

## **P5PPRA IN THE IMPLEMENTATION OF THE MERDEKA CURRICULUM**

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### **ABSTRACT**

*The project to strengthen the profile of Pancasila students and rahmatan lil alamin students (P5PPRA) is a new thing in the implementation of an independent curriculum. One of the madrasahs that has implemented P5PPRA is MI Walisongo Kranji 01 Kedungwuni Pekalongan. This madrasah became a piloting madrasah and has implemented P5PPRA at all levels, from grade 1 to 6. This study aims to explore the implementation of P5PPRA in this MI along with its supporting and inhibiting factors. This type of research is a field research. The approach taken in this research uses a qualitative approach. The data sources in this study are the madrasah head, teachers and students. The data were collected using interview, observation and documentation techniques. The result of this study is that the implementation of P5PPRA in MI Walisongo Kranji 01 Kedungwuni Pekalongan is carried out through the planning stage, implementation and evaluation. Supporting factors in the implementation of P5PPRA are the relatively young age of teachers, high motivation from students and good cooperation between teachers and students. While the inhibiting factors for the implementation of P5PPRA are the teaching mindset of teachers, inadequate facilities and infrastructure and teachers' low understanding of the concept of P5PPRA. This research contributes to P5PPRA activities that can be carried out by other schools at the primary level.*

*Keywords: Merdeka Curriculum, Pancasila Student Profile, Rahmatan Lil 'Alamin*

### **A. INTRODUCTION**

The change in the minister of education caused the curriculum to change too. That is the general perception of Indonesian curriculum development. The curriculum is a collection of plans that serve as guidelines for implementing learning

at each level of the educational unit in order to realize the nation's ideals and national education goals. In fact, developing or changing the curriculum is something that is commonly done, considering that the subject of education is a dynamic human being (Intiana et al., 2023).

However, the phenomenon of changing the curriculum in Indonesia, which coincided with the changing of the minister of education, gave the public the perception that changing the minister would have an impact on changing the curriculum as well. The most recent change, or, more precisely, curriculum development, is the change from the 2013 Curriculum to the Merdeka Curriculum in 2022 (Azzahra et al., 2022; Nugraha, 2022).

The Independent Curriculum is a solution implemented by the Minister of Education and Culture, Nadiem Makarim, to restore learning and overcome student loss of learning caused by the COVID-19 pandemic (Nugraha, 2022). The Merdeka curriculum still prioritizes the formation of student character through the Pancasila Student Project program (Rosmana et al., 2022). The Pancasila Student Project, or in Menristekdikti Decree Number 262 of 2022, using the term Pancasila Student Profile Strengthening Project (P5), stated that it must have a time allocation of 20% of the total hourly load per year (Pendidikan & Teknologi, 2022). This shows the

seriousness of the Merdeka Curriculum in instilling Pancasila values in students.

Madrasahs, as educational institutions under the Ministry of Religion, also implement the Independent Curriculum. For P5 in madrasahs, the Ministry of Religion divides it into two parts, namely P5 and Rahmatan lil 'Alamiin Student Profile (Jenderal et al., 2022). Over time, the term often used in madrasahs is the Pancasila Rahmatan lil 'Alamiin Student Profile Strengthening Project (P5PPRA). It is hoped that with the P5PPRA program in madrasahs, it can become a medium for forming students' personalities that are in line with Pancasila values and in accordance with moderate Islamic values. The implementation of the independent curriculum in the madrasah environment is still limited; only madrasahs that are pilots have implemented the independent curriculum.

Of the 140 Madrasah Ibtidaiyah (MI) in Pekalongan Regency, only a few have been appointed to carry out the implementation of the independent curriculum as pilot madrasahs. Of the

several MIs, not all have implemented P5PPRA. MIs that have implemented P5PPRA are MIS Walisongo Kranji, 01 Kedungwuni, and MIS Kauman Wiradesa. Based on initial observations, MIs that have not implemented P5PPRA are hampered by the lack of information they obtain. New madrasas receive material from socialization, and the rest learn independently. Therefore, it is necessary to disseminate information related to P5PPRA in madrasas in the form of research results related to P5PPRA in MI.

According to previous research results, P5 is a new approach to improving student character in Indonesia (Safitri et al., 2022). In addition, the Pancasila Student Profile also has implications for student self-reliance (Rusnaini et al., 2021). Through a positive school culture, the Pancasila Student Profile is able to create synergy between students, strengthening character (Mery et al., 2022). The Pancasila Student Profile has also been proven to shape students' self-confidence (Rizal et al., 2022). All research reveals the implementation of P5 in the independent curriculum and its

urgency in strengthening Pancasila values in students. However, no research has focused on P5PPRA in madrasas.

One of the MI that has implemented P5PPRA is MI Walisongo Kranji 01 Kedungwuni, Pekalongan Regency. Interestingly, MI Walisongo 01 has implemented P5PPRA at all levels, from class I to class VI. In fact, as we all know, in the 2022–2023 school year, the independence curriculum has only been implemented for grades I and IV. This cannot be separated from the role of madrasa heads and teachers who continue to learn independently to be able to implement P5PPRA optimally in madrasas. For this reason, researchers intend to explore P5PPRA at MI Walisongo Kranji 01 Kedungwuni, Pekalongan Regency. The aims of this study are to explore the implementation of P5PPRA in this MI along with its supporting and inhibiting factors. This research contributes to P5PPRA activities that can be carried out by other schools at the primary level.

## **B. METHODS**

The type of research conducted by researchers in this

study used field studies or field research. The approach taken in this study uses a qualitative approach to explain the project to strengthen the profile of Pancasila students Rahmatan Lil' Alamin in implementing the independent curriculum at MI Walisongo Kranji 01 Kedungwuni Pekalongan. A qualitative approach is a complete approach to research subjects where there is an event where the researcher becomes the key research instrument (Sugiyono, 2013). Thus, the authors view that qualitative research is very appropriate to use in the process of studying the problem. Researchers are also more focused and thorough.

The collection technique used by researchers consisted of three techniques: observation, interviews, and observation. The researchers used observational observation techniques to determine the initial location of the research and saw activities in the process of implementing P5PPRA strengthening at MI Walisongo Kranji 01 Kedungwuni Pekalongan. Furthermore, researchers conducted interviews to collect more precise and clear information. Then proceed with

documentation to collect supporting documents for this research, both documents related to schools and documents on the implementation of P5PPRA at MI Walisongo Kranji 01 Kedungwuni Pekalongan.

After the researcher has collected all the data, the researcher conducts data analysis using three steps: data reduction, data presentation, and drawing conclusions. Data reduction is a researcher's activity of choosing and selecting data resulting from observations, interviews, and documentation, then processing the data so that it makes it easier for researchers to present the data. The next step is presenting the data. The data that has been obtained and has gone through data reduction is then presented in narrative form. Furthermore, the final step is to provide conclusions. The data that has been presented is then carried out by drawing conclusions, or what is commonly called the researcher's argument.

## **C. RESULT AND DISCUSSION**

### **Implementation of P5PPRA**

The independent curriculum has started to be implemented in the

2022-2023 academic year and starts in grades 1 and 4. Likewise with MI Walisongo Kranji 01, as one of the pilot madrasahs appointed to implement the independent curriculum. One of the things that characterizes the implementation of the independent curriculum is the existence of project activities to strengthen the profile of Pancasila students Rahmatan Lil Alamin (P5PPRA), or in 2023, the term has changed to project to strengthen the profile of Pancasila students and Rahmatan Lil Alamin student profiles (P5 PPRA) (Rahman, 2023).

After conducting research, the project to strengthen the profile of Pancasila students, Rahmatan Lil Alamin, which was implemented at MI Walisongo Kranji 01, has touched all levels, from grade 1 to grade 6, although the implementation of the independent curriculum has only been implemented in grades 1 and 4. This is one of the main advantages. owned by MI Walisongo Kranji 01. The project to strengthen the profiles of Pancasila students Rahmatan Lil Alamin at MI Walisongo Kranji 01 is implemented through planning,

implementation, and evaluation cycles.

a. Planning

Before implementing the Project for Strengthening the Profile of Pancasila Rahmatan Lil Alamin Students at MI Walisongo Kranji 01, planning was carried out in advance; this was done to minimize failure. Since 2017, before the implementation of the independent curriculum, the principal of MI Kranji 01 was familiar with the word independent learning first through discussions with several important figures in Jogja. Then, in 2022, MI Walisongo Kranji 01 registered as a pilot independent learning school. This was based on the wishes and hopes of the teachers and principals of MI Walisongo Kranji 01, who felt that by volunteering or wanting to register, they were forcing themselves to prepare, in contrast to being appointed, which of course creates a feeling of unpreparedness. By considering this curriculum change as a challenge, it is

hoped that efforts to improve themselves will emerge from MI Walisongo Kranji 01.

The planning carried out by MI Walisongo Kranji 01 started with internal discussions about offering to pilot the independent curriculum, then held training for teachers by bringing in speakers from the independent leader campus, took the curriculum ready program, issued a circular, submitted requirements, issued a decree, sent it to the province, center, and filled the web platform. The planning process for implementing the Project for Strengthening the Profile of Pancasila Rahmatan lil Alamin Students at MI Walisongo Kranji 01 involved all parties, namely the Ministry of Religion for the process of applying for an independent curriculum pilot school, the Nurul Anam Foundation through communication with teachers to obtain approval from the foundation, and then socialization was carried out with the parents of students at the time. entering a

new teaching position after the planning process is complete.

Before being carried out simultaneously in all classes, project activities were tried out first in grade 6 for the 2022-2023 academic year as a graduation requirement. This activity was facilitated directly by the grade 6 teacher, namely Pak Hadi, and the principal, Mr. Ni'amil Hida. After being tested on grade 6 and knowing the obstacles or tricks that had to be done, the principal then held training and simulations for teachers. Furthermore, P5PPRA was carried out in all MI Walisongo Kranji 01 classes, but in its implementation in semester 1, there were problems because the teacher was used to teaching and not initiating, so when students encountered difficulties, the teacher would tell them directly instead of directing students to solve the difficulties. In fact, the results of P5PPRA itself are not the product, but the process or change in character in students (Srirahmawati & Hunaifi, 2022).

In semester 1, the teacher is free to determine the theme for project activities for each class; this creates difficulties for the teacher in determining the activities to be carried out by his students. Basically, the P5PPRA projects carried out by students are the result of problems found by the students themselves, but in the implementation in semester 1, students are still limited to working on teacher projects. The implementation of P5PPRA in semester 2 experienced good progress, even though project ideas still came from the teacher, but in this semester the students were already involved in searching for data regarding the problems found, and the teacher was familiar with the characteristics of each student, so the teacher was better at triggering each student when encountering difficulties. To answer the problem regarding teacher difficulties in determining the theme, MI Walisongo Kranji 01 plans to make a per-phase theme for the following semester.

b. Implementation

The Project to Strengthen Pancasila Rahmatan lil' Alamin (P5PPRA) Student Profiles at MI Walisongo Kranji 01 has been implemented since 2022. Before the P5PPRA program or implementation of the independent curriculum was implemented, project-based learning was carried out at MI Walisongo Kranji 01 every Thursday in the form of cooking activities, decorating fresh bread, ablution and prayer, visiting a brick kiln, and other activities.



**Figure 1.** White Bread Decorating Activities in P5PPRA



**Figure 2.** Ablution and prayer activities in P5PPRA

Basically, implementing P5PPRA is carried out by observing or identifying problems and then providing solutions. The P5PPRA program itself has been implemented in all MI Walisongo Kranji 01 classes, with different forms of activities adapted to the age of the students. P5PPRA in lower grades is done in a simpler way; for example, in class 1, P5PPRA activities are in the form of coloring. Students observe the neatness of their classmates' uniforms, then think about what to do when their friends' uniforms are not neat. The activities that are implemented are then more complex, for example, observing the neatness and cleanliness of the classroom and then the cleanliness of the school environment. It is important to do this so that students have environmental awareness which in the future will have an impact on the sustainability of nature (Khuzaimah et al., 2021).



**Figure 3.** Coloring activities in P5PPRA activities

Not much different: with the application of P5PPRA in the lower grades, in the higher grades, the application begins by observing and then providing solutions to broader and more complex problems. For example, in grade 4, students observe the tidiness of traders around the school, and then they provide solutions to answer problems related to the tidiness of their premises. merchants around the school. Other activities include classroom observations so that they are able to provide solutions to make the classroom more comfortable and interesting for learning. The implementation of the P5PPRA program in grades 5 and 6 is more organized and systematic, so the goals of P5PPRA are easier to achieve at this grade level because the students are more mature in age



and way of thinking. The results of the students' observations produce different forms, which can be in the form of posters, writing, or concepts.



**Figure 4.** Observation of Traders in P5PPRA Activities

In every P5PPRA implementation at MI Walisongo Kranji 01, the teacher does not determine the material directly, but the teacher encourages students to come up with ideas in the form of finding problems according to the theme given by the teacher. P5PPRA in higher grades emphasizes problem-based learning. This allows students to be trained in problem solving in the surrounding environment. In addition, students are also invited to produce work with project activities. Project based learning will increase student collaboration so that a mutual cooperation profile grows

in students (Hasanudin et al., 2022).

c. Evaluation

The final stage in implementing the project to strengthen the profile of Pancasila Rahmatan Lil Alamin students is conducting an evaluation. The form of evaluation in implementing P5PPRA at MI Walisongo Kranji 01 is still said to be poor because the form of P5PPRA assessment was previously unknown and MI Walisongo Kranji 01 only received the form of assessment after mid-semester. Then the assessment in the form of a P5PPRA activity report has not been included in it. However, the P5PPRA evaluation is in written form in the form of an observation sheet, which will later be collected. And it is conveyed by the student's guardian when taking the report card.

The project assessment in P5PPRA is not just about assessing the results of the projects created; more than that, the P5PPRA assessment looks at students' efforts in solving life problems, which will

become their future provisions. So, P5PPRA hopes to produce student graduates who have the values of the Pancasila Rahmatan Lil Alamin student profile, such as civility, exemplary citizenship, and nationality; taking the middle path; balance, straightness, and firmness; equality, deliberation, and tolerance; as well as being dynamic and innovative (Mery et al., 2022).

### **Supporting and Inhibiting Factors of P5PPRA**

The application of this P5PPRA at MI Walisongo Kranji 01 certainly cannot just go away, but there are factors that influence it. These are good factors that make the implementation of P5PPRA good and smooth, and there are also factors that make the implementation of P5PPRA have shortcomings. These factors are supporting and inhibiting factors in implementing P5PPRA.

The implementation of P5PPRA at MI Walisongo Kranji 01 has gone smoothly and well; of course, there are supporting factors that influence it. Several supporting factors occurred in implementing P5PPRA at MI Walisongo Kranji 01. According to Mr. Niamil Hida, these

factors came from the teachers' council. The teachers at MI Walisongo Kranji 01 were still young, so their enthusiasm for trying when they became facilitators in carrying out projects was high. Then another supporting factor comes from students. The implementation of P5PPRA makes students more motivated and enthusiastic about learning. Because this project provides new impressions and experiences for students. Moreover, P5PPRA at MI Walisongo Kranji 01 has a special day to carry out projects, and without classroom learning, students are happier. Students implementing P5PPRA also find it easy to understand when carrying out projects. And according to Mr. Niamil Hida, facilities are not yet visible to support project implementation. According to him, the facilities did not have much influence on the project because the most important thing was the teacher's ability to facilitate it. Apart from the supporting factors above in implementing P5PPRA at MI Walisongo Kranji 01, of course there are also inhibiting factors. These factors are what make the

implementation of P5PPRA have several shortcomings, even though it has run smoothly and well. Several inhibiting factors that occur in implementing P5PPRA were explained by Mr. Niamil Hida, S.H., such as the teaching mindset that exists in a teacher, so that in the learning process teachers often convey and teach their students, especially students who experience difficulties. However, in terms of implementing this project, the teacher is not a teacher but a facilitator in carrying out the project. Seeing these conditions makes teachers unprepared and surprised when they become facilitators.

In contrast to what Mr. Niamil Hida said above regarding facilities, according to several teachers, facilities have an influence on project implementation, or P5PPRA, at MI Walisongo Kranji 01. These facilities can be an inhibiting factor in implementing P5PPRA. Then teachers' understanding of the P5PPRA concept is still poorly understood; this is an inhibiting factor in implementing P5PPRA. The teacher's lack of understanding of this concept creates confusion when

implementing activities. Then this lack of understanding was due to MI Walisongo Kranji 01 being one of the schools that first implemented P5PPRA, thus making the new teacher council the first to become familiar with P5PPRA activities.

According to the research results above, it shows that the P5PPRA activities carried out at MI Walisongo Kranji 01 consist of several stages, starting with planning, implementation, and evaluation. The first thing that must be done in implementing the project to strengthen the Pancasila student profile of Rahmatan Lil Alamin is to make a plan. MI Walisongo Kranji 01 first created a project planning design.

The planning carried out includes determining the dimensions and elements of the Pancasila student profile, the values and sub-values of the Rahmatan Lil Alamin student profile, the theme and topic of the project to be carried out, and the time allocation given (Armadi & Kumala, 2023).

**Table 1.** Project Planning Design

Dimensi	Project 1	Project 2
<b>P5 dimensi</b>	Collaborative, independent - Concern	Have faith and devotion to God Almighty and have

<b>- Elements</b>	- Self regulation	noble character, global diversity and creativity - morals towards humans - Know and appreciate culture - Produce original work and actions	activities; the second criterion is the development stage if the school has a system that supports the implementation of project-based learning; and the third criterion is the advanced stage if the madrasa has a system and involves partners in project implementation (Mardiana & Amalia, 2022).
<b>PPRA value - Sub Values</b>	Civilized, (Taaddub) Exemplary (Qudwah) - Pious, individual, Integrity, Discipline	Citizenship and nationality (muwatanah), Tolerance (tasamuh), Dynamic and innovative (Tathawwur wa Ibtikâr) - Nationalism, National Commitment, Respect for diversity, Creative	In the next stage, the facilitating team designed the dimensions, themes, and time allocation of the project based on the conditions and needs of the madrasah. Furthermore, the facilitating team compiles project modules according to the readiness level of the educational unit consisting of project objectives, develops project topics, flows, and time allocation, develops project activities, and then plans a strategy for reporting project results (Rosmana et al., 2022).
<b>Theme - Sub Themes / Topics</b>	Sustainable Living - Community service and sorting of organic and non-organic waste in the school environment - Create organic and non-organic waste bins	Bhinneka Tunggal Ika - Make a collage of places of worship for religions in Indonesia from furniture waste	for reporting project results (Rosmana et al., 2022). Some of the P5PPRA planning steps at MI Walisongo Kranji 01 are in accordance with the P5PPRA guidelines, and MI Walisongo Kranji 01 is included in the second criterion where the school has a system that supports the implementation of project-based learning, starting from foundations
<b>Time Allocation</b>	130 JP	100 JP	

The P5PPRA program begins by designing a team of project facilitators whose job it is to plan and carry out activities for all classes. Then comes the reflection stage and determining the readiness of the school. The initial criterion is if the school has not gotten used to project activities in teaching and learning

and student guardians who support the implementation of P5PPRA at MI Walisongo Kranji 01 and the enthusiasm of teachers and school principals to register as an independent curriculum piloting school, conduct training and project simulations for teachers, trials on grade 6 students, and ongoing evaluation of P5PPRA activities (Shofa, 2021).

The facilitation team at P5PPRA at MI Walisongo Kranji 01 at the beginning of implementation was the school principal and grade 6 teachers; then, in the following school year, all class teachers became a team of facilitators, and each teacher was tasked with determining project objectives, topics, flow, and project time allocation for class.

At the application or implementation stage, the projects carried out by students are contextual, relevant, and appropriate to the surrounding resources and environment. The project begins with the initial stage of arousing curiosity in students through outing activities by observing the class, peers, and school environment (Nurhayati et al., 2022). Then, in the development

stage, the teacher facilitates students by asking questions to spark them so that they can generate ideas about what has been observed. Next, in the conclusion stage, the teacher or students reflect on the activities that have been carried out so that they can learn lessons from the projects (Rizal et al., 2022).

The time for implementing P5PPRA project activities is 20%–30% of the total lesson hours for one year. MI Walisongo Kranji 01 carries out the P5PPRA project on a weekly basis, namely every Thursday, with the following activity flow: students explore problems in the environment, then take action by formulating roles to be carried out, and then student reflection is able to produce works or attitudes to solve existing problems. The stages of project activities in each class are carried out with the same flow, but the form of project activities is different for each class because the problems encountered by each student are, of course, different. This is also adjusted to the age of the students; for lower-class students, the problems raised are simpler than the problems presented by high-class students, which are, of

course, more complex. At the evaluation stage of project activities in the form of assessments in P5PPRA at MI Walisongo Kranji 01, it was still said to be not good because MI Walisongo Kranji 01 received a new form of assessment in the middle of the semester.

Then, in the evaluation of project activity report cards in P5PPRA, there is no separate assessment. However, the project activities in P5PPRA are assessed in the form of an observation sheet, which will later be submitted to parents in verbal form when the report card is received. The evaluation in the observation sheet carried out by MI Walisongo Kranji 01 paid attention to the dimensions and elements of the P5PPRA that were prepared during planning. The evaluation includes P5PPRA scores, P5PPRA sub-values, and P5PPRA indicators (Malik, 2018).

**Table 2.** P5PPRA Assessment

No	PPRA value	PPRA Sub-Scores	PPRA indicator
1.	Civilized ( <i>Taaddub</i> )	Piety and noble character.	Showing courtesy to anyone, respecting and appreciating those who are older, and loving those who are younger

- |    |   |  |  |
|----|---|--|--|
| 2. | Exemplary<br>( <i>Qudwah</i> )                      | Be an example, encourage kindness, and inspire.                                  | Takes initiative, invites, and encourages others in goodness.  |
| 3. | Citizenship and Nationality<br>( <i>Muwaḥanah</i> ) | Nationalism, Patriotism, and Accommodation to Local Culture.                     | Showing an attitude of love and pride as an Indonesian citizen; prioritizing the interests of the nation and state, as well as preserving ancestral heritage in the form of norms and culture. |
| 4. | Taking the middle way<br>( <i>Tawasut</i> )         | Anti-Radicalism and Violence and wise in attitude and action.                    | Have an open attitude while taking into account religious teachings, regulations and local culture.  |
| 5. | Balanced<br>( <i>Tawazun</i> )                      | Balanced in thought, idealism, realism, as well as the worldly and the everyday. | Determining actions based on conceptual-ideological and practical-pragmatic considerations and balancing worldly and spiritual interests.  |
| 6. | Fair and Consistent<br>( <i>I'tidal</i> )           | Act proportionally and be firm in your stance.                                   | Treating people proportionally according to their rights and obligations, as well as being firm in their stance in upholding the regulations that apply wisely.                                |
| 7. | Equality<br>( <i>Musawah</i> )                      | Tidak diskriminatif dan inklusif   | Treating others equally without discriminating against gender, creed, class and other social status and respecting diversity.  |

8.	Deliberation ( <i>Syura</i> )	Democratic and upholds consensus/consensus decisions.	Prioritize common interests above personal and group interests and uphold consensus.	The implementation of P5PPRA at MI Walisongo Kranji is certainly influenced by supporting and inhibiting factors; these factors determine whether or not the implementation of P5PPRA activities is smooth. The existence of P5PPRA makes students more enthusiastic and motivated to learn because this activity provides a more memorable experience for them. Not only the students, but this P5PPRA activity also made the teacher council enthusiastic about becoming facilitators, especially at MI Walisongo Kranji 01, where the teacher council was still young and had more enthusiasm to try. However, in the implementation of P5PPRA, of course, there were also several inhibiting factors, including the teacher still having a teaching mindset, so that when he became a facilitator, there were students who had difficulty teaching them directly. Then the facilities at MI Walisongo Kranji 01 are also still lacking in supporting the implementation of P5PPRA, but these facilities are not so influential in this P5PPRA because P5PPRA activities are not focused on the results of projects made by
9.	Tolerance ( <i>tasamuh</i> )	Appreciate diversity.	Accept, respect and value differences	
10.	Dynamic and innovative ( <i>Tathawwwurwa Ibtikâr</i> )	Critical, creative, innovative and independent.	Think systematically, dare to make decisions, and develop new, competitive ideas for higher benefits.	

Evaluation in the form of an assessment of P5PPRA project activities does not only assess the product of the project results; this P5PPRA assessment also sees students trying to solve life problems, which will provide them with increased experience and a provision for life in the future (Ramadhanti, 2023). Therefore, this P5PPRA activity is expected to produce graduates who have Pancasila student profile values that are rahmatan lil alamin, such as being civilized, exemplary, having citizenship and nationality, taking the middle way, being balanced, straight, and firm, equality, deliberation, tolerance, and being dynamic and innovative (Safitri et al., 2022).

students but rather look at the students process in solving problems. The problems encountered during the implementation of P5PPRA will certainly hamper the objectives of this activity so that the activity does not run as expected. This is part of the teacher's challenge in implementing the merdeka curriculum (Intiana et al., 2023).

#### **E. CONCLUSION**

The implementation of the P5PPRA begins with the planning stage. This stage begins with internal discussion of the madrasa regarding offering itself as an independent curriculum piloting school and communication with the MI Walisongo Kranji 01 Foundation and student guardians regarding the implementation of the P5PPRA program at MI Walisongo Kranji 01. Then planning for project activities is carried out by determining the dimensions and elements of the Pancasila student profile, the values and sub-values from the Rahmatan Lil Alamin student profile, the themes and topics of the project to be carried out, and the time allotted. The P5PPRA project at MI Walisongo Kranji 01 has been implemented in all

grades 1 to 6, although the implementation of the independent curriculum has only been implemented in grades 1 and 4. The implementation of the P5PPRA project at MI Walisongo Kranji 01 is carried out on a weekly system, namely every Thursday is devoted to project activities for students. This is in accordance with the guidelines that the P5PPRA time allocation is 20%–30% of the total lesson hours for 1 year. The flow of P5PPRA implementation activities begins with exploring problems according to the theme, then formulating roles or actions to be carried out and reflecting so as to be able to produce works or attitudes to provide solutions to problems. Forms of activities that have been carried out by students of MI Walisongo Kranji 01, namely: observing the neatness of peers, class cleanliness, cleanliness of the school environment, the neatness of traders around the school, and the problem of the sales level of a trader. The implementation of P5PPRA at MI Walisongo Kranji 01 is, of course, influenced by supporting and inhibiting factors. The supporting factors in implementing P5PPRA at



MI Walisongo Kranji 01 are the relatively young age of the teacher board, so the enthusiasm to learn and try when you become a facilitator is high. Likewise, the high enthusiasm of students when carrying out project activities is a supporting factor in the successful implementation of P5PPRA. Meanwhile, the inhibiting factor in implementing P5PPRA at MI Walisongo Kranji 01 is the teaching mindset of teachers, so teachers have difficulties becoming facilitators in project implementation. Then MI Walisong Kranji 01 became the first school to implement P5PPRA, resulting in teachers' understanding of the P5PPRA concept still being lacking. Another inhibiting factor, according to teachers, is inadequate facilities and infrastructure to support the implementation of P5PPRA, whereas according to school principals, facilities and infrastructure are not really necessary for implementing P5PPRA. This research contributes to P5PPRA activities that can be carried out by other schools at the primary level. The researcher recommends that future researchers focus P5PPRA research on one

project so that it is more focused and in-depth.

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