

Challenges and Efforts of School Stakeholders in Enhancing P5 through the Theme “Bangunlah Jiwa Raganya” at SMP Negeri 31 Batam

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ABSTRACT

This study is based on the implementation of the Pancasila Student Profile Strengthening Project (P5) as part of Indonesia’s curriculum shift from the 2013 Curriculum to the Merdeka Curriculum. The research aims to identify: (1) the challenges faced by school stakeholders in enhancing P5 through the theme "Bangunlah Jiwa Raganya", and (2) the efforts made to overcome these challenges at SMP Negeri 31 Batam. This is a qualitative study using purposive sampling involving the principal, vice principal, teachers, administrative staff, school committee, and students. Data were collected through observation, interviews, and documentation. The findings reveal key challenges such as lack of facilities, limited collaboration, and insufficient materials. However, the school has responded with several strategies including the use of student smartphones, group-based learning, and peer collaboration to ensure successful P5 implementation. Overall, the project is running smoothly with continuous efforts to improve its delivery.

Keywords: *Pancasila Student Profile, Merdeka Curriculum, School Challenges, Character Education*

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INTRODUCTION

Education, as defined by Indonesia’s Law No. 20 of 2003, is a conscious and planned effort to create a learning environment that enables students to develop their full potential. The shift to the Merdeka Curriculum emphasizes character development based on the values of Pancasila. One of its key features is the Profil Pelajar Pancasila (Pancasila Student Profile), which includes six core dimensions: faith and piety, global diversity, collaboration, independence, creativity, and critical thinking.

At SMP Negeri 31 Batam, the P5 project has been implemented since the 2023/2024 academic year. Among the several themes introduced, “Bangunlah Jiwa Raganya” (Build the Soul and the Body) focuses on promoting a clean and healthy environment and nurturing moral integrity. Activities include environmental clean-ups and outdoor learning experiences tied to geography lessons.

Despite these initiatives, the school faces several obstacles such as limited resources, lack of teacher training, and difficulty in assessing student development stages. Teachers often struggle to differentiate student progress and manage multiple P5 themes simultaneously. The school addresses these challenges by forming learning groups, integrating digital tools like smartphones, and encouraging collaborative participation.

This study explores the real-world application of P5 in an Indonesian junior high school context and seeks to offer insights for future curriculum implementation across similar educational settings.

METHOD

Research Design

This study uses a qualitative research design aimed at understanding the experiences and perceptions of school stakeholders regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) under the theme "Bangunlah Jiwa Raganya". As stated by Rusandi & Rusli (2021), qualitative research seeks to explore behavior, motivation, and perceptions through direct engagement with research subjects. It emphasizes natural settings and direct interaction using methods such as observation, interviews, and documentation.

Time and Location

The study was conducted at SMP Negeri 31 Batam, located in Perumahan Anggrek Sari, Baloi Permai, Batam Kota District. The research took place during the even semester of the 2024/2025 academic year.

Research Informants

Informants were selected using purposive sampling and included school stakeholders such as the principal, vice principal, teachers, administrative staff, school committee, and students. These individuals were selected due to their deep understanding of the school's internal environment and direct involvement in the P5 implementation.

Data and Data Sources

This study utilized both primary and secondary data sources, with primary data obtained through direct observation and interviews involving school stakeholders such as the principal, teachers, and students, while secondary data were collected from supporting documents, facilitator interviews, and existing P5 project records. **Data Collection Techniques**

The data were collected using three techniques: observation, through direct field visits to understand P5 implementation activities; interviews, conducted with stakeholders using structured and semi-structured formats guided by the 5W+1H model (What, Who, Where, Why, How); and documentation, which involved gathering visual and written materials such as photos, activity reports, and school documents related to P5.

Data Triangulation

Triangulation was applied by comparing responses from different informants to ensure the credibility and validity of the findings. This technique combines various sources and perspectives to strengthen the study's reliability.

Data Analysis Technique

The research employed NVivo 15 software, a qualitative data analysis tool used to organize, code, and interpret interview data, with the analysis process involving four main steps: data import, by uploading interview transcripts into NVivo; coding and theming, by assigning codes and identifying emerging themes based on frequently mentioned topics; data visualization, by creating visual representations to clarify relationships and patterns within the data; and reporting, by synthesizing and exporting results into structured reports to support the research conclusions.

FINDINGS AND DISCUSSION

This study, analyzed using NVivo 15 qualitative software, concludes that the implementation of the *Profil Pelajar Pancasila* (P5) project with the theme "Bangunlah Jiwa Raganya" at SMP Negeri 31 Batam faced several significant challenges. These included: (1) inadequate infrastructure and learning tools, particularly the limited number of functioning projectors and speakers; (2) poor collaboration among students during group activities; and (3) students' lack of preparation in bringing the required materials for the project tasks.

To address these issues, school personnel undertook several efforts: (1) organizing student groups strategically based on individual characteristics and availability of learning tools such as smartphones; (2) encouraging active student participation by dividing responsibilities equally within each group; and (3) cultivating a habit of mutual reminders among group members to ensure that all necessary tools and materials were brought on time.

These strategies proved effective in supporting the smooth implementation of the P5 program. They also contributed to fostering a sense of responsibility, collaboration, and problem-solving among students, aligning with the core values promoted by the P5 framework.

School Constraints in Implementing P5 with the Theme "Bangunlah Jiwa Raganya"

The implementation of the P5 project at SMP Negeri 31 Batam encountered several key obstacles. First, limited infrastructure was a significant challenge. The availability of projectors (infocus) and speakers was insufficient to support the learning process for all classes involved. Several devices were either damaged or not functioning, hindering the smooth delivery of P5 activities, especially those involving multimedia content such as videos.

Second, lack of collaboration among students was identified as another major constraint. During group activities, some students were uncooperative, distracted, or failed to contribute meaningfully. This affected the overall performance of group tasks and created an imbalance in workload distribution.

Third, insufficient tools and materials also posed a challenge. Many students forgot or failed to bring the required materials for group projects, which led to delays and disrupted project execution. This issue was particularly evident during the final stages when students were expected to create tangible outcomes like decorated trash bins.

School Strategies to Overcome Constraints in P5 Implementation

To address the constraints, school stakeholders implemented several proactive strategies. First, they formed student groups thoughtfully by considering student characteristics and ensuring that at least one student per group had access to a smartphone. Teachers shared learning materials (videos, worksheets, images) via class groups to overcome the lack of school-owned equipment.

Second, schools encouraged active student participation. Teachers emphasized the importance of contribution, focus, and cooperation within each group. This helped build students' sense of responsibility and teamwork, enabling them to complete their tasks more effectively.

Third, the school promoted a culture of reminders and preparation among students. Group members were encouraged to remind one another about bringing the necessary tools and materials. This preventive action helped reduce the impact of forgetfulness and improved readiness for project-based tasks.

CONCLUSIONS

Based on the findings of this study regarding the implementation of the P5 project with the theme "Bangunlah Jiwa Raganya" at SMP Negeri 31 Batam, it was concluded that the primary constraints faced by school stakeholders included limited infrastructure, particularly insufficient and partially damaged LCD projectors and speakers, as well as challenges in group collaboration where some students were inattentive, uncooperative, or distracted during sessions. Another major obstacle was the lack of tools and materials, often due to students forgetting or failing to bring the required supplies. To address these issues, the school implemented strategic measures such as forming student groups based on facilitator instructions, encouraging the use of smartphones as alternative learning tools, promoting active participation in group activities, and reminding students to prepare necessary materials in advance, all aimed at ensuring the smooth and effective implementation of the P5 project in line with its educational objectives.

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