

## **Identification of Challenges and Solutions in the Implementation of the Vision and Mission of Pancasila Student Profile Formation at Parlaungan Islamic Junior High School**

<sup>1</sup> Dewi Qurrota Ayun, <sup>2</sup>Eli Masnawati

<sup>1,2</sup> Universitas Sunan Giri Surabaya

Email: <sup>1</sup>[dewiqurrota2904@gmail.com](mailto:dewiqurrota2904@gmail.com), <sup>2</sup>[elimasnawati@unsuri.ac.id](mailto:elimasnawati@unsuri.ac.id)

---

Corresponding Author: Dewi Qurrota Ayun

Article history: Received: Maret 1, 2024 | Revised: Maret 12, 2024 | Available

Online: March 11, 2024

---

### **Abstract**

*The formation of the Pancasila Student Profile has become one of the priorities in the Indonesian education sector at the moment. SMP Islam Parlaungan, as one of the private Islamic schools, is striving to implement the school's vision and mission in order to achieve a student profile that is in accordance with the values of Pancasila. This study aims to identify the challenges and solutions in the implementation of this vision and mission. The research method used is a qualitative approach with data collection techniques through observation, interviews, document analysis, and surveys. The data obtained is then analyzed descriptively to identify the challenges faced and formulate appropriate solutions. The research results show several main challenges, including: (1) uneven understanding of teachers regarding the Pancasila Student Profile, (2) lack of adequate supporting facilities and infrastructure, (3) limited time in integrating the values of Pancasila in learning activities, and (4) lack of parental involvement in supporting the formation of the Pancasila Student Profile. The recommended solutions include improving teacher training and development, procuring more adequate facilities, curriculum adjustments, and closer collaboration between schools, parents, and the community. This research is expected to provide valuable input for the school in an effort to optimize the implementation of the vision and mission in forming the Pancasila Student Profile at SMP Islam Parlaungan.*

**Keywords:** Pancasila Student Profile, implementation of vision and mission, challenges, solutions, SMP Islam Parlaungan

Copyright: © 2024. The authors.

ISLAMENTARY: Journal of Islamic Elementary Education Volume is licensed under  
a Creative Commons

Attribution Non Commercial 4.0 International License

## INTRODUCTION

Education is one of the main pillars in the development of the nation's character. In Indonesia, Pancasila values are the fundamental basis in the formation of student character. Parlaungan Islamic Junior High School as one of the educational institutions has a vision and mission that aims to form a student profile with integrity, knowledge, and noble ethics in accordance with the values of Pancasila.<sup>1</sup> The implementation of this vision and mission is expected to produce students who are not only superior in academics but also have a strong character and in accordance with national values.<sup>2</sup>

However, in its implementation, the implementation of the vision and mission to form a Pancasila student profile at Parlaungan Islamic Junior High School faces various challenges. These challenges can come from various aspects, including limited resources, resistance to change, to a lack of understanding and internalization of Pancasila values both by students and by teaching staff. Identifying these challenges is an important step in understanding existing obstacles and finding the right solutions to overcome them.<sup>3</sup>

In addition, analysis of solutions that have been implemented and those that have the potential to be implemented is also crucial. Effective solutions will not only help address existing challenges but also ensure that the school's vision and mission can be well implemented and deliver the expected results. Therefore, this research focuses on identifying challenges and solutions in the implementation of the vision and mission of forming a Pancasila student profile at Parlaungan Islamic Junior High School, with the ultimate goal of providing constructive recommendations for future improvement and development.<sup>4</sup>

This research is expected to make a significant contribution in increasing the effectiveness of the implementation of the vision and mission at Parlaungan Islamic Junior High School, as well as a reference for other educational institutions that have

---

<sup>1</sup> Azis, A. C. K., & Siregar, W. M. (2022). THE EMBODIMENT OF PANCASILA STUDENT PROFILES WITH VIDEO TUTORIALS AT SD NEGERI 101744 KLABIR VILLAGE, HAMPARAN PERAK DISTRICT.

<sup>2</sup> AKBAR, I. (2023). *The Values of Moral Education in the Book of Bidayatul Hidayah by Imam Al-Ghazali and Its Relevance to Character Education* (Doctoral dissertation, Faculty of Islamic Religious Education, Islamic University of North Sumatra).

<sup>3</sup> Mayani, W. (2024). *Strategy for empowering micro, small and medium enterprises in Padangsidempuan City* (Doctoral dissertation, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan).

<sup>4</sup> Hajizah, A. (2024). Application of User Experience in Financial Information System Modeling. *Journal of Information Technology, Software Engineering and Computer Science*, 2(1), 1-11.

similar goals in forming student profiles with Pancasila characteristics. Thus, it is hoped that a young generation can be created who are not only academically intelligent but also have a strong character and in accordance with the values of Pancasila, which will ultimately contribute positively to the development of the nation.

Parlaungan Islamic Junior High School has a clear vision and mission in producing students with character in accordance with the values of Pancasila. This vision reflects the school's commitment to integrating national values into every aspect of education provided. The school's mission includes developing academic potential, strengthening character, and forming social attitudes that reflect the values of Pancasila. However, in achieving this vision and mission, various challenges often hinder its implementation.

One of the main challenges is the limited resources. Competent human resources who have a deep understanding of Pancasila values and effective learning methods are often obstacles. In addition, adequate facilities and infrastructure are also needed to support an effective learning process.<sup>5</sup>

Another challenge is resistance to change. The implementation of a new vision and mission often faces rejection from both students and teaching staff. This is due to old habits that are difficult to change, as well as a lack of understanding of the importance of these changes.<sup>6</sup>

In addition, the lack of internalization of Pancasila values by both students and teaching staff is also a significant challenge. The understanding and application of Pancasila values is not only through theory, but must also be realized in daily actions. This lack of understanding can cause the implementation of the vision and mission not to run optimally.

## **RESEARCH METHODS**

This study uses a qualitative approach with a case study method. The data was collected through in-depth interviews with relevant parties, including principals, teachers, students, and parents of students. In addition, direct observation in the school environment

---

<sup>5</sup> Wijaya, L. (2023). The role of professional teachers to improve educational competency standards. *Indonesian Multidisciplinary Journal*, 2(6), 1222-1230.

<sup>6</sup> Susilo, D. P., Fadilah, L., & Daroini, R. (2024). Implementation of Human Rights Education Through Civic Education Learning in Elementary Schools. *Journal of Elementary School Teacher Education*, 1(3), 9-9.

and analysis of documents related to the school's vision and mission are also carried out to get a comprehensive picture.<sup>7</sup> The selection of the qualitative approach is based on the research objectives to understand and identify in depth the challenges and solutions in the implementation of the vision and mission of the formation of the Pancasila Student Profile at Parlaungan Islamic Junior High School.<sup>8</sup>

The data collection techniques used in this study include:<sup>9</sup>

1. Observation: The researcher made direct observations on learning activities, school programs, and community interactions at Parlaungan Islamic Junior High School. Observations were made to obtain data related to the implementation of the vision and mission of the formation of the Pancasila Student Profile.
2. Interviews: Researchers conduct in-depth interviews with principals, vice principals, teachers, and student representatives. The interview aims to explore information about the challenges and solutions faced in the implementation of the vision and mission.
3. Document analysis: The researcher reviewed school documents such as vision, mission, strategic plan, curriculum, and activity reports related to the formation of the Pancasila Student Profile.
4. Survey: The researcher distributed a questionnaire to students' parents to obtain data on their perception and involvement in supporting the formation of the Pancasila Student Profile.

The data obtained from these various sources were then analyzed descriptively-qualitatively. Data analysis is carried out through the stages of data reduction, data presentation, and conclusion drawn. Triangulation of data methods and sources is carried out to ensure the validity of the data.

The results of the data analysis are then used to identify the challenges faced and formulate the right solutions in the implementation of the vision and mission of the formation of the Pancasila Student Profile at Parlaungan Islamic Junior High School.

---

<sup>7</sup> Musianto, L. S. (2002). The difference between the quantitative approach and the qualitative approach in the research method. *Journal of Management and Entrepreneurship*, 4(2), 123-136.

<sup>8</sup> Arifin, Z. (2020). Educational research methodology. *Al-Hikmah Journal*, 1(1).

<sup>9</sup> Surayya, R. (2018). Qualitative approach in health research. *Averrous: Malikussaleh Journal of Medicine and Health*, 1(2), 75-83.

## RESULTS AND DISCUSSION

This research has identified various challenges and solutions faced in the implementation of the vision and mission of forming a Pancasila student profile at Parlaungan Islamic Junior High School. The following are the results of research obtained from interviews, observations, and document analysis.

### 1. Challenges in the Implementation of Vision and Mission<sup>10</sup>

#### a. Resource Limitations

Limited resources are one of the main challenges faced by Parlaungan Islamic Junior High School. Limited human resources, both in terms of quantity and quality, are an obstacle in implementing programs designed to internalize Pancasila values. In addition, the limited facilities and supporting facilities such as adequate libraries, laboratories, and classrooms are also an obstacle in creating an optimal learning environment.<sup>11</sup>

Limited resources are one of the main challenges faced by Parlaungan Islamic Junior High School. In the context of education, resources include various aspects that are very important to support the teaching and learning process, including human resources, facilities, and other supporting facilities.<sup>12</sup>

#### 1) Human Resource Limitations

Limited human resources are one of the significant obstacles in implementing educational programs designed to internalize Pancasila values. This can be seen from several factors:<sup>13</sup>

- a) Number of Teaching Staff: If the number of teachers is inadequate, then the teaching burden will increase on each teacher. This can lead to a lack of individual attention to students and reduced quality of teaching.

---

<sup>10</sup> Lubis, A. F. (2019). The professionalism of legal officers in building the visions and missions of military law in order to face the challenges of TNI tasks in the future. *Journal of Administrative Media*, 4(2), 01-16.

<sup>11</sup> Wasilah, H. (2020). Efforts to overcome the challenges of Islamic education in the XXI century. *Tamaddun: Journal of Religious Education and Thought*, 21(1), 077-090.

<sup>12</sup> Purnomo, A., & Sanjaya, Y. (2020). Challenges and strategies of the Church carrying out God's mission in facing the implementation of Industry 4.0 in Indonesia. *DIEGESIS: Journal of Charismatic Theology*, 3(2), 91-106.

<sup>13</sup> Solihah, R. (2018). Opportunities and challenges of the 2019 simultaneous elections from a political perspective. *JHIP: Scientific Journal of Government Science*, 3(1), 73-88.

- b) Quality of Teaching Staff: In addition to quantity, quality is also very important. Teachers who do not have sufficient training or understanding of Pancasila values may have difficulty in delivering material effectively.
- c) Professional Development: Limitations in professional development opportunities for teachers are also a problem. Without continuous training, teachers may not get the latest information or better teaching methods.

## 2) Limitations of Facilities and Supporting Facilities

Adequate facilities and supporting facilities such as libraries, laboratories, and classrooms are essential in creating an optimal learning environment. Some of the obstacles related to facilities are:

- d) Library: An incomplete library can limit students' access to reading materials and references needed to explore the values of Pancasila and other general knowledge.
- e) Laboratories: Inadequate science or computer labs can hinder students' practical learning. Practice-based learning is essential for understanding scientific and technological concepts.
- f) Classrooms: Narrow or uncomfortable classrooms can interfere with students' concentration during the teaching and learning process. A good physical environment contributes to the comfort and effectiveness of learning.

## 3) Impact of Resource Limitations

The impact of these resource limitations can be far-reaching:<sup>14</sup>

- a) Quality of Education: The overall quality of education can decline if human resources and facilities are inadequate.
- b) Internalization of Pancasila Values: Programs to internalize Pancasila values may not run effectively if teachers are not able to deliver the material properly or if students do not have access to relevant learning resources.

---

<sup>14</sup> Muhammad, N., & Murtafiah, N. H. (2023). Islamic Education Management Strategies in Facing Contemporary Challenges. *An Najah (Journal of Islamic Education and Socio-Religious Education)*, 2(2), 41-46.

- c) Student Motivation: The limitations of facilities can also affect students' motivation to learn. A poor learning environment often makes students feel less motivated to actively participate in learning activities.

Overall, the limited resources at Parlaungan Islamic Junior High School are a serious challenge that needs to be addressed so that the educational process can take place properly and the goal of internalizing Pancasila values can be achieved optimally. Efforts to improve the quality of teaching staff and improve educational facilities must be a priority so that schools can provide high-quality education to their students.

#### b. Resistance to Change

Resistance to change is found among both teachers and students. Some teachers are still stuck in conventional teaching methods and are less open to new approaches that are more in line with the school's vision and mission. On the other hand, students also show unenthusiasm in participating in character development programs that are considered boring or irrelevant to their daily lives.<sup>15</sup>

Resistance to change is a phenomenon that often occurs in the context of education, both among teachers and students. In many cases, this resistance arises due to various factors related to habits, uncertainty and perception of the benefits of such changes.

##### 1) Resistance Among Teachers

Many teachers are still stuck in the conventional teaching methods they have been using for years. This method often focuses on lecture-based teaching, where the teacher becomes the center of information and the student only plays the role of passive receiver. Some of the reasons why teachers show resistance to new approaches include:<sup>16</sup>

---

<sup>15</sup> Santana, A. (2015). The Relationship between Job Satisfaction and Resistance to Change in Employees of PT. B.

<sup>16</sup> Jambak, A. M., Lase, D., Telaumbanua, E., & Hulu, P. (2023). Analysis of factors that affect employee resistance to organizational change at the Gunungsitoli Religious Court Office. *Tuhenori: Multidisciplinary Scientific Journal*, 1(1), 22-37.

- a) Comfort with the Old Method: Many teachers are comfortable with the teaching methods they are already good at. Changing teaching methods requires extra effort and can cause insecurity.
- b) Lack of Training: Without adequate training regarding new methods or educational technologies, teachers may feel unprepared to implement such changes.
- c) Uncertainty of Outcomes: Teachers may doubt whether the new approach will be effective in improving student learning. This uncertainty can cause them to choose to stick with the old methods.
- d) School Culture: If the school culture does not support innovation and experimentation in teaching, then teachers tend to be reluctant to try new things.

## 2) Resistance Among Students

On the other hand, students also show resistance to character development programs or other initiatives that are considered boring or irrelevant to their daily lives. Some of the factors that cause student disenthiasm include:

- a) Material Relevance: Students often feel that the programs are not directly related to their life experiences or their future goals. When teaching materials are considered irrelevant, the motivation to get involved decreases.
- b) Less Engaging Delivery Methods: If the program is delivered in a monotonous or non-interactive way, students tend to lose interest. They prefer an approach that involves active participation and collaboration.
- c) Previous Negative Experiences: If students have experienced similar programs that have not had a positive impact, they may be skeptical of new initiatives.
- d) Social Pressure: Students are also influenced by their peers; If their friends show a negative attitude toward a program, they are more likely to respond in the same way.

## 3) Overcoming Resistance to Change



To overcome this resistance, it is important for the school to take several strategic steps:

- a) Training and Support for Teachers: Providing teachers with ongoing training on new teaching methods as well as educational technologies can help improve their confidence and skills.
- b) Creating an Innovative Environment: Schools must create a culture of innovation where trial and error are accepted as part of the learning process.
- c) Involving Students in the Change Process: Involving students in the planning and implementation of the program can increase their sense of belonging and commitment to the change.
- d) Adapting Materials to Student Needs: Programs should be designed to be relevant to students' daily lives as well as their future aspirations in order to be more appealing to them.

By understanding the root causes of this resistance and taking proactive steps to address it, schools can create a learning environment that is more dynamic and responsive to the needs of all stakeholders.

#### c. Lack of Internalization of Pancasila Values

Although the values of Pancasila have been taught theoretically, the internalization of these values into students' daily behavior is still lacking. Many students have not fully understood and appreciated the values of Pancasila, so their application in real life has not been optimal. This is also due to the lack of role models from teachers and school staff in implementing these values.

## 2. Solutions That Have Been Implemented

### a. Teacher Training and Development

Parlaungan Islamic Junior High School has held various trainings and workshops to improve teacher competence in teaching and internalizing Pancasila values. This training includes innovative teaching methods, relevant curriculum development, and strategies to motivate students.<sup>17</sup>

### b. Improvement of Supporting Facilities and Facilities

---

<sup>17</sup> Jayanthi, R., & Dinaseviani, A. (2022). The digital divide and solutions implemented in Indonesia during the COVID-19 pandemic. *JOURNAL of Science and Technology Journal of Science & Information Technology*, 24(2), 187-200.

The school has made various efforts to improve facilities and supporting facilities. Classroom renovation, library addition, and provision of educational aids are the main focus in creating a conducive learning environment.<sup>18</sup>

#### c. Pancasila Value-Based Extracurricular Program

Parlaungan Islamic Junior High School has developed various extracurricular programs that focus on character formation and internalization of Pancasila values. Programs such as scouting, social activities, and competitions that prioritize cooperation, leadership, and tolerance have succeeded in attracting students' interest and helping them to live the values of Pancasila.<sup>19</sup>

### 3. Solution Effectiveness Analysis

The results of the analysis show that the solutions that have been implemented have varying levels of effectiveness. Teacher training and development have succeeded in improving teachers' competence and motivation in teaching. The improvement of facilities has also had a positive impact on the comfort and motivation of students.<sup>20</sup>

However, Pancasila value-based extracurricular programs still require further adjustments and evaluations to ensure wider participation from students. Some students still find the program less attractive and relevant to their needs.

### 4. Recommendations

Based on the results of the research, the following are some recommendations that are expected to increase the effectiveness of the implementation of the vision and mission of forming a Pancasila student profile at Parlaungan Islamic Junior High School:

1. Strengthening Teacher Training: Continuing and expanding training for teachers, including the development of soft skills and a deep understanding of Pancasila values.
2. Increased Parent Involvement: Involving parents in character building programs to ensure the internalization of Pancasila values also occurs at home.

---

<sup>18</sup> Hikmah, A. N., & Chudzaifah, I. (2020). Blanded Learning: Solutions for Learning Models After the Covid-19 Pandemic. *Al-Fikr: Journal of Islamic Education*, 6(2), 83-94.

<sup>19</sup> Pranata, O. D. (2023). The Application of Game-Based Learning as an Alternative Teaching Solution in Heterogeneous Classrooms. *Journal of Al-Ikhlās Service of the Islamic University of Kalimantan Muhammad Arsyad Al Banjary*, 8(3).

<sup>20</sup> Siahaan, J. P. (2018). Blended learning, a learning solution in the era of the Industrial Revolution 4.0.

3. Diversification of Extracurricular Programs: Developing extracurricular programs that are more varied and in accordance with students' interests and talents, to ensure wider participation.
4. Use of Technology in Learning: Integrating technology in the learning process to make the material more engaging and relevant for students.
5. Continuous Evaluation and Adjustment: Conduct periodic evaluations of programs that have been running and adjust based on feedback from students, teachers, and parents.

By implementing these recommendations, it is hoped that Parlaungan Islamic Junior High School can be more effective in achieving its vision and mission, as well as producing students who are not only academically intelligent but also have a strong character in accordance with the values of Pancasila.

## **CONCLUSION**

This research has succeeded in identifying the main challenges faced by Parlaungan Islamic Junior High School in the implementation of the vision and mission of forming a Pancasila student profile. These challenges include limited resources, resistance to change, and lack of internalization of Pancasila values. Nevertheless, the school has implemented various solutions such as teacher training and development, improvement of facilities and supporting facilities, and extracurricular programs based on Pancasila values.

Teacher training and development have shown positive results in improving teacher competence and motivation. The improvement of facilities has also had a positive impact on the learning environment. However, extracurricular programs still require further adjustments to increase student participation.

Based on the analysis of the effectiveness of the solutions that have been implemented, this study provides several recommendations to improve the implementation of the vision and mission at Parlaungan Islamic Junior High School. These recommendations include strengthening teacher training, increasing parental involvement, diversifying extracurricular programs, using technology in learning, and evaluating and adjusting programs periodically.

## BIBLIOGRAPHY

- AKBAR, I. (2023). *Nilai-Nilai Pendidikan Akhlak Dalam Kitab Bidayatul Hidayah Karya Imam Al-Ghazali Dan Relevansinya Dengan Pendidikan Karakter* (Doctoral dissertation, Fakultas Pendidikan Agama Islam, Universitas Islam Sumatera Utara).
- Arifin, Z. (2020). Metodologi penelitian pendidikan. *Jurnal Al-Hikmah*, 1(1).
- Azis, A. C. K., & Siregar, W. M. (2022). PERWUJUDAN PROFIL PELAJAR PANCASILA DENGAN VIDEO TUTORIAL DI SD NEGERI 101744 DESA KLABIR KECAMATAN HAMPARAN PERAK.
- Hajizah, A. (2024). Penerapan User Experience Dalam Permodelan Sistem Informasi Keuangan. *Journal of Information Technology, Software Engineering and Computer Science*, 2(1), 1-11.
- Hikmah, A. N., & Chudzaifah, I. (2020). Blanded Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19. *Al-Fikr: Jurnal Pendidikan Islam*, 6(2), 83-94.
- Jambak, A. M., Lase, D., Telaumbanua, E., & Hulu, P. (2023). Analisis faktor-faktor yang mempengaruhi resistensi pegawai terhadap perubahan organisasi di Kantor Pengadilan Agama Gunungsitoli. *Tuhenori: Jurnal Ilmiah Multidisiplin*, 1(1), 22-37.
- Jayanthi, R., & Dinaseviani, A. (2022). Kesenjangan digital dan solusi yang diterapkan di Indonesia selama pandemi COVID-19. *JURNAL IPTEKKOM Jurnal Ilmu Pengetahuan & Teknologi Informasi*, 24(2), 187-200.
- Lubis, A. F. (2019). Profesionalisme Perwira Hukum Dalam Membangun Visi-Misi Hukum Militer Dalam Rangka Menghadapi Tantangan Tugas TNI Di Masa Depan. *Jurnal Media Administrasi*, 4(2), 01-16.
- Mayani, W. (2024). *Strategi pemberdayaan usaha mikro kecil dan menengah di Kota Padangsidempuan* (Doctoral dissertation, UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan).
- Muhammad, N., & Murtafiah, N. H. (2023). Strategi Manajemen Pendidikan Islam dalam Menghadapi Tantangan Kontemporer. *An Najah (Jurnal Pendidikan Islam Dan Sosial Keagamaan)*, 2(2), 41-46.
- Musianto, L. S. (2002). Perbedaan pendekatan kuantitatif dengan pendekatan kualitatif dalam metode penelitian. *Jurnal Manajemen dan kewirausahaan*, 4(2), 123-136.
- Pranata, O. D. (2023). Penerapan Game-Based Learning Sebagai Alternatif Solusi Mengajar di Kelas Heterogen. *Jurnal Pengabdian Al-Ikhlas Universitas Islam Kalimantan Muhammad Arsyad Al Banjary*, 8(3).

- Purnomo, A., & Sanjaya, Y. (2020). Tantangan Dan Strategi Gereja Menjalankan Misi Allah Dalam Menghadapi Penerapan Industri 4.0 Di Indonesia. *DIEGESIS: Jurnal Teologi Kharismatika*, 3(2), 91-106.
- Santana, A. (2015). Hubungan antara Kepuasan Kerja dengan Resistensi Terhadap Perubahan Pada Karyawan PT. B.
- Siahaan, J. P. (2018). Blended learning, solusi pembelajaran di era Revolusi Industri 4.0.
- Solihah, R. (2018). Peluang dan tantangan pemilu serentak 2019 dalam perspektif politik. *JHIP: Jurnal Ilmiah Ilmu Pemerintahan*, 3(1), 73-88.
- Surayya, R. (2018). Pendekatan kualitatif dalam penelitian kesehatan. *Averrous: Jurnal Kedokteran Dan Kesehatan Malikussaleh*, 1(2), 75-83.
- Susilo, D. P., Fadilah, L., & Daroini, R. (2024). Implementasi Pendidikan Hak Asasi Manusia Melalui Pembelajaran Pendidikan Kewarganegaraan di Sekolah Dasar. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 9-9.
- Wasilah, H. (2020). Upaya mengatasi tantangan pendidikan islam pada abad XXI. *Tamaddun: Jurnal Pendidikan dan Pemikiran Keagamaan*, 21(1), 077-090.
- Wijaya, L. (2023). Peran Guru Profesional Untuk Meningkatkan Standar Kompetensi Pendidikan. *Jurnal Multidisiplin Indonesia*, 2(6), 1222-1230.