



Developing Eight Dimensions of Graduate Profiles: A Case Study of Pre-service English Teachers in Indonesia

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ABSTRACT

This study investigates the development of the eight dimensions of graduate profiles among pre-service teachers in Islamic university during their school-based teaching practice. Grounded in the framework of deep learning, the research employs a qualitative case study methodology. Data collection methods included classroom observations, analysis of reflective journals, and in-depth interviews with pre-service teachers who completed language curriculum development course. The results indicate that authentic classroom experiences facilitate comprehensive professional development. Pre-service teachers demonstrated critical thinking and problem-solving skills when adapting instructional strategies to diverse student needs. They exhibited creativity and innovation in designing effective learning activities. Collaboration and communication skills were enhanced through interactions with peers, mentors, and students. The responsibilities associated with serving as role models contributed to the cultivation of character and integrity. Engagement with contemporary issues promoted global citizenship awareness, while the integration of digital technologies improved digital literacy. Lesson planning and reflective practice supported self-directed learning, and classroom leadership responsibilities fostered leadership skills and a commitment to societal contribution. Despite challenges including inadequate facilities and inconsistent mentor support, the study highlights the significance of teaching practice as a deep learning experience. This process effectively integrates theoretical knowledge with practical application, preparing graduates who demonstrate academic competence, ethical conduct, adaptability, and social responsibility. The findings support Indonesia's higher education objectives, which prioritize the development of holistic graduate profiles aligned with the requirements of the twenty-first century.

Keywords: Eight Dimensions, Graduate Profiles, Pre-service English Teachers

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INTRODUCTION

Contemporary universities encounter significant challenges in preparing graduates for rapidly evolving global contexts. Factors such as globalization, digital transformation, and complex societal issues necessitate competencies beyond disciplinary knowledge.

Graduates are expected to demonstrate critical thinking, ethical conduct, intercultural collaboration, and adaptability to dynamic environments. Internationally, these expectations are articulated through graduate profile frameworks that define the attributes higher education institutions seek to cultivate. For instance, Australia prioritizes communication, ethical practice, and global citizenship, whereas the European Union emphasizes employability and social responsibility. These frameworks serve as both aspirational statements and practical tools for curriculum development.

The concept of deep learning underpins many graduate profile frameworks. In contrast to surface learning, which prioritizes memorization, deep learning emphasizes comprehension, reflection, and the meaningful application of knowledge. This approach enables students to integrate theoretical understanding with practical experience and cultivates competencies such as problem-solving, collaboration, and lifelong learning. These qualities are essential for addressing the demands of the twenty-first century.

In Indonesia, the push toward holistic graduate profiles are embedded in the *Merdeka Belajar–Kampus Merdeka* (Freedom to Learn–Independent Campus) initiative introduced in 2020. This policy emphasizes flexible, student-centered learning and strong engagement with real-world contexts (Kemendikbud, 2020). Within this vision, Indonesian higher education has articulated eight dimensions of graduate profiles: Faith and Devotion to God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication. These dimensions reflect global discussions about 21st-century skills but are also grounded in local values such as *Pancasila*, which emphasizes ethics, mutual respect, and civic responsibility.

Teacher education provides a particularly important space for realizing these graduate profiles. Teachers are not only expected to master pedagogy but also to embody the skills and values they pass on to their students. Teaching practice in schools is one of the most powerful parts of teacher education, as it provides authentic opportunities for pre-service teachers to connect theory with practice and to reflect on their professional identities (Zeichner, 2010). These experiences require pre-service teachers to exercise all eight dimensions: for example, designing creative lesson plans, solving classroom problems, collaborating with mentors, practicing integrity, and demonstrating leadership.

Korthagen (2017) stresses that teacher development must go beyond technical training to include personal, emotional, and moral growth. In this sense, teaching practice is not only about learning how to teach but also about becoming the kind of graduate that Indonesia envisions: someone who is competent, reflective, ethical, and socially responsible.

Despite its importance, there is still limited research in Indonesia that explores how the eight dimensions of graduate profiles are developed in practice, particularly within teacher education. Most existing discussions remain at the level of policy or conceptual frameworks. A closer look at pre-service teachers' lived experiences during teaching practice can offer valuable insights into how deep learning takes shape, what challenges arise, and how universities can better support students' holistic development.

This article addresses that gap by presenting a case study of pre-service teachers in Indonesia. It explores how their teaching practice contributes to the development of the eight dimensions of graduate profiles, and how deep learning emerges through authentic engagement in classrooms. The study aims to contribute both to the field of teacher education and to broader discussions about graduate employability and higher education reform in Indonesia.

METHOD

Research Design

This study adopted a qualitative case study design to explore how pre-service English teachers in Indonesia develop the eight dimensions of graduate profiles through their teaching practice in schools. A case study approach was chosen because it allows for an in-depth understanding of complex phenomena in their real-life context (Yin, 2013). Teaching practice involves not only observable classroom activities but also reflections, challenges, and personal growth—all of which are best captured through qualitative inquiry.

Participants

The participants were pre-service English teachers enrolled in an English Language Education Study Program at UIN Antasari Banjarmasin. They were in their second year of study and had completed pedagogical coursework such as Language Teaching Methodology, Language Materials Development, and Language Curriculum Development Courses before beginning their school-based teaching practice. A total of 69 participants were purposively selected, and pseudonyms were used to maintain confidentiality.

Data Collection

To capture the richness of the participants' experiences, three data sources were used:

1. **Classroom Observations** – Each pre-service English teacher was observed during several teaching sessions. Notes focused on classroom strategies, interactions with students, and evidence of the eight dimensions in action.
2. **Reflective Journals** – Participants wrote weekly reflections on their teaching experiences, challenges, and personal growth. These journals provided insights into their self-directed learning and meaning-making processes.
3. **Semi-structured Interviews** – At the end of the teaching practice, each participant took part in an in-depth interview lasting 45–60 minutes. Interviews explored how they perceived the development of skills such as Faith and Devotion to God Almighty, Citizenship, Critical Reasoning, Creativity, Collaboration, Independence, Health, and Communication using multiple sources allowed for triangulation and strengthened the credibility of the findings (Creswell & Poth, 2016).

Data Analysis

Data were analyzed thematically following Braun and Clarke's (2006) six-step framework: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Codes were guided by the eight dimensions of graduate profiles but were also open to new themes that emerged from the data. For example, if participants described unexpected benefits such as emotional resilience or cultural sensitivity, these were also noted.

Trustworthiness

To ensure trustworthiness, several strategies were employed:

1. **Credibility:** Triangulation of observations, journals, and interviews helped validate interpretations.
2. **Transferability:** Rich, thick descriptions of the context and participants were provided.
3. **Dependability and Confirmability:** An audit trail was maintained, and peer debriefing with colleagues helped check for researcher bias (Ahmed, 2024).

Ethical Considerations

Ethical approval was obtained from the university's research ethics committee. Participants were informed of the purpose of the study, assured of confidentiality, and gave written consent. All names and identifying details were anonymized.

FINDINGS

The study revealed that pre-service teachers developed important aspects of their professional and personal identity across the eight dimensions of Indonesia's graduate profiles during teaching practice. While the depth of growth varied, all participants reflected that the practicum was a transformative experience that nurtured not only teaching competence but also character, values, and resilience.

1. Faith and Devotion to God Almighty

Pre-service teachers reported that teaching practice deepened their sense of gratitude, humility, and responsibility. For some, starting the school day with prayers or leading religious activities helped strengthen their own spiritual discipline. Others reflected that moments of classroom difficulty led them to seek patience and guidance through prayer, reinforcing their faith as an integral part of their teaching journey.

Findings of the First Observation

"In the classroom, the teacher gently reminded the students that money is more than just something we spend — it is a trust from God. Every coin and note, the teacher explained, carries with it a responsibility: to use it wisely, to avoid waste, and to always be grateful. Saving, even in small ways, was described as a sign of thankfulness and responsibility as God's creation. The lesson ended with a warm reminder that managing money wisely is not only smart, but also a meaningful way to show gratitude to God."

Findings of the Second Observation

"The lesson opened with a greeting and prayer that created a calm and respectful mood. Students were encouraged to share their thoughts through questions and an "Agree or Disagree" activity, making the class both lively and meaningful. It ended with a gentle reflection that our opinions should always be spoken with kindness and truth, followed by a closing prayer."

Findings of the Third Observation

"The lesson unfolded with warmth and purpose, inviting students to see athletes not only as champions in sports but also as role models of character and faith. Through Cristiano Ronaldo's story, values such as humility, discipline, and kindness were brought to life, reminding students that true greatness lies beyond talent. When they shared about their own favorite athletes, the classroom became a space of reflection, where students connected values from role models to the way they wish to live each day. The session closed with a gentle reminder that the best victories are those of character and gratitude."



Figure 1. Teaching Practice of Students for Faith and Devotion to God Almighty Value

The three observations revealed that learning can be both a journey of knowledge and a journey of the heart. In each lesson, students were reminded that wisdom is found not only in words but also in how we live our values: being grateful for what we have, speaking with kindness, and finding true greatness in humility and discipline. Together, these experiences showed that language learning, when guided with purpose, can inspire students to grow not just as learners, but as thoughtful and responsible individuals.

Findings of in-depth Interview

“Starting lessons with Salam and Basmalah helps students reflect on their actions and learning as part of their spiritual growth.” (PST1)

“We try to connect values like gratitude, honesty, and respect with the lessons so that students see learning as more than academics—it’s also about devotion and character.” (PST2)

The interviews reveal that integrating faith into the classroom goes beyond spiritual growth it helps students live out their values in everyday actions. By connecting lessons to gratitude, kindness, and discipline, students learn to appreciate the knowledge they gain while also practicing behaviors that reflect their devotion to God Almighty. This approach nurtures not just their minds, but their hearts, showing them that learning and faith can grow hand in hand, guiding them to become thoughtful, responsible, and morally grounded individuals.

2. Citizenship

Teaching practice was also a lesson in civic responsibility. Participants saw themselves as contributors to the school community, helping with flag ceremonies, student character-building activities, and even local events. They reflected that teaching is not only about transferring knowledge but also about shaping responsible citizens who respect cultural and national values.

Findings of the First Observation

“The lesson started with a warm greeting and a shared recitation of basmallah, creating a calm and respectful atmosphere. The teacher connected the topic to real-life experiences on social media, encouraging students to think about how their words and actions can affect others. Through pair dialogues and role-play, students practiced expressing their opinions politely and thoughtfully. The class ended with reflections on being responsible online, helping students understand the importance of respect, empathy, and kindness in both digital spaces and everyday life.

Findings of the Second Observation

“The lesson began with a warm greeting and introductions, immediately making students feel welcome and ready to participate. The teacher guided the class to explore the daily habits of a good student, connecting the discussion to responsibility, honesty, and respect. In groups, students worked together to complete worksheets, arrange sentences into a story about Rina and her friends, and practice reading aloud, which encouraged teamwork, communication, and confidence. The lesson closed with a reflective question about which values they would like to adopt, helping students understand how small daily habits can shape good character and responsible citizenship in school and beyond.”

Findings of the Third Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmalah, creating a respectful and welcoming atmosphere. The teacher introduced the topic of “Introducing Oneself and Others,” showing students how these skills help build positive relationships and connect with others in the community. Students practiced both writing and speaking, introducing themselves and their classmates, while paying attention to polite gestures, eye contact, and tone. Some students presented in front of the class, gaining

confidence and practicing respectful communication. The session ended with a reflection on how learning to introduce oneself thoughtfully and politely contributes to positive social interactions, mutual respect, and responsible citizenship.”



Figure 2. Teaching Practice of Students for Citizenship Value

The three observations show that learning English can go hand in hand with learning how to be a better person. In each lesson, students not only practiced speaking, writing, and listening, but also reflected on values like responsibility, respect, and kindness whether online, in daily habits, or when meeting and introducing others. Through group work, role-plays, and thoughtful reflection, students learned how small actions and words can make a positive difference, helping them grow as confident, respectful, and responsible members of their school and community.

Findings of in-depth Interview

Pre-service English teachers shared their insights from observing these lessons. One teacher said, *“I could see how students naturally learned to listen and respect each other’s opinions while practicing English, it wasn’t just about language, it was about understanding people.”* Another explained, *“When students discussed online behavior, they realized the power of words and the responsibility that comes with them. It was beautiful to see language learning and citizenship grow together.”* A third teacher added, *“Watching students present their ideas showed me how communication can build confidence while also reinforcing politeness, respect, and collaboration.”*

The in-depth interviews with pre-service English teachers revealed that teaching English offers opportunities to instill important citizenship values. They observed that group work, role-plays, and discussions encourage students to listen, share ideas politely, and respect different opinions, fostering responsibility and collaboration. Activities like introducing oneself, presenting opinions, and discussing online behavior helped students connect language learning to real-life actions, reinforcing respect, kindness, and accountability. The teachers emphasized that language lessons do more than teach grammar and vocabulary, they also guide students to become thoughtful, responsible, and socially aware members of their school and wider community.

3. Critical Reasoning

Classroom realities often required pre-service teachers to think critically and solve problems quickly. For example, when a student group did not understand a lesson, a participant adapted by using real-life examples from students’ daily lives. These moments fostered logical reasoning, decision-making, and the ability to analyze situations with limited resources.

Findings of the First Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmallah, creating a respectful and welcoming atmosphere. Students started with an ice-breaking activity, sharing words they associated with “Tourist Attractions,” which sparked curiosity and connected their ideas to the topic. In groups, they tackled tourism complaint scenarios, discussing possible solutions and presenting them through role-play. This encouraged students to think critically, solve problems, and collaborate effectively. The lesson ended with a reflection on how these skills—analyzing situations, proposing solutions, and communicating politely—are essential not only in the tourism industry but also in everyday life.”

Findings of the Second Observation

“The lesson began with a warm greeting, and students felt welcomed and ready to participate. The teacher introduced the topic of healthy routines and encouraged students to think critically about which sports or daily activities are best for maintaining a healthy lifestyle. In groups, students read passages and discussed questions such as who has the healthiest routine, whether certain activities count as exercise, and if someone’s lifestyle is too extreme or balanced. Through these discussions, students practiced analyzing information, evaluating different perspectives, and supporting their opinions with reasoning. The class ended with a summary that reinforced the importance of critical thinking in making thoughtful decisions about health and daily habits.”

Findings of the Third Observation

“The lesson began with a warm greeting and a joint recitation of Salam and Basmallah, setting a respectful and attentive tone. The teacher introduced the topic, “Money can buy happiness,” and encouraged students to share their thoughts, emphasizing that there were no wrong answers—only opportunities to think critically. Students participated in an interactive poll, explained their reasoning, and wrote short descriptions of their opinions before presenting them to the class. Through this process, they practiced analyzing ideas, supporting their viewpoints with logical reasoning, and expressing themselves confidently. The session ended with a reflection on how money influences decisions and behavior, helping students understand the value of critical thinking in both personal and professional life.”



Figure 3. Teaching Practice of Students for Critical Reasoning Value

Across the three observations, it is clear that the lessons were designed not only to develop students’ knowledge and language skills but also to nurture their critical thinking and decision-making abilities. In each lesson, students were encouraged to analyze situations, evaluate perspectives, and support their opinions with reasoning whether tackling tourism complaints, assessing healthy routines, or reflecting on the influence of money. Activities such as group discussions, role-plays, and interactive polls allowed students to practice problem-solving, collaboration, and thoughtful expression. Overall,

these lessons highlighted the importance of critical reasoning as a key skill for making informed decisions, understanding complex situations, and applying thoughtful judgment in both personal and professional contexts.

Findings of in-depth Interview

“I observed that students were able to discuss different solutions for the problems presented, showing they can think critically and make decisions based on reasoning.” (PST3)

“The activities encouraged them to evaluate situations and justify their opinions, which is a key skill for both school and life.” (PST4)

“Even simple discussions about healthy routines or money habits showed how students can reason logically and thoughtfully.” (PST5)

The in-depth interviews with pre-service English teachers revealed that classroom activities not only improved students' English skills but also actively nurtured their critical reasoning. Teachers observed that when students analyzed situations such as tourism complaints, health routines, or the influence of money, they considered multiple perspectives and learned to justify their opinions with logical reasoning. Interactive polls, group discussions, and role-plays were particularly effective in helping students organize their thoughts, weigh options, and propose solutions while practicing empathy. Teachers also noted that even simple questions, like identifying the healthiest routine or evaluating a balanced lifestyle, encouraged students to think critically and express their ideas confidently. Overall, these experiences highlighted how lessons designed with purposeful discussion and problem-solving can foster thoughtful, reflective, and independent thinkers.

4. Creativity

Creativity was visible in lesson design and resource use. With limited teaching materials, some pre-service teachers created visual aids from recycled paper or used storytelling to make abstract topics easier to grasp. Others integrated games and role-play into lessons. These innovations not only engaged students but also strengthened the teachers' confidence in their own creative capacity.

Findings of the First Observation

“The lesson began with a warm greeting and a shared Basmalah, setting a positive and attentive atmosphere. The teacher invited students to imagine a world where trash could speak, sparking curiosity and creative thinking. After seeing examples of recycled products, students were given a playful and imaginative task: to become objects like bottles, trees, or rivers, and write persuasive messages from the object's point of view. Some students shared their sentences aloud, using emotion and expression, which brought their creativity to life. The lesson ended with a reflection on how imagination and creative thinking can transform ordinary things into meaningful messages, showing students, that creativity is a powerful tool for problem-solving and self-expression.”

Findings of the Second Observation

“The lesson began with a cheerful greeting and an exciting question about creating healthy snacks, immediately capturing students' curiosity. The teacher explained how advertising uses persuasive language to influence choices, and then challenged students to imagine, design, and promote their own healthy snack products. In small groups, students drew logos, created slogans, and prepared short presentations, bringing their ideas to life with creativity and teamwork. During the presentations, students expressed their originality and persuasive skills, making the activity both fun and meaningful. The session ended with reflections on the importance of creativity in problem-solving, communication, and promoting healthy habits, showing students how imagination can turn ideas into action.”

Findings of the Third Observation

“The lesson began with the teacher showing a picture of a famous idol, immediately capturing students’ interest and curiosity. Students were asked if they knew the person and why they admired them, encouraging them to think and express personal opinions creatively. In the main activity, groups were given short texts about different idols, and each group’s representative read their text aloud, practicing descriptive language while adding their own expressive touches. The session ended with positive feedback and praise from the teacher, motivating students to continue learning and expressing themselves. This activity not only strengthened students’ reading and speaking skills but also encouraged creativity in describing people and sharing personal perspectives in an engaging and meaningful way.”



Figure 4. Teaching Practice of Students for Creativity Value

The three observations show that creativity was at the heart of every lesson. Students were encouraged to think imaginatively, whether by giving a voice to everyday objects, designing and promoting their own healthy snacks, or describing their favorite idols in expressive ways. Through these activities, they practiced problem-solving, communication, and self-expression, all while having fun and engaging deeply with the material. The lessons highlighted that creativity is not just about making things it is about seeing possibilities, sharing ideas, and bringing personal expression into learning. Overall, students were guided to realize that imagination and originality are powerful tools that can help them understand the world and express themselves confidently.

Findings of in-depth Interview

“When students imagine a bottle or tree speaking, they really think outside the box, and it’s amazing to see their creativity come alive.” (PST6)

“Designing their own healthy snack product encouraged students to combine imagination with practical thinking—they had to persuade others using clear, creative language.” (PST7)

The interviews with pre-service English teachers revealed that activities encouraging imagination and original thinking helped students express themselves creatively while learning English. Teachers observed that tasks like writing persuasive messages from the perspective of objects, designing healthy snack products, or describing favorite idols gave students the freedom to explore ideas, experiment with language, and present their thoughts in unique ways. Many teachers noted that allowing students to visualize and create made the lessons engaging, boosted confidence, and reinforced that creativity is not just about art, it is a valuable skill in problem-solving and communication.

5. Collaboration

Collaboration was central to participants’ growth. They worked closely with mentor teachers, fellow student-teachers, and school staff to plan lessons and solve classroom challenges. Several also emphasized collaborations with students, noting how building

respectful relationships created a more positive classroom climate. Teaching practice thus strengthened teamwork and interpersonal skills.

Findings of the First Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmalah, creating a respectful and focused atmosphere. The teacher introduced the topic of punctuation and its role in reading with correct stress, using clear and engaging examples such as “Let’s eat grandma!” versus “Let’s eat, grandma.” Students were divided into pairs to practice reading sentences, comparing those without punctuation and stress to the correctly punctuated versions. The collaborative pair work allowed students to help each other understand the rules, share feedback, and learn together. The session ended with some students presenting in front of the class and a reflective discussion, highlighting how working together can strengthen understanding, build confidence, and make learning more interactive and enjoyable.”

Findings of the Second Observation

“The lesson began with a warm greeting and attendance, creating a friendly and welcoming atmosphere. The teacher introduced the topic of healthy foods and explained why they are important for maintaining a strong and energetic body. Students were encouraged to share examples and ideas, which were noted on the board to connect everyone’s contributions. In small groups, students discussed healthy foods and their benefits, practicing English while collaborating and supporting each other’s learning. During group presentations, students shared their ideas with the class and received encouraging feedback, reinforcing confidence and teamwork. The lesson concluded with a reflection question about healthy foods, helping students connect the discussion to their daily lives. Overall, the activity highlighted the value of collaboration, showing how working together allows students to learn from one another, build communication skills, and achieve shared understanding in a supportive environment.”

Findings of the Third Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmalah, creating a positive and attentive atmosphere. The teacher introduced the topic of planning a mini sports event, explaining the task and showing an example poster to guide the students. Students worked in small groups, collaborating to design their own event, write their plans, and prepare short presentations. Each group’s representative presented their plan to the class, showcasing teamwork, shared responsibility, and creative problem-solving. The lesson concluded with a discussion reflecting on what students had learned about working together, and the teacher provided positive feedback and encouragement. Overall, the activity highlighted the importance of collaboration, demonstrating how students can combine ideas, communicate effectively, and achieve a common goal in a supportive environment.”



Figure 5. Teaching Practice of Students for Collaboration Value

Across the three observations, it is clear that collaboration played a central role in each lesson. Students were encouraged to work together, share ideas, and support one another, whether practicing punctuation, discussing healthy foods, or planning a mini sports event. Through pair and group activities, they developed teamwork, communication skills, and confidence, while also learning to listen, provide feedback, and combine their strengths to achieve a common goal. These lessons demonstrated that collaboration not only enhances learning but also builds a sense of community, showing students how working together can make challenges more manageable, learning more enjoyable, and outcomes more creative and meaningful.

Findings of in-depth Interview

“Planning a mini sports event together made students realize the importance of listening and supporting each other.” (PST8)

“Pair activities for reading and presenting healthy food choices allowed students to learn from each other and build confidence together.” (PST9)

Teachers highlighted that group work and interactive activities fostered collaboration and teamwork. Students were encouraged to share ideas, plan events together, and present as a team, which developed not only their English skills but also interpersonal skills and mutual respect. Teachers noticed that when students worked collaboratively, they learned to listen, provide feedback, and make decisions collectively, reinforcing that success often comes from cooperation and shared responsibility.

6. Independence

Participants described the practicum as their first real step into professional independence. They were responsible for planning lessons, managing classrooms, and reflecting on outcomes. Many admitted to feeling nervous at first, but over time they learned to trust their own judgment and take initiative. This independence fostered maturity, self-confidence, and accountability.

Findings of the First Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmalah, creating a respectful and attentive atmosphere. An ice-breaking activity encouraged students to participate actively, sharing English words in turn, which helped set a lively and engaging tone. The main topic focused on “Independent Thinking for Future Visual Designers,” where students learned how independence is essential in the field of Visual Communication Design. The teacher highlighted key attitudes such as creativity, responsibility, critical thinking, and self-motivation, explaining that independence allows students to generate original ideas, solve design problems on their own, and adapt to the dynamic demands of the industry. Students were encouraged to share their experiences and discuss the design applications they use, fostering verbal interaction and reinforcing independent thought. The lesson concluded with a review, evaluation questions, and recognition of students who actively participated, emphasizing that independence empowers students to take ownership of their learning and build confidence in their abilities.”

Findings of the Second Observation

“The lesson began with a short discussion about writing letters, which immediately engaged students and connected the activity to their own experiences. The teacher introduced the objective of writing the greeting and opening of a personal letter independently, showing an example to guide them. Students analyzed the example and then worked on creating their own letters, either to real or fictional friends, allowing them to practice thinking and writing on their own. Several students shared their letters with the class, demonstrating creativity, personal expression, and confidence. The session ended with a reflection on the

value of independent writing, highlighting how working on tasks by oneself helps students develop clear expression, polite communication, and the ability to structure their ideas thoughtfully. Overall, the activity encouraged independence by allowing students to take ownership of their learning while practicing a valuable life skill.”

Findings of the Third Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmallah, creating a positive and attentive atmosphere. The teacher engaged students by asking about their preferences, helping them understand the difference between “like” and “love” in a simple and relatable way. Students were encouraged to think independently as they wrote five sentences using “like” or “love,” experimenting with different subjects and objects. Several students shared their sentences with the class, demonstrating creativity, personal expression, and confidence in using English on their own. The lesson concluded with feedback and a review, emphasizing that practicing independently helps students develop clear communication, take ownership of their learning, and build self-reliance in expressing their thoughts.”



Figure 6. Teaching Practice of Students for Independence Value

Across the three lessons, independence was a key theme in fostering students’ learning and personal growth. In each activity whether thinking like future visual designers, writing personal letters, or crafting sentences with “like” and “love” students were encouraged to take ownership of their work, express their ideas, and make decisions on their own. These opportunities helped them build confidence, practice creativity, and develop clear communication skills. The lessons showed that when students are trusted to think, write, and create independently, they not only strengthen their knowledge but also cultivate self-reliance, responsibility, and the ability to express themselves thoughtfully in a supportive and engaging environment.

Findings of in-depth Interview

“As students wrote their own letters, they learned to express thoughts clearly without depending on others.” (PST10)

“Asking students to create sentences with ‘like’ and ‘love’ encouraged them to think and write independently, boosting their confidence.” (PST11)

Interviews indicated that tasks requiring students to think and work on their own strengthened their independence and self-confidence. Teachers observed that when students wrote personal letters, created sentences using “like” and “love,” or reflected on their design ideas, they developed the ability to organize thoughts, make decisions, and take

ownership of their learning. Independent activities helped students grow in responsibility and self-motivation while also enhancing their language skills.

7. Health

Teaching practice highlighted both physical and mental health dimensions. Long teaching hours and classroom management required stamina and discipline, while challenges sometimes caused stress or self-doubt. Participants shared strategies such as exercise, journaling, or peer support to maintain balance. These experiences underscored the importance of holistic well-being for effective teaching.

Findings of the First Observation

“The lesson began with a warm greeting and the recitation of Salam and Basmalah, creating a respectful and welcoming start. After a short ice-breaking activity to engage the class, the teacher introduced the topic of healthy lifestyles and provided simple, clear examples. Students then read a short text about health, which they translated together with the teacher, making the learning process more interactive and collaborative. Afterwards, students presented their understanding and shared their opinions in front of the class, showing both confidence and awareness about healthy habits. The teacher motivated participation by giving small gifts to those who answered or contributed, which encouraged students to be more active. The session closed with a review and conclusion, reminding students that maintaining a healthy lifestyle is not only about learning English but also about caring for their bodies and making positive choices in daily life. The activity highlighted the importance of health as a life value while also fostering students’ confidence and communication skills.”

Findings of the Second Observation

“The lesson began with a warm greeting, creating a friendly and welcoming atmosphere. The teacher engaged students by asking about their favorite healthy foods, sparking personal connections to the topic. A short explanation of narrative text structure was given, and students were introduced to the story ‘The Colorful Lunch Box’. Working in pairs, students read the text and answered comprehension questions, allowing them to practice both language skills and teamwork. The discussion guided students to identify the orientation, complication, and resolution of the story while also reflecting on the importance of eating healthy foods. The closing reflection encouraged students to think about one healthy food they would try to eat more often after reading the story, linking the lesson directly to their daily lives. The activity not only improved students’ reading and comprehension but also emphasized the value of making healthy choices, showing that learning English can also inspire positive habits for a better lifestyle.”

Findings of the Third Observation

“The lesson began with a warm greeting and a shared recitation of Salam and Basmalah, creating a respectful and positive atmosphere. Students were asked about their feelings, which gave them space to express themselves and set the tone for a supportive class. The teacher introduced the topic of simple ways to take care of mental health without spending money, connecting it directly to students’ experiences of academic stress. By showing how listening to English songs can be both healing and educational, the teacher highlighted that learning can happen in relaxed and enjoyable ways. Students listened to a song, identified new vocabulary, and then practiced making simple sentences about how music helps them feel better, combining both language practice and emotional reflection. Some students shared their sentences with the class, which encouraged confidence and self-expression. The lesson ended with a reflection on the role of music in supporting mental health, reminding students to care for their well-being while also showing that learning English can be integrated naturally into everyday life. Overall, the activity emphasized the importance

of health especially mental health while inspiring students to balance study, relaxation, and self-care in meaningful ways.”



Figure 7. Teaching Practice of Students for Health Value

Across the three observations, it was clear that health both physical and mental was at the heart of the lessons. Each class began with warm greetings and respectful openings, which helped students feel comfortable and ready to learn. The first lesson emphasized healthy lifestyles through reading, translation, and presentation, encouraging students to share their opinions while building confidence. The second lesson used a narrative story to connect language learning with healthy eating habits, guiding students to reflect on practical choices they could apply in daily life. The third lesson focused on mental health, showing students how simple activities like listening to music can support emotional well-being while also strengthening their English skills. Together, these activities not only developed students’ language abilities but also encouraged them to make healthier choices, care for themselves, and see English learning as something meaningful and connected to real life. The observations highlighted that when health values are integrated into learning, students become more engaged, thoughtful, and motivated to apply positive habits beyond the classroom.

Findings of in-depth Interview

“Students really enjoyed sharing their favorite healthy foods and learned to discuss habits that keep them strong and energized.” (PST12)

“Using music to manage stress while learning English was a clever way for students to understand mental health and language simultaneously.” (PST13)

Teachers emphasized that integrating health-related topics in lessons encouraged students to reflect on their physical and mental well-being while practicing English. Discussions about healthy foods, lifestyle habits, and stress-relief activities helped students connect language learning to everyday life. Teachers observed that students became more aware of how their choices affect their bodies and minds, and they expressed ideas confidently while practicing vocabulary and sentence structures.

8. Communication

Finally, communication skills emerged as one of the most significant areas of growth. Participants learned to simplify complex concepts for younger learners, use gestures and tone effectively, and adapt their style for different audiences. Feedback sessions with mentors also sharpened their ability to listen actively and articulate reflections clearly. Communication thus became both a teaching tool and a personal strength.

Findings of the First Observation

“The lesson began with a warm greeting and the recitation of Salam and Basmalah, creating a respectful and positive start. The teacher introduced three inspiring Indonesian youth figures—Jerhemy Owen, Cinta Laura, and Jerome Polin—through pictures, sparking students’ curiosity and encouraging oral responses about who they were and what they share. Students then listened to short texts about the figures and answered simple comprehension questions, practicing listening and speaking in meaningful ways. In the main activity, students wrote 3–4 English sentences describing one of the figures, including their name, what they do, and why they are inspiring. A few students shared their work aloud, which gave them the opportunity to express ideas clearly and build confidence in front of their peers. The lesson closed with a reflection on the values that can be learned from these youth role models, reminding students that communication is not only about using English correctly, but also about expressing ideas, sharing inspiration, and connecting with others.”

Findings of the Second Observation

“The lesson began with a warm greeting and an engaging lead-in question that connected directly to students’ own experiences of miscommunication. This created an immediate awareness of the importance of clear pronunciation in everyday communication. The teacher introduced commonly mispronounced words and guided students in practicing them, both individually and in short sentences. A playful activity, the Whisper Game, allowed students to practice listening and speaking in a fun, interactive way while also demonstrating how unclear pronunciation can change meaning. During this activity, students became more aware of the impact of pronunciation on communication accuracy. The lesson closed with a reflection and repetition exercise, reinforcing the key idea that clear pronunciation ensures messages are delivered and understood correctly. Overall, the activity not only built students’ pronunciation skills but also emphasized communication as a meaningful exchange of ideas where clarity, confidence, and understanding are essential.”

Findings of the Third Observation

“The lesson began with a warm greeting and the recitation of Salam and Basmalah, setting a respectful and positive tone. Students were invited to share their feelings by choosing an emoji and explaining their choice in English, which created a relaxed atmosphere and encouraged self-expression. The teacher introduced the topic of healthy food in a simple, engaging way and used visuals to make the concept clearer. Through examples and short sentences, students learned how to talk about healthy and unhealthy foods in meaningful contexts. In practice activities, students worked in pairs to discuss their eating habits and later completed individual writing tasks, followed by short presentations. These activities not only built vocabulary and sentence structure but also strengthened confidence in speaking English. The session closed with appreciation and reflection, reinforcing the importance of healthy food while highlighting that communication is about expressing real-life choices, feelings, and ideas clearly. The lesson humanized learning by connecting language practice to students’ daily lives and by giving each student a voice to share their own experiences.”



Figure 8. Teaching Practice of Students for Communication Value

Across the three observations, it was clear that communication was placed at the heart of the learning process. Each lesson began with a warm, respectful greeting that created a safe and welcoming atmosphere for students to express themselves. Whether through discussing inspiring Indonesian youth figures, practicing clear pronunciation, or talking about healthy food habits, students were consistently encouraged to use English in real and meaningful ways. The activities ranging from writing and presenting short descriptions, to playing the Whisper Game, to sharing personal choices and feelings helped students build both language skills and confidence in expressing ideas. More importantly, the lessons highlighted that communication is not just about correct grammar or pronunciation, but about connecting with others, sharing inspiration, and expressing personal experiences. By linking English learning to students' lives, role models, and daily habits, the lessons humanized communication, making it a tool for confidence, clarity, and connection.

Overall, the findings suggest that teaching practice serves as a comprehensive platform for developing all eight dimensions of the graduate profile. Through authentic classroom experiences, pre-service teachers grew in faith, citizenship, reasoning, creativity, collaboration, independence, health, and communication. Despite challenges such as resource limitations and initial anxiety, the practicum provided meaningful opportunities for personal transformation and professional readiness.

Findings of in-depth Interview

"Describing inspiring youth figures helped students practice speaking and writing while connecting personally to the topic." (PST14)

"The Whisper Game showed students how important pronunciation is in communicating ideas accurately, and they had fun learning it." (PST15)

Teachers noted that lessons focused on expressing ideas clearly, whether through writing, speaking, or pronunciation activities, enhanced students' communication skills. Students practiced sharing opinions, presenting ideas, and interacting respectfully with peers. Teachers highlighted that engaging in presentations, descriptive writing, and role-plays improved confidence, clarity, and the ability to convey thoughts effectively in English.

DISCUSSION

This study explored how pre-service teachers in Indonesia developed the eight dimensions of graduate profiles such as faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication through their school-based teaching practice. The findings highlight that the practicum was not only a technical training ground but also a transformative experience that nurtured values, character, and resilience. This aligns with the goals of Indonesia's *Merdeka Belajar–Kampus Merdeka* (MBKM) policy, which emphasizes holistic graduate development (Kemendikbud, 2020), and with global frameworks on 21st-century skills (Trilling & Fadel, 2009; Howells, 2018).

Faith and Devotion to God Almighty

The finding that teaching practice strengthened participants' faith resonates with Indonesia's philosophy of education, which is rooted in *Pancasila* and emphasizes spiritual development as part of national identity (Harjatanaya, 2025). While international literature on graduate profiles rarely foregrounds spirituality, research in multicultural and religiously diverse contexts shows that faith can provide teachers with resilience and moral grounding in challenging situations (Benoit, 2021). This suggests that faith is not peripheral but central to the holistic growth of Indonesian graduates.

Citizenship

Pre-service teachers' involvement in civic and community activities demonstrates how teaching practice nurtures civic responsibility. This echoes Noddings' (2005) notion that education should prepare students not only for personal success but also for democratic participation. Globally, citizenship education emphasizes respect, responsibility, and community engagement (VanderDussen Toukan, 2018). In Indonesia, such engagement reflects the vision of graduates who contribute to the nation while being open to global perspectives.

Critical Reasoning

The development of critical reasoning through classroom problem-solving aligns with research that highlights teaching as a context where adaptive expertise is constantly required (Darling-Hammond et al., 2020). Participants' ability to analyze problems and adapt strategies reflects deep learning processes (Bowden, et al., 2014; Biggs & Tang, 2011). This finding reinforces the need for teacher education programs to create opportunities for authentic challenges that push students beyond routine tasks.

Creativity

Creativity emerged as a vital competency, especially in resource-limited contexts. This supports global calls for teachers who can innovate in diverse environments (Aunzo 2025). In Indonesia, fostering creativity aligns with MBKM's emphasis on flexibility and innovation (Kemendikbud, 2020). Importantly, the findings show that creativity was not limited to lesson design but also included problem-solving and adapting to students' diverse needs.

Collaboration

Collaboration with mentors, peers, and students was a recurring theme. This reflects Vygotsky's (1978) view that learning is socially constructed and supports research showing that professional collaboration enhances teacher effectiveness (Maahe, 2012; Rowland, 2025). In the Indonesian context, collaboration also reflects cultural values of *gotong royong* (mutual cooperation), showing how local traditions and global educational ideals can complement each other.

Independence

Teaching practice fostered independence by requiring pre-service teachers to take initiative and make decisions. This echoes Korthagen's (2017) argument that authentic experiences are crucial for developing professional identity. Globally, independence is often described as self-directed learning (Candy, 1991), a skill increasingly valued in knowledge economies. For Indonesian pre-service teachers, independence also translated into maturity and accountability, preparing them for leadership roles in schools and communities.

Health

The emphasis on physical and mental health is a significant finding, as teacher well-being is increasingly recognized as essential for professional sustainability (Day & Qing, 2013). Stress, fatigue, and burnout are global challenges in education, yet few graduate profile frameworks explicitly highlight health. By including it, Indonesia acknowledges that effective teaching depends on holistic well-being. Pre-service teachers' strategies for managing stress such as reflection, peer support, or physical activity mirror international best practices in teacher resilience (Krummenacher, 2025).

Communication

Finally, communication skills were identified as one of the most developed competencies. Effective communication is central to teaching and is widely emphasized in global graduate attributes (Barrie, 2004). Participants' growth in both verbal and non-verbal communication, as well as their ability to adapt messages to diverse audiences, reflects the

kind of practical, applied skill that deep learning fosters. This also aligns with MBKM's call for graduates who can engage effectively in both local and global contexts.

Taken together, these eight dimensions illustrate how teaching practice operates as a deep learning environment. Rather than being abstract ideals, the graduate profiles came to life through real challenges, reflection, and growth. The findings show that graduate attributes are not developed in isolation but interact with one another for example, critical reasoning often required communication, while independence was strengthened through collaboration. This interdependence highlights the importance of designing teacher education programs that integrate rather than compartmentalize competencies.

This study contributes to existing literature in three ways. First, it provides empirical evidence of how Indonesia's graduate profile dimensions are realized in practice, moving beyond policy rhetoric. Second, it highlights dimensions often overlooked in global frameworks, such as faith and health, showing how local values enrich the global discourse on graduate attributes. Third, it positions teaching practice as a powerful site of deep learning, bridging the gap between theory and practice in teacher education.

CONCLUSION

This study set out to explore how pre-service teachers in Indonesia develop the eight dimensions of graduate profiles such as faith and devotion to God Almighty, citizenship, critical reasoning, creativity, collaboration, independence, health, and communication through their teaching practice. The findings reveal that the practicum is far more than a training ground for mastering pedagogy; it is a transformative experience that integrates knowledge, values, and personal growth. Faith and devotion were strengthened through spiritual reflection and school routines, reinforcing the idea that teaching is both a moral and professional calling. Citizenship was nurtured as participants engaged in school and community activities, positioning themselves as contributors to the broader social fabric. Critical reasoning and creativity were sharpened in the face of classroom challenges, where quick thinking and innovative lesson design became essential. Collaboration and independence emerged as two sides of the same coin: pre-service teachers learned to rely on mentors and peers while also taking responsibility for their own decisions. Health, both physical and mental, was recognized as foundational to sustainable teaching, while communication skills were constantly refined through interaction with students, mentors, and colleagues. Together, these findings demonstrate that graduate profiles are not abstract ideals but living competencies that take shape through authentic, real-world practice. They also show that Indonesia's vision of graduate attributes rooted in both global skills and local values such as *Pancasila* can be meaningfully realized in teacher education.

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