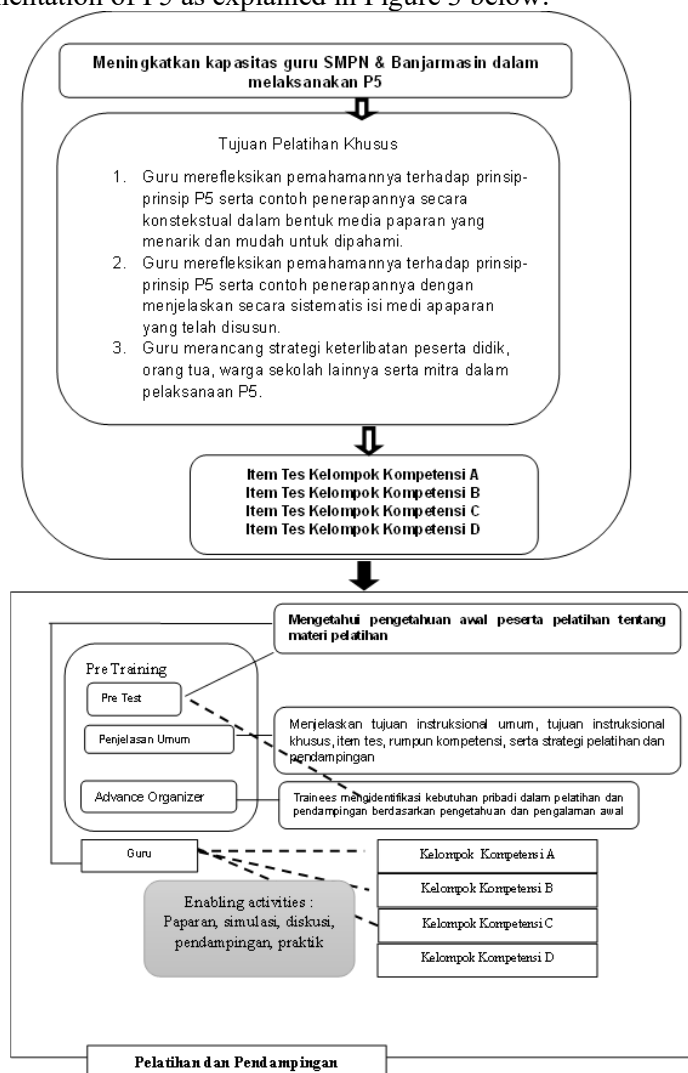


Figure 3. Conceptual Model of Teacher Capacity Improvement in Implementation of P5 at Junior High School 7 Banjarmasin

The conceptual model of capacity building can be briefly explained as follows: Organizational strategies include: setting general instructional objectives and specific instructional objectives, compiling test items for formative and summative assessment instruments, describing competency cluster groups as training materials, and implementing two stages of training, namely: pre-training and core training. Delivery strategies include selecting delivery strategies by referring to the characteristics of training participants. Management strategies include: selecting workshop and mentoring activity models as strategies for increasing teacher capacity, compiling training modules, and determining the total allocation of training time.

CONCLUSION

This study produces a description of the ideal competency standards (optimal performance) of teachers in implementing P5 on the theme of local wisdom consisting of 29 competencies, as well as a list of competency needs for Junior High School 7 Banjarmasin teachers consisting of 10 competencies. The list of competency needs will be strengthened by capacity building efforts whose implementation can refer to the conceptual model that has been developed. From the results of this study it can be concluded that the competency needs analysis activity in this study can be equated with evaluation activities, in the implementation of the analysis also shows the impact on changes in the mindset of the target teachers of the study, even before the results of the needs analysis are formulated. The needs analysis activity provides teachers with information that teachers consider to be input for them in an effort to know and understand more deeply about the competencies and performance that they should ideally master and display, the needs analysis activity is also considered by teachers as a form of support and attention to them. Referring to the results of this study, suggestions that can be given to institutions or parties organizing human resource capacity building activities, both in the field of education or other fields, are to be able to conduct an ideal needs analysis as a reference in planning and implementing capacity building strategies, competency needs analysis procedures and conceptual models of capacity building produced in this study can be used to analyze participant competency needs and implement capacity building efforts. For schools, they should be able to conduct their own needs analysis (through evaluation or reflection activities), from the results of their own needs analysis, schools and teachers will know what actions need to be taken to improve the quality of learning, schools and teachers can also utilize learning communities to improve teacher capacity.

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