

IMPLEMENTING THE PANCASILA AND RAHMATAN LIL 'ALAMIN STUDENT PROFILE STRENGTHENING PROJECT (P5RA) THROUGH ENVIRONMENTAL-THEMED PROJECT-BASED LEARNING IN KINDERGARTEN

Miftakhul Ulumiyah¹✉, Enny Yulianti²

¹Universitas Islam Negeri Sunan Kudus

²Universitas Islam Negeri Sunan Kudus

✉ Correspondence: miftakhululumiyah27@gmail.com



Abstract: *This study aims to describe the implementation of the Pancasila and Rahmatan Lil 'Alamin Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus, focusing on the stages of planning, implementation, and assessment and evaluation. A qualitative field research approach was employed. The research participants consisted of 28 students in Class B1, aged 5–6 years. Data were collected through interviews, classroom observations, and document analysis, and were analyzed using descriptive qualitative techniques. The findings indicate that the P5RA project was implemented under the theme I Love the Earth with the topic Global Warming. The planning process involved five key steps: team formation; identification of the madrasah's readiness; determination of dimensions, themes, and time allocation; module development; and reporting. The implementation phase comprised four stages: recognizing, investigating, acting, and completing. Assessment and evaluation were conducted summatively using rubrics and portfolio-based assessments. This study highlights the importance of integrating Pancasila values and the principles of moderate Islam (Rahmatan Lil 'Alamin) into early childhood education to foster holistic character development.*

Keywords: *Character Education, Early Childhood Education, Implementation of the Merdeka Curriculum, P5RA*

A. Introduction

Curriculum is an important part of education. Education is of high quality when schools implement an effective curriculum. This aims to make learning implementation easier to achieve maximum results. In the implementation of learning in early childhood education institutions, it is always aligned with the curriculum. The curriculum is a collection of several activity designs related to the content, objectives, learning materials, and strategies used. This aims to make learning implementation easier to achieve maximum results. In the implementation of learning in early childhood education institutions, it is always oriented and based on the curriculum (Retnaningsih & Khairiyah, 2022, p. 145). The curriculum used with a student-centered learning model is the Merdeka curriculum. At the early childhood education level, one of the learning outcomes of the Merdeka curriculum is project-based learning (Retnaningsih & Khairiyah, 2022). One of them is the profile of Pancasila students. The Pancasila student profile will give students the freedom to choose what learning activities they want.

The implementation of the Merdeka curriculum provides a more exploratory learning space for early childhood through a project-based approach. The Pancasila student profile strengthening project is designed to strengthen the realization of Pancasila student profile values, integrated with child development achievement level standards (Yulianti, Sally, et al., 2023). This approach is very suitable for children aged 5–6 years in this research, who are in the preschool phase, that is, the golden age of development, when a child's intellectual abilities develop very rapidly and reach about half of their overall intelligence potential. The profile of Pancasila students is summarized in six dimensions contained in the decision of the head of the standards agency, curriculum, and educational assessment of the Ministry of Education, Culture, Research, and Technology number 009/H/KR/2022 about the dimensions, elements and sub-elements of the Pancasila student profile in the independent curriculum, among others: (1) Believe in and be devoted to God Almighty and and Noble Character; (2) Independent; (3) Working together; (4) Global Diversity; (5) Critical Reasoning; (6) Creative. This Pancasila student profile can serve as a guideline for concerned parties, especially teachers and

students, in carrying out the learning process (Muflikha & Musa, 2024, p. 72).

The operational curriculum of the education unit integrates the dimensions of the Pancasila student profile into learning outcomes and learning content. Students are expected to have a basic understanding of Pancasila values to enter the basic education level. The Ministry of Education and Culture has set project themes for early childhood education institutions: I Love the Earth, I Love Indonesia, We Are All Brothers and Sisters, and My Imagination and Creativity. These general themes can be further developed into topics that inspire the creation of project activities. When designing such project activities, early childhood education institutions can set more specific and contextual learning objectives (Sulistyati et al., 2021)

In responding to the latest regulations from the Minister of Education and Culture, and considering the various challenges that exist. Directorate of Curriculum, Facilities and Infrastructure, Institutional and Student Affairs, Ministry of Religion of the Republic of Indonesia seeks to develop an appropriate independent curriculum between public schools and madrasahs under the auspices of the Ministry of Religious Affairs. Educational units under the auspices of the Ministry of Religion, as stated in the Decree of the Minister of Religion number 347 of 2022, serve as a reference in the implementation of the independent curriculum at the Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Madrasah Aliyah Kejuruan (MAK) levels. The main focus is on the needs and characteristics of madrasah educational institutions in responding to the implementation of the independent curriculum, with a view to creating appropriate development. This development involved adding the Islamic value of *Rahmatan Lil Alamin* to the Pancasila student profile, which distinguishes institutions under the Ministry of Religious Affairs. Thus, the term *Rahmatan Lil Alamin* student profile was formed. This development is expected to overcome existing problems by adapting to the unique characteristics and needs of madrasahs. (Nurfathiyah et al., 2024, p. 1088).

In 2024, the Ministry of Religious Affairs issued Minister of Religious Affairs Decree No. 450, which stipulates guidelines

for implementing the curriculum at the Raudlatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), and Madrasah Aliyah Kejuruan (MAK) levels in July 2024. This decree replaces Minister of Religious Affairs Decree No. 347 of 2022 concerning guidelines for the implementation of the independent curriculum in Madrasahs (Suryani, 2024, p. 2753). In addition, the regulation gives madrasah administrators and all stakeholders the freedom to manage madrasahs independently, creatively, and innovatively. This is also related to changes in project-based learning, where the term “Project to Strengthen the Profile of Pancasila Students and the Profile of *Rahmatan Lil Alamin* Students (P5-PPRA)” has been changed to “Project to Strengthen the Profile of Pancasila Students and *Rahmatan Lil Alamin* Students (P5RA).” (Direktorat Jenderal Pendidikan Islam Kementerian Agama Reoublik Indonesia, 2024).

The integration of *Rahmatan Lil Alamin* into the Pancasila Student Profile is aimed at ensuring that Madrasah graduates under the auspices of the Ministry of Religion are able to practice religious values in a moderate manner (Sulistyati et al., 2021) *Rahmatan Lil Alamin* by practicing the values of religious moderation, including example (*qudwah*), citizenship and nationality (*muwatanah*), state (*ta’addub*), taking the middle path (*tawassut*), balanced (*tawazun*), straight and firm (*I’tidal*), equality (*musawah*), deliberation (*shura*), tolerance (*tasamuh*), dynamic and innovative (*tathawur wa ibtikar*) (Nur’aini, 2023, p. 91). This value is to encourage students to be a blessing to all mankind.

The Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) is a co-curricular activity that aims to strengthen, deepen, or enrich the material learned through intra-curricular activities. In addition, this project is an *interdisciplinary* learning experience that analyzes environmental problems and seeks solutions, thereby improving students’ abilities in the student profile. The purpose of this project is to develop a Pancasila student profile that provides students with space to gain insight and learn directly from their environment. This activity can explore issues and topics that are developed from the Pancasila *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) (Fauziah, G., & Rohmawati, 2023).

Based on previous studies, project-based learning within the P5 and P5-P2RA frameworks has been proven effective in encouraging active student involvement and character development. Nur'aini (2023) explained that the P5-P2RA activity provides a learning experience through an investigative process guided by teachers, encouraging students to explore their interests and find information independently. Meanwhile, Imamah et al. emphasized that project-based learning is not only oriented to the development of cognitive abilities, but also plays an important role in shaping students' attitudes and behaviors that are in harmony with the identity of the Indonesian nation as reflected in the dimensions and values of P5-P2RA (Nur'aini, 2023).

Departing from these findings, this research has novelty in its context and approach to the implementation of the Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) in religious-based early childhood education units, especially Raudhatul Athfal (RA), which is under the auspices of the Ministry of Religion. In contrast to previous research, which tended to place P5 or P5-P2RA within the context of general education, this study emphasizes integrating *Rahmatan Lil Alamin* values into project-based learning in early childhood. In addition, this study presents a comprehensive description of the stages of P5RA implementation, including planning, implementation, and assessment and evaluation, which are carried out in a context-specific manner in accordance with the characteristics of RA students. This study enriches the study of the practice of implementing P5RA in religious early childhood education institutions and provides an empirical reference for the development of holistic and sustainable character learning.

RA Nurul Haq Kudus has, since 2023, implemented the Merdeka curriculum, been an active implementer of the P5RA project, and served as a representative in the Djarum Foundation's Education Service program for early childhood motor physical stimulation. This can be seen in the Strengthening of Physical Motor Stimulation program by Education Service Djarum Foundation, with the main theme "I Love Indonesia" and the sub-topic "New Nusantara, Advanced Indonesia". There are several series of activities including training attended by principals and teachers, milk life athletic challenge at the Super

Soccer Arena (Djarum Rendeng Kudus Stadium), RA Nurul Haq's Birthday, parenting seminar "Early Childhood Motor Physical Stimulation Strengthening Program" located at the Djarum Ploso Kudus Employee Residence, early childhood physical assessment (health and fitness tests) by the Djarum Foundation team. The highlight of this event was the 79th Anniversary of the Republic of Indonesia, namely, playing children's physical motor agility and independent gymnastics together. In addition to the series of programs once a month, there is monitoring, assessment, and evaluation of the results of the implementation of physical motor, which runs for three months, namely September, October, and November, by the Djarum Foundation Education Service team (Interview with the principal, 2024). RA Nurul Haq is the only RA who was given the opportunity to participate in the Strengthening Physical Motor Stimulation program by the Djarum Foundation Education Service, so that it becomes an inspiration and useful for other RAs in Kudus regency.

RA Nurul Haq Kudus has developed a project-based learning theme for the program every year. RA Nurul Haq Kudus gives a different impression; in addition to covering the values of the Pancasila student profile, it also covers the values of *Rahmatan Lil' Alamin*. The project's implementation is based on the ideas of teachers, guardians, and students' interests. So, teachers do not feel burdened with the project that will be implemented. The previously carried-out project was the output of the Strengthening Physical Motor Stimulation program by the Djarum Foundation Education Service. This research is important for exploring how P5RA is implemented systematically at RA Nurul Haq Kudus. This research aims to find out the planning, implementation, assessment, and evaluation of the P5RA Project at RA Nurul Haq Kudus.

B. Method

The research used in this study is qualitative. A qualitative approach is a type of approach with a descriptive analysis design (Yulianti, Nafi, et al., 2023). This research uses a field research approach, which is to describe and analyze phenomena by going directly to the field to observe what happens in real life (Partono & Marfuah, 2023, p. 20). This approach is to describe the title

“Implementation of the Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus. According to Sugiyono, the qualitative research method is grounded in postpositivist philosophy and is used to study scientific objects. Data sampling is carried out purposively and through snowball sampling. Data collection is carried out by triangulation techniques, including observation, interviews, and documentation (Sugiyono, 2016). Inductive or qualitative data collection, combined with data analysis, is the key to the instrument. So that the results of qualitative research emphasize more meaning than generalizations (Yulianti et al., 2019).

The research conducted at RA Nurul Haq Kudus focuses on the implementation of planning, implementation, assessment, and evaluation of the Pancasila and *Rahmatan Lil Alamin* (P5RA) student profile of class B1 at RA Nurul Haq Kudus, which has inhibiting and supporting factors in the implementation of the project by class B1 teachers at RA Nurul Haq Kudus. The study included the head of RA, 2 teachers of class B1, 2 parents of class B1 students, and 28 class B1 students. Data collection techniques through observation, in-depth interviews, and documentation (Sugiyono, 2019). Data analysis is carried out using an interactive model: data reduction, data presentation, and a conclusion drawn. Data validity is obtained through triangulation of sources, techniques, and time (Sugiyono, 2016).

C. Result and Discussion

1. Result

Based on the observations, RA Nurul Haq Kudus is an early childhood education institution under the auspices of the Ministry of Religion. This institution has four classes with a relatively balanced student enrollment. Based on research data, the numbers of students in classes A1, A2, B1, and B2 are 25, 24, 28, and 26, respectively. This shows that the distribution of students is quite even and supports the implementation of project-based learning because the number of participants is neither too large nor small.

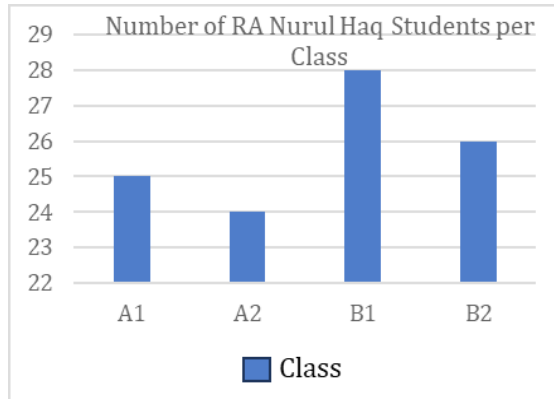


Figure 1. Number of students per class of RA Nurul Haq Kudus

The bar chart of the number of students per class shows that class B1 has the most students, namely 28, while class A2 has the fewest, namely 24. A balanced number of students makes it easier for teachers to organize project activities that actively involve all students.

The implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus has been running smoothly. During the planning process, the head of RA and teachers attend P5RA training at the beginning of the school year to ensure a clear understanding of the madrasah's components. Based on the interview by the principal conducted by the researcher, before the project was implemented, RA Nurul Haq certainly made any necessary planning, including, (1) forming an implementation team by appointing one of the teachers as the chairman, (2) identifying the readiness of the RA Nurul Haq madrasah is already in the development stage because the madrasah has implemented previous projects and has a support system, (3) Designing themes, dimensions, and time allocation, (4) Compiling project modules, activity flow, and the strategies/methods used, (5) P5RA reporting and assessment.

The implementation team of RA Nurul Haq determines the dimensions, themes, topics, and time allocation to be implemented by referring to the regulations' references and by aligning with the closest context to students and the madrasah environment. The allocation of project time, determined within 1 week for

implementation, aligns with the theme of intra-curricular learning. Integrating project activities on global warming will be important for students, as they can begin to understand the importance of protecting the earth and how they can take small actions to prevent global warming. This can help students feel more concerned and enthusiastic to play a role in protecting the earth.

In preparing the activities, the team and teachers of class B1 set the theme "I Love the Earth" with the subtheme "Global Warming" and allocated 1 week. The teaching modules for the RA Nurul Haq project are collaboratively compiled by the principal, classroom teachers, and other teachers, integrating topics aligned with the weekly modules, such as "plants around me" and "the joy of traveling". The dimensions developed in this project include Faith and Fear of God Almighty, Noble Character, Mutual Cooperation, and Critical Reasoning. Meanwhile, the values of Rahmatan Lil Alamin that are emphasized are Deliberation (*shura'*) and Dynamic and Creative (*tathawur wa ibtikar*).

Based on initial observations and interviews with Mrs. SM, the teacher of class B1, RA Nurul Haq Kudus, information was obtained regarding the implementation of learning hours in class B1. Half-day learning activities are held from 07.30–12.30 WIB, while on Sunday, teaching and learning activities take place from 07.15–09.30 WIB. Students generally arrive at school at 07.15–07.30 WIB. Before the learning activities begin, students take part in Yanbu'a recital activities, then continue with playing activities in outdoor areas and using Educational Game Tools (APE) available in the classroom (*Interview for Class B1 Homeroom Teacher 1, 2024*).

Based on observations, the project implementation lasted 5 days at the beginning of the even semester, through stages of recognizing, investigating, doing, and fulfilling. The recognition stage begins with perception through educational videos and posters. At the investigation stage, students took simple actions to prevent global warming, such as turning off lights and water. Furthermore, at the stage of doing it, students do several things including: 1) Students practice making pencil cases from used bottles (2) Students practice directly planting plants according to stages by looking at the video link that was shown, (3) take care of their plants by watering every day alternately according

to their group, (4) Observe the plant growth process periodically and report the results of observations to the classroom teacher. In the final stage, which is *fulapi*, students make crowns from leaves and bags from soap plastic as a way to show concern for the environment.

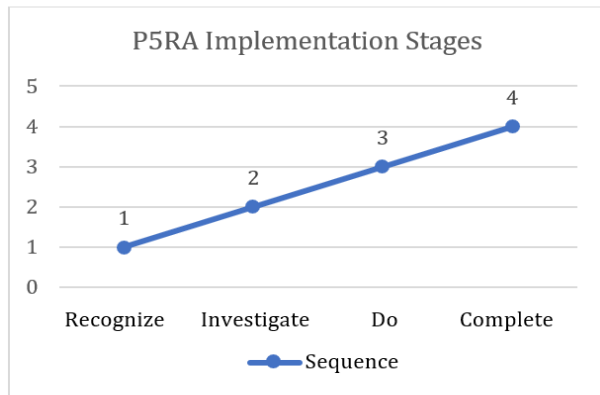


Figure 2. Stages of P5RA implementation at RA Nurul Haq Kudus

The assessment of the P5RA project at RA Nurul Haq Kudus involves all madrasah residents and the parents of students and is aligned with the learning outcomes of the Early Childhood Islamic Education phase. The assessment results showed that B1 class students were able to develop the targeted dimensions and values of P5RA. Based on the documentation obtained, the assessment was carried out using rubrics and portfolios that were specifically used to assess the development of students, with assessment categories including Starting to Develop (MB), Developing (SB), Developing as Expected (BSH), and Highly Developed (SAB), as well as categories that have not yet emerged and emerged. These categories represent the level of achievement of students' development towards the P5RA value indicators and dimensions. The evaluation was carried out summatively by the B1 class teacher, Mrs. SM, at the end of the project implementation and was documented in a descriptive narrative on the student's development report card.

Based on observations, the assessment carried out by the B1 teacher of RA Nurul Haq Kudus involved documenting the activities, then analyzing the project dimensions that students

can raise, starting from the stages of recognizing, investigating, doing, and fulfilling. In the assessment, all dimensions can be raised by students, namely faith and fear of God Almighty, critical reasoning, and working together. In addition to these dimensions, the value of Rahmatan lil Alamin appears in these activities, namely deliberation (*shura'*), dynamic and innovative (*tathawur wa ibtikar*).

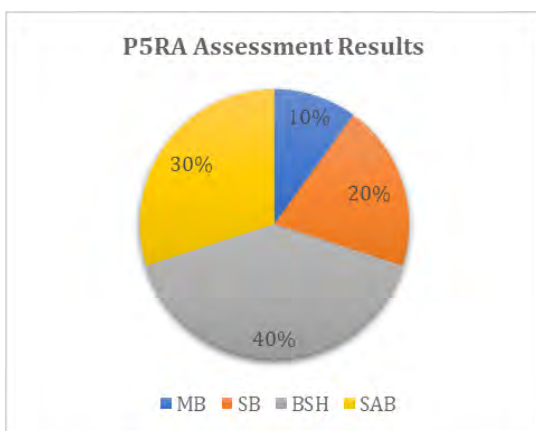


Figure 3. P5RA Assessment Results of Nurul Haq Kudus

Based on assessment data, around 10% of children are in the MB category, 20% in the SB category, 40% in the BSH category, and 30% in the SA category. This shows that the majority of children have achieved development as expected, and many even show excellent development.

The supporting factors for the implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus come from educators, students, the madrasah environment, and parental support. Based on the interview with Mrs. SC, the Head of RA Nurul Haq Kudus, it was found that the success of implementing P5RA is inseparable from the actualization of several learning principles and the educational leadership applied by teachers and madrasahs. The supporting factors are as follows (Interview with the principal, 2024):

- a. The principle of participatory and child-centered learning is realized through the active involvement of students in caring for the surrounding environment. According to the Head of

RA, students' enthusiasm for planting and caring for plants helps them understand and apply the values of Pancasila and *Rahmatan Lil Alamin*, especially their concern for the environment and their responsibility to protect nature for future sustainability.

- b. The principle of environment-based contextual learning is applied through the use of adequate madrasah facilities, such as planting land, gardening equipment, and garden areas. Mrs. SC explained that the available infrastructure allows students to learn directly through real experiences, including planting and using drinking water waste as a planting medium, thereby instilling the value of environmental care concretely.
- c. The principle of exemplary and commitment of educators can be seen from the active involvement of teachers as the P5RA implementation team. Teachers play a role not only as a companion to the activity but also as a facilitator who consistently links planting activities with the values of Pancasila and *Rahmatan Lil Alamin*. The Head of RA emphasized that the teacher's commitment to providing explanations and examples of environmental care behavior is a source of motivation for students.
- d. The principle of partnership between madrasahs and parents also supports the successful implementation of P5RA. The support and involvement of the students' guardians are evident in their participation in preparing the plants that students bring to the madrasah. According to the Head of RA, parental involvement helps strengthen the continuity of environmental concern values between learning in madrasahs and practice at home.

Every implementation of learning activities certainly faces various obstacles, as does the implementation of the Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus. Based on the results of an interview with Mrs. EZ, a B1 RA teacher, Nurul Haq Kudus, several inhibiting factors were identified in the implementation of P5RA in class B1 (Interview for Class B1 Homeroom Teacher 2, 2024). These obstacles are related to the condition of students, limited implementation time, and adjustment of project activities to daily learning routines:

- a. The lack of training obtained by teachers in implementing the independent curriculum, especially the P5RA program, so teachers do not understand this.
- b. Lack of understanding of teachers in developing project teaching modules and related learning content.
- c. The implementation time is sometimes not right because of weather conditions that do not allow for the implementation of P5RA, especially related to the topic: I love the earth, subtopic: global warming.
- d. Lack of understanding and awareness of the student's parents in project activities.
- e. Lack of participation of parents and students in project activities.
- f. Limited time to implement the project.

The presence of various obstacles in implementing the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus provides the implementation team with material for reflection and evaluation to improve the quality of project implementation in the next stage. Based on the study's findings, the obstacles encountered are overcome through several key strategies. First, strengthening the commitment and collaboration among all school components is achieved by building mutual understanding among the head of RA, teachers, education staff, and parents regarding the purpose and urgency of P5RA as an integral part of the implementation of the Independent Curriculum. The Head of RA serves as a coordinator, ensuring that each party understands their roles and responsibilities in implementing the project.

Second, obstacles related to competence limitations and teacher readiness are overcome through continuous capacity building for educators, including internal discussions, teacher-to-teacher sharing of practices, and joint reflection after implementing activities. Teachers adjust learning strategies so that project activities remain aligned with the characteristics of early childhood students and the madrasah's context.

Third, time constraints and the execution of project activities are overcome through flexible, adaptive planning. Teachers adjust the flow of P5RA activities to the daily learning schedule without reducing the substance of the values to be instilled. Project

activities are integrated into routine learning activities so that they do not add to the burden on students and teachers.

Fourth, barriers to parental involvement are overcome through optimized communication and partnerships with parents. The school actively communicates the goals and benefits of P5RA to parents, encouraging them to support the project's implementation by preparing for the activities' needs and instilling the value of environmental concern at home. This integrated and sustainable approach enables the continued effective implementation of P5RA at RA Nurul Haq Kudus despite various limitations.

2. Discussion

The P5RA planning conducted at RA Nurul Haq Kudus demonstrates the compatibility between theoretical frameworks and field practice. Planning is a systematic process that involves determining steps, formulating activities, and making decisions to achieve predetermined goals. Field findings show that P5RA planning at RA Nurul Haq Kudus is not carried out spontaneously but rather through structured, coordinated stages. This is reflected in the coordination meeting involving the head of RA and teachers, the determination of project objectives, and the preparation of project modules before the activity is carried out (Shaifudin, 2021).

Furthermore, when aligned with the project planning stages proposed by Satria et al. (2024), planning practices at RA Nurul Haq Kudus have met the main elements recommended, including identifying the readiness of educational units, determining project dimensions and themes, allocating time, and preparing modules and project reporting. This alignment shows that madrasahs not only follow administrative provisions, but also adapt project planning theories into the context of religious-based early childhood education. Thus, P5RA planning at RA Nurul Haq Kudus can be understood as a form of implementation of educational planning theory that is applicable and contextual, so as to support the smooth and successful implementation of projects in the field (Satria et al., 2024):

1) Forming a project implementation team

The head of the madrasah establishes an implementation team tasked with planning and executing project activities to strengthen student profiles in each class.

2) Identifying the readiness stages of madrasahs

The head of the madrasah, together with the implementation team, recognized the level of readiness of the madrasah with the criteria:

- a) Initial stage: madrasahs are not used to implementing project-based learning.
- b) Stage of development: madrasahs implementing projects already have a support system. This madrasah conducts periodic professional development for educators and evaluations through project-based learning.
- c) Advanced stage: madrasahs carry out project learning that already involves partners and has a support system.

3) Determining dimensions, themes, and time allocation

The implementation team determines the project's dimensions and theme, and prepares a project plan with its time allocation. In the selection of dimensions and themes, adjusted to the conditions and needs of the madrasah.

4) Developing modules and implementing projects

- a) The preparation of project modules to strengthen student profiles is adjusted to the level of readiness of the madrasah and general stages, namely, determining sub-elements (objectives); developing activities and assessments based on the flow, topic, and duration of the project that has been determined.
- b) Implement projects according to the modules that are arranged.

5) Reporting on projects, this team processes the results of project assessments and compiles project results reports.

Based on observations in Class B1, the implementation of the P5RA project is in accordance with the development guidelines for the 2024 *Pancasila and Rahmatan Lil Alamin* Student Profile Strengthening Project from the Directorate of Madrasah KSKK, which stipulates that the project is carried out in four main stages: recognize, investigate, do, and fulfill. In the context of RA, project implementation is carried out flexibly, adapting to the local context and student involvement. The duration of the implementation, which is only one week, is also in line with the recommendation from Ramdhani that the implementation of the project is carried

out with a proportion of learning load of around 20-30% per year at each level, starting from Raudhatul Athfal to Madrasah Aliyah (MA) (Nuraeni et al., 2025).

The implementation of the project involving madrasah residents and guardians of students strengthens the views of Fitriyah and Wardani The Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) RA Nurul Haq is integrated into intra-curricular learning. This project is combined with intra-curricular learning, in which the educator determines the extent to which the dimensions of the Pancasila student profile and the values of *Rahmatan lil' Alamin* are to be focused on, in consultation with other educators. Integrated activities can be used for field-based learning by directly involving the community, thereby providing students with opportunities to improve skills, insights, and behaviors in a comprehensive and dynamic manner (Fitriyah & Wardani, 2022, p. 240). P5RA activities are directed towards a project-based learning model. This is needed to involve the community and provide opportunities for students to develop their knowledge and skills (Fitriyah & Wardani, 2022). In addition, integrating the project teaching module with weekly learning demonstrates that a holistic approach is feasible to apply at the RA level.

In the assessment and evaluation aspect, the approach used is the P5RA development guide from the Directorate of Madrasah KSKK, which states that the assessment aims to continuously monitor student achievement through rubrics and portfolios. Assessment is an important part of learning in a student profile project. Assessment is the process of collecting data to determine the level of achievement of students in a program or learning activity (Direktorat KSKK Madrasah et al., 2024). After the assessment results are obtained, the next step is to conduct the assessment. Therefore, in compiling the assessment, it can be considered as follows (Direktorat KSKK, 2022):

a. Processing Assessment Results

1) Collecting Data

In the process of implementing P5RA at RA Nurul Haq, documenting project activities is very important to do. Some of the media that can be used to document the project are as follows:

Table 1. Collect data

Project Assessment Documentation	Description
Journal (educator)	<ol style="list-style-type: none"> 1. Documentation that contains a collection of thoughts, understandings, and explanations of ideas or concepts that are written and generally presented in the form of a book. 2. Documentation that records the progress of the participant's project continuously in a medium that encourages educators to reflect on the implementation of the project.
Portfolio (learners)	It is a collection of documents that contain the results of evaluations, awards, and works that reflect progress (reflective and critical) over time and serve as accurate evidence of student development.
Category	Assessment guidelines used to measure student performance/performance. Have detailed criteria and descriptions of performance quality according to their level, which explains the things that students meet these criteria, such as "starting to develop (MB)", "developing (SB)", "progressing as expected (BSH)", "very developing (SAB)".

Project activities can be documented through instruments such as observation sheets, self-assessments, peer-to-peer assessments, practices, and so on.

b. Processing Assessment Data

Based on the researcher's findings, the coordinator of the P5RA RA Project, Nurul Haq, thoroughly analyzed student achievement assessments by collecting learning documentation from the beginning to the end of the process. In this process, the coordinator develops a range of strategies using various instruments and forms. The processing at the Raudlatul Athfal (RA) level includes developing indicators for each goal, as well as determining dimensions, elements, sub-elements, and learning objectives (achievements at the end of the RA phase).

c. Compiling the Pancasila and *Rahmatan Lil Alamin* Student Profile Project Report (P5RA)

The report card is informative and describes students' development. This report card is structured; for example, it shows that students make decisions wisely based on aspects prepared, so they are worthy of reflection over a certain period of time. The main focus of this report card is the integration of learning, character development, and competencies aligned with the student profile. The assessment in this project report card also describes knowledge, attitudes, and skills as a single component, without distinguishing among them. In accordance with the researcher's findings, the P5RA report card at RA Nurul Haq is compiled based on the values of Pancasila and *Rahmatan Lil Alamin*, as determined by the madrasah.

Evaluation is the process of collecting data and information to examine a program's strengths, weaknesses, and obstacles for future improvement. This evaluation stage involves identifying changes in student behavior that demonstrate the achievement of the dimensions and values contained in the Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) in accordance with expectations. In addition, the evaluation can be inferred from students' understanding of the topics raised, based on the results of the project conducted. The purpose of the evaluation is to test the implementation of the curriculum in terms of time efficiency, relevance, effectiveness, like design, learning, and profile projects. This evaluation is used to overcome obstacles to the implementation of P5RA at RA Nurul Haq Kudus by strengthening the commitment and collaboration of the entire school ecosystem, continuously improving teacher competence, implementing

flexible, adaptive planning, and optimizing communication and parent involvement. This integrated and sustainable approach enables P5RA to continue operating effectively despite various limitations. The results of the evaluation will serve as the basis for improvement and for determining the next steps in implementing future activities.

The evaluation of RA Nurul Haq is summative, in line with Scriven's theory, as noted by Wardani et al., who state that evaluation includes the assessment of the objectives, content, methods, and results of a learning activity. The purpose of the evaluation model for learning is to determine the outcomes of a learning program. This content is the accuracy of a program that is implemented. Method is the right way or technique for implementing the program. Meanwhile, the result is the final achievement of an activity in learning that can formulate learning objectives (Wardani et al., 2022). Thus, the implementation of P5RA at RA Nurul Haq Kudus not only meets administrative and pedagogical standards but also reflects the application of relevant educational and evaluation theories and has a positive impact on strengthening students' character from an early age.

D. Conclusion

The implementation of the Pancasila and *Rahmatan Lil Alamin* Student Profile Strengthening Project (P5RA) at RA Nurul Haq Kudus has been carried out comprehensively and contextually. Project-based learning provides students with a space to actively explore and internalize the values of Pancasila and *Rahmatan Lil Alamin* through meaningful learning experiences. The success of P5RA implementation is reflected in students' active involvement and strong support from teachers and guardians.

Based on field findings, the implementation of P5RA in class B1 RA Nurul Haq Kudus is carried out in three main stages: planning, implementation, and assessment and evaluation. The planning stage is carried out before the project, through a coordination meeting involving the head of RA and all teachers of classes A and B. At this stage, the implementation team assesses the madrasah's readiness, defines the project's dimensions and theme, allocates time, prepares project modules, and reports on activities. The implementation stage of P5RA consists of four activity flows,

namely the stages of identify, investigate, do, and fulfill, which are carried out sequentially according to the characteristics of early childhood students. The assessment and evaluation stage is carried out periodically based on the results of the classroom teacher's observations using a checklist assessment rubric with the categories of Starting to Develop (MB), Developing (SB), Developing According to Expectations (BSH), and Very Developing (SAB) or emerging and not yet emerging categories, and equipped with a portfolio in the form of notes of observation results.

Although the implementation of P5RA has been carried out according to the set flow and stages, this study has some limitations. These limitations include the scope of research that is only focused on one class, namely class B1, as well as limited time and data sources, so that the deepening of information about the long-term impact of P5RA on the development of students' character has not been studied comprehensively. In addition, the research data is primarily based on observations and interviews with teachers, so the perspectives of students and guardians have not been fully explored.

Given these limitations, further research is recommended to include more classes or educational units, adopt a longitudinal approach to assess the sustainability of P5RA's impact, and enrich data sources by involving students and guardians in greater depth. In addition, more innovative, context-specific project designs need to be developed to ensure the implementation of P5RA is more optimal and sustainable.

References

- Direktorat Jenderal Pendidikan Islam Kementerian Agama Reoublik Indonesia. (2024). Keputusan Menteri Agama RI Nomor 450. In *PUSAKA*.
- Direktorat KSKK, M. (2022). Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan profil Pelajar Rahmatan Lil Alamin. *Kementerian Pendidikan Dan Kebudayaan*, 1–108.
- Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam, & Kemenag RI. (2024). *Panduan Pengembangan Proyek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil Alamin*.

- Fauziah, G & Rohmawati, A. (2023). IMPLEMENTASI PROYEK PENGUATAN PROFIL PELAJAR PANCASILA (P5) DAN UPAYA MEMBANGUN KARAKTER DISIPLIN DAN BERTANGGUNG JAWAB PADA SISWA. *BTIDA: Media Komunikasi Hasil Penelitian Pendidikan Guru Madrasah Ibtidaiyah*, 04(02), 214–225. <https://doi.org/10.37850/ibtida>
- Fitriyah, C. Z., & Wardani, R. P. (2022). Paradigma Kurikulum Merdeka bagi Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 12(3), 236–243. <https://doi.org/10.24246/j.js.2022.v12.i3.p236-243>
- Interview for Class B1 Homeroom Teacher 1. (2024)
- Interview for Class B1 Homeroom Teacher 2. (2024)
- Interview with the principal. (2024)
- Muflikha, I. K., & Musa, M. M. (2024). Relevansi P5-PPRA dengan Pendidikan Perspektif Syekh Nawawi Al Bantani. *Indonesian Journal of Islamic Elementary Education*, 4(1), 75–90. <https://doi.org/10.28918/ijie.v4i1.7270>
- Nur'aini, S. (2023). Implementasi Project Penguatan Profil Pelajar Pancasila (P5) Profil Pelajar Rahmatan Lil Alamin (P2RA) dalam Kurikulum Prototife di Sekolah / Madrasah. *Jurnal Ilmiah Pedagogy*, 2(1), 84–97. <https://doi.org/10.63889/pedagogy.v16i1.156>
- Nuraeni, Y., , Arbillah Fahtoni, Delia Syfa, E. R. A., & Rahma Dani Lubis, R. S. A. (2025). IMPLEMENTASI PROJEK PENGUATAN PROFIL PELAJAR PANCASILA (P5) UNTUK MENINGKATKAN KEMAMPUAN BERFIKIR KRITIS SISWA DI SEKOLAH DASAR. *T S A Q O F A H Jurnal Penelitian Guru Indonesia*, 5(1), 978–992. <https://doi.org/10.58578/tsaqofah.v5i1.4671>
- Nurfathiyah, A. Z., Wiyono, B. B., Arafik, M., & Arifin, I. (2024). Penerapan Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil'Alamin pada Anak Usia 4-5 Tahun. *Murhum : Jurnal Pendidikan Anak Usia Dini*, 5(1), 1086–1097. <https://doi.org/10.37985/murhum.v5i1.456>
- Partono, & Marfuah, L. (2023). Analisis Strategi Dirceted Reading Thinking Activity sebagai Upaya Menumbuhkan Keterampilan

- Membaca Literal MI Miftahussalam. *Jurnal Ilmiah Pendidikan Dasar*, 9(1), 16–25. <https://doi.org/10.32332/elementary.v9i1.5331>
- Retnaningsih, L. E., & Khairiyah, U. (2022). Kurikulum Merdeka pada Pendidikan Anak Usia Dini. *SELING: Jurnal Program Studi PGRA*, 8(2), 143–148. <https://doi.org/10.69503/ijert.v4i1.579>
- Satria, M. R., Adiprima, P., Jeanindya, M., Anggraena, Y., Anitawati, Kandi, S., & Harjatanaya, T. Y. (2024). *Panduan Pengembangan Projek Penguatan Profil Pelajar Pancasila*.
- Shaifudin, A. (2021). Makna Perencanaan dalam Manajemen Pendidikan Islam. *Moderasi : Journal of Islamic Studies*, 1(1), 28–45. <https://doi.org/10.54471/moderasi.v1i1.4>
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Cet Ke-1). ALFABETA,cv.
- Sulistiyati, D. M., Wahyaningsih, S., & Wijania, I. W. (2021). Buku Panduan Guru Projek Penguatan Profil Pancasila Satuan PAUD. In *Buku Panduan Guru Projek Penguatan Profil Pelajar Pancasila*.
- Suryani, Y. (2024). Implementasi Kurikulum Merdeka dalam Meningkatkan Mutu Pendidikan di RA An Nahl. 4(3), 2751–2776. <https://doi.org/10.53363/bureau.v4i3.460>
- Wardani, H. K., Darusuprapti, F., & Hajaroh, M. (2022). Model-Model Evaluasi Pendidikan Dasar (Scriven Model, Tyler Model, dan Goal Free Evaluation). *Jurnal Pendidikan : Riset Dan Konseptual*, 6(1), 36. https://doi.org/10.28926/riset_konseptual.v6i1.446
- Yulianti, E., Nafi, A., & Kudus, I. (2023). *The Role of Digital Parenting as a Model for Parental Guidance in the Moral Development of Indonesian Children*. 69–79.
- Yulianti, E., Sally, N. U., & Risdiana, A. R. (2023). Building Political Awareness of Gender for The Young Learners. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 11(1), 87.

<https://doi.org/10.21043/thufula.v11i1.20400>

Yulianti, E., Sutarto, J., & Sugiyo. (2019). Sentra Nasima Learning Strategies to Enhance Religious Nationalist Characters in Kindergarten. *Journal of Primary Education*, 8(69), 238–247. <https://doi.org/10.15294/jpe.v8i3.26489>

This page intentionally left blank