



## PANCASILA RAHMATAN LIL ALAMIN STUDENT PROFILE STRENGTHENING PROJECT AT MTS WALISONGO PONTIANAK CITY

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### *Abstract*

The purpose of this article is to find out the project to strengthen the profile of Pancasila Rahmatan Lil Alamin students at Mts Walisongo, Pontianak City. The type of research used in this study is descriptive field research. Meanwhile, the research method used in this study is qualitative research. The data used in this study is primary data where the source of data collection is through observation, interviews, questionnaires and documentation. The analysis techniques in this study employs analysis approaches such as data reduction, data display, and conclusion drawing. The study's findings indicate that MTs Walisongo, Pontianak City's Pancasila Student Profile Strengthening Project (P5) Rahmatan Lil Alamin (RA) is being implemented as a poster-making project with the subject "building the soul and body." Accessible technology, infrastructure, and funding for creating posters are examples of supporting variables. The new curriculum and variations in student characteristics are among the impediments. Strengthening the Pancasila and Rahmatan lil Alamin values is one way that the Rahmatan Lil Alamin (RA) Pancasila Student Profile Strengthening Project (P5) has impacted the character development of grade VII students at MTs Walisongo Pontianak City, increasing cooperation between students.

**Keywords:** *Implementation, Independent Curriculum, P5RA*

### **INTRODUCTION**

Education has an important role in society, especially in the life of the state and the state. The purpose of education is to help students reach their full potential while also serving as a means to promote morality, religion, and other attitudes that have practical applications in society at large. The curriculum is one of the basic elements of education. This has to do with deciding on courses, subject matter, and teaching methods, all of which have an impact on the type and caliber of graduates from educational institutions.

It will be difficult to meet the goals and objectives of education based on Pancasila without a strong, adequate, and acceptable curriculum (Oktapiani, 2019). The curriculum is a learning plan, which is a learning program plan for students. The philosophical foundation of the State of Indonesia, Pancasila, is very significant, especially in the education system. Character education based on the ideals of

Pancasila is considered one of the essential elements that are able to produce graduates who have a strong moral and psychological disposition (Sukiyat, 2020).

Usually, the curriculum serves as a guide or reference when carrying out a learning activity as a form to ensure that educational goals are met as best as possible and in accordance with the set standards. The content of the curriculum is a design for teaching and learning materials and activities, which are naturally inseparable from the content, objectives, learning materials, and strategies to be used. Since the curriculum can also have an impact on the achievement of educational goals, the curriculum must be modified to better meet the requirements of students (Rohmawan, 2023).

It is very important that character education is taught and embedded in every student today. One of them is discipline and responsible character, especially Pancasila-

based character education. The nature of a person's duties is determined by his behavior and attitude towards God Almighty, the State, society, the natural, social, and cultural environment, as well as oneself. On the other hand, actions that demonstrate orderly behavior and compliance with all relevant rules and regulations are an indication of discipline. Students who adopt a discipline mindset will reap more rewards, as discipline plays a major role in their academic achievement. A disciplined person is aware of the need to act in accordance with the standards, norms, laws, and guidelines that apply both in society and in school (Melati, 2023).

As a result, character education initiatives are carried out in a number of regional educational institutions in an effort to measure the principles contained in Pancasila (Fitriyah et al., 2018). With an emphasis on their understanding of the ideals of Pancasila and their capacity to incorporate these ideas into their daily lives, this study attempts to explore and explain the profile of Rahmatan lil Alamin, a group of Pancasila students enrolled in schools managed by the Ministry of Religious Affairs. MTs Walisongo, Pontianak City, West Kalimantan, is the subject of this research. Typical students of Rahmatan lil Alamin are people who embody the virtues of Pancasila, are virtuous, maintain high moral standards, and approach their religious beliefs with objectivity. The purpose of Rahmatan Lil Alamin's student profile is to develop impartial individuals, valued members of society, and actively engage in national defense efforts to uphold the integrity of the Republic of Indonesia. (Hamzah et al., 2022).

Character education based on Islamic principles and Pancasila. The foundation of the Indonesian madrasa education system is Rahmatan lil Alamin. "Bhinneka Tunggal Ika" is Rahmatan lil Alamin's slogan, which is truly one of the choices for maintaining Indonesia's uniqueness (Munif et al., 2023). The Pancasila-based character education program aims to produce graduates who have academic excellence and strong moral and ethical integrity. In this context, the graduates' descriptions show how well they understand, assimilate and apply the ideals of Pancasila in everyday life. This includes their contributions to society, their social connections, and their

individual decisions. It is hoped that a moderate generation will rise, able to build a peaceful national life and uphold principles such as democracy, tolerance, patriotism, love of country, social justice and diversity in the world (Hamzah et al., 2022).

Responding to the recently introduced Permendikbud regulations, which will take effect in the 2024–2025 academic year, the West Kalimantan Province Ministry of Religion mentioned the implementation of an autonomous curriculum in the West Kalimantan region, especially in madrasa schools. MTs Walisongo, a private school in Pontianak City, West Kalimantan, is one of the schools that will implement an independent curriculum and a project to strengthen the student profile of Pancasila Rahmatan Lil Alamin (P5RA). This school is located on Jl. Ampera Kota Baru, Sungai Bangkong, Pontianak Kota District. The West Kalimantan Ministry of Religion supervises MTs Walisongo Pontianak City as a school. It is hoped that this development will enable Rahmatan Lill'alamin Student Profill, who will later graduate from Madrasah, to practice moderate religious ideals as well as religious values within the framework of the state and state.

Previous research conducted by Muthofin *et al.*, (2023) according to research findings, the implementation of independent curriculum in madrasa educational institutions, the characteristics of Pancasila students and Rahmatan lil Alamin students in madrasas, and the principles of implementing contextualized education, student centering, exploratory learning, collaboration, diversity, autonomy, usefulness, and religiosity have all contributed to raising the profile of the former group. Under the direction of the project facilitation team and school principal, integrated learning and planned extracurricular learning can be used to implement project implementation strategies to raise student profiles.

Furthermore, research conducted by Fauziah & Rohmawati (2023) research findings show that MI students can develop a disciplined and responsible character as a consequence of the P5-P2RA initiative. Teachers' opinions about P5 as a co-curricular program in the autonomous curriculum are considered adequate Damayanti & Ghazali (2023).

Based on the background that has been discussed, the researcher has determined the research title, namely "Implementation of the Project for Strengthening the Profile of Pancasila *Rahmatan Lil Alamin* Students at MTs Walisongo, Pontianak City".

## METHOD

The author chose descriptive field research as *the* method of investigation. Research carried out methodically to collect data in the field is known as field research. Gathering information for descriptive research involves concentrating on determining the specific events to be examined. Thus, minimal or moderate, organized, open-ended, person, or group interview procedures are used during the data collection phase. A qualitative research approach is the approach used (Sugiyono, 2014).

The benefit of conducting research using qualitative techniques is that the findings can be more thorough, clear and comprehensive. The researcher chose this qualitative study because it will use qualitative research methods to describe and assess the implementation of the project in order to improve the status of *Rahmatan Lil Alamin* students in the independent curriculum. This project requires specific data, which can only be obtained through qualitative research methods.

The population in this study was MTs Walisongo, Pontianak City. Meanwhile, the sample was determined using *probability sampling* using *purposive sampling* so that the sample in this study was the Head of MTs Walisongo Pontianak, Head of Curriculum and Teachers of classes 7A, 7B and 7C MTs Walisongo Pontianak.

Primary data, collected by direct observation, interviews, questionnaire distribution, and recording, is the data collection method used in this research.

The compilation of collected data criteria into a broad overview as a research objective is an evaluation approach to research data sources. The three stages of data analysis are data reduction, data visualization, and conclusion analysis. An important idea that has been updated from the idea of validity over reliability is data validity. Depending on the criteria applied, the degree of truth or

confidence of the assessment will change.

## RESULTS AND DISCUSSION

Madrasah Tsanawiyah (MTs) Walisongo Pontianak is a private school located on the Bangkong River, Pontianak City, West Kalimantan. MTs Walisongo carries out its activities under the auspices of the Ministry of Religion. The Ministry of Religion gives authority to MTs Walisongo to carry out its operations. A school that offers instruction in all topics required by the national curriculum along with additional Islamic religious values is called MTs Walisongo Pontianak. The MTs Walisongo Pontianak teaching team consists of skilled educators who are experts in their disciplines, making them the best in Pontianak City. In addition, there are various educational facilities available, including comfortable classrooms, libraries, sports facilities, mosques, canteens, and more.

The Pancasila *Rahmatan lil Alamin* student profile is a set of values and skills developed by each student through extracurricular activities, instructional units, intracurricular learning, and the Pancasila Student Profile Strengthening Project.

A project is described as a series of actions taken to investigate a challenging subject to achieve a specific goal. This project is structured to allow students to conduct research, identify a problem, and come to a conclusion. They work within the time given by the school to produce projects or activities.

The *Rahmatan Lil Alamin* Student Profile Project and the Pancasila Student Profile Strengthening Project are project-based educational initiatives created to improve student character and competence in line with religious principles and the Pancasila Student Profile. In order for students to take meaningful action in addressing these issues according to their stage and learning needs, they in this Student profile project activity you will get the opportunity to learn about significant topics or concerns including anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life..

The *Rahmatan lil Alamin* student profile project aims to help students observe and solve problems based on social roles, self-empowerment, self-improvement and personal potential. According to Pancasila standards,

students must demonstrate the following attitudes and behaviors: independence, critical thinking, creativity, global diversity, fear of God Almighty, noble character, and mutual collaboration.

Key themes have been established by the government, and educational units will develop them into subjects based on the unique needs of their pupils and geographical setting. Education units can choose from among the following main themes for projects to strengthen student profiles: Pancasila Democracy, Bhinneka Tunggal Ika, Sustainable Lifestyle, Local Wisdom, Building Mind and Body, Engineering and Technology to Build the Republic of Indonesia, Entrepreneurship, and Employment. These themes are up to the teacher and educational unit to choose. However, apart from developing these themes creatively in conjunction with government programs within the ministry, instructors and madrasa education units are also expected to be able to develop the main themes into topics that suit students' settings and needs in terms of learning.

At MTs Walisongo, Pontianak City, Strengthening the Profile of Pancasila *Rahmatan Lil Alamin Students* is entering the initial stage of implementing P5RA, namely in the 2024/2025 Academic Year. The time allocation plan for implementing P5RA is to integrate it into certain subjects: Most schools integrate P5RA education into existing subjects, such as PPKn, religion, or even in other subjects such as Indonesian or history. Time allocation for P5RA can be done in a structured manner in a weekly or monthly lesson schedule.

Each profile project reinforcing project does not need to take the same amount of time to complete; in fact, one project may take longer than the other. Projects can be done alone or in conjunction with other project-based learning activities, and they don't all need to be executed at the same time when it comes to implementation time management. The Pancasila *Rahmatan Lil Alamin Student Profile* is the main goal of the Profile Strengthening Project at MTs Walisongo Pontianak City. This may be accomplished by implementing planned activities during the learning process and creating a habit of supporting moderate attitudes.

Based on the results of interviews on 25 July 2024 conducted by researchers, in the implementation of the Pancasila *Rahmatan Lil Alamin Student Profile Strengthening Project* as a manifestation of the implementation of the independent curriculum, MTs walisongo Pontianak City implemented the P5RA project, namely:

1. Intracurricular: Project Education *Rahmatan lil Alamin's* student profile can be integrated directly into the formal curriculum at school. This means that the *Rahmatan Lil Alamin Student Profile Project* material is taught in certain subjects, such as in PPKn (Pancasila and Citizenship Education) subjects, religion, or other relevant subjects. Teachers use the official curriculum and teaching materials prepared to meet P5RA standards.
2. Co-curricular: Co-curricular activities include activities outside the main curriculum that support the development of character and values of the *Rahmatan Lil Alamin Student Profile Project*. MTs Walisongo Pontianak City held a workshop, which focused on these values.
3. Extracurricular: Extracurricular activities such as student organizations, clubs or sports teams can also be a place to revive the culture of the *Rahmatan Lil Alamin Student Profile Project*. MTs Walisongo Pontianak City organizes extracurricular activities through discussion groups about the values of honesty and anti-corruption.

Table 1 Project for Strengthening the Profile of Pancasila Students *Rahmatan Lil Alamin*

Project	Class	P5 element	Element R.A
Building Body and Soul (poster making project)	VII	1. Have faith and devotion to God Almighty and have noble character 2. Creative 3. Mutual cooperation	<ul style="list-style-type: none"> <li>• Civilized</li> <li>• Exemplary</li> <li>• Dynamic and innovative</li> <li>• Tolerance</li> </ul>

There are several phases that students

complete when working on a poster project. The first step is the introduction, where the homeroom teacher or supervisor explains to students why they are producing the poster and ensures that the poster's audience or target understands the message. In the second step, known as contextualization, students tie the information or point they want to make to related circumstances or background. The third step is the action stage, where students practice ideas and concepts that have been developed previously. This includes gathering information from various sources, deciding on the format and size of the poster, organizing the layout, choosing colors and fonts, and using graphic design. Fourth, there is a reflection stage, where students consider the messages they want to share and advocate as a way to increase students' awareness of the values they have developed through the posters they have created. They evaluate whether the message is understandable, impactful, and consistent with the goals they want to achieve. Students can then increase their knowledge of the creative process, sharpen their skills, and ultimately become more adept at visual communication.

Of course, the administration, instructors, and surrounding community must exert effort and provide support so that learning activities can be implemented and for students to be successful at an institution. At MTs Walisongo, Pontianak City, the school and school atmosphere, together with students who are always eager to learn, naturally support Rahmatan Lil Alamin's (RA) Strengthening the Profile of Pancasila Students (P5) Project. When MTs Walisongo Pontianak City implemented the Project for Strengthening the Profile of Pancasila Rahmatan Lil Alamin (RA) Students (P5), researchers found a number of variables that helped and hindered the implementation of the project. These elements include:

### 1. Supporting Factors

#### a. The involvement of Human Resources (HR)

Teachers, students and schools. To ensure that the Strengthening the Profile of Pancasila Rahmatan Lil Alamin (RA) Student Profile Project (P5) is implemented in line with plans, the school is offering support. So that the Rahmatan Lil Alamin (RA) Pancasila (P5) Student Profile

Strengthening Project can be implemented according to the predetermined path, the students who take part in its implementation show joy and interest in the new experiences they encounter. First, educators work to level the playing field between the many perspectives of those participating in the implementation of the Rahmatan Lil Alamin (RA) Strengthening the Profile of Pancasila (P5) Students Project. Teachers also have a role in creating a cohesive Project Team for P5.

#### b. Providing facilities and budget

Madrasas have internet halls and huts, which are online networks that students can use to help with problems related to their classes. According to Muhroji (2014:49), "Facilities are everything that is needed in the learning process, both mobile and immobile, to achieve learning objectives". where there are facilities that facilitate comfortable learning as well. Students are more enthusiastic to do anything when they are in a really fun environment. At MTs Walisongo, Pontianak City, the learning environment is very practical and spacious in the project creation process.

In addition, the madrasah provided all the funds for the construction of the project at MTs Walisongo in Pontianak City. The Rahmatan Lil Alamin (RA) (P5) Pancasila Student Profile Strengthening Project (P5), which is an embodiment of the implementation of the autonomous learning curriculum, has received full support from madrasas, as shown by the budget.

#### c. Easily accessible technology

The ease of use and affordability of devices and applications for students, the increasing prevalence of using various types of software in this digital era, and the possibility for students to gain proficiency in using software in various situations due to widespread access to technology.

### 2. Inhibiting Factors

Student Profile Strengthening Project ,which is the embodiment of the independent curriculum at MTs Walisongo, Pontianak City, is currently being implemented. Project implementation was hampered by challenges faced by teachers and other school residents during the initial phase of the project, as P5RA at MTs Walisongo was still in its early

stages. Andriani (2018) explained the elements that hinder the implementation of the Project for Strengthening the Pancasila Student Profile (P5) by Rahmatan Lil Alamin (RA), which includes students, instructors, facilities and infrastructure, as well as students' parents. According to this explanation, MTs Walisongo, Pontianak City also has factors that hinder the implementation of the independent curriculum. This includes: (1) a relatively new curriculum, because class VII teachers at MTs Walisongo, Pontianak City are still learning about the Rahmatan Lil Alamin (RA) Project for Strengthening the Profile of Pancasila Students (P5). (2) Variations in student characteristics, namely that each student is unique and requires additional support from the teacher in terms of mentoring students. Because not everyone uses software like Canva to create posters, while others understand the concept. The teacher must be patient to understand the quality of the student during the initial explanation.

There are four activity streams that students complete during the poster making process: introduction, contextualization, action, and reflection. During the Introduction phase, students begin to identify the purpose of the poster, the range of subjects to be covered, and the intended audience. It is also evident that students develop critical thinking and cooperative learning styles. Second, the contextualization stage is where students try to grow by contextualizing various topics or difficulties they face in class. At this stage, they should strive for autonomous character, mutual collaboration, and critical reasoning. Third, the action stage is where children create concepts, make posters and show their work. During this phase, they also work to improve their independent thinking, teamwork, and critical thinking skills while also trying to grow responsibly. During the reflection stage, students consider the message they want to spread through the poster they have designed. They do this to increase students' awareness of the values they develop through the posters they have created. At this stage, they also grow in their ability to think critically, independently, and

fear Almighty God.

## CONCLUSION AND SUGGESTION

1. As a form of implementation of the independent curriculum at MTs Walisongo, Pontianak City, the Rahmatan Lil Alamin (RA) Strengthening the Profile of Pancasila Students (P5) Project involves making posters about environmental issues surrounding schools and inspirational quotes.
2. Factors that facilitate the implementation of the Project for Strengthening the Profile of Pancasila Students (P5) Rahmatan Lil Alamin (RA), Expression of MTs Walisongo, Pontianak City regarding the implementation of the autonomous curriculum (1) Involvement of Human Resources (HR); (2) provision of facilities and funding for project production; and (3) easily available technology. The new curriculum and differences in student characteristics are things that hinder the implementation of the Rahmatan Lil Alamin (RA) Strengthening the Pancasila Student Profile (P5) Project as a form of implementation of the independent curriculum at MTs Walisongo, Pontianak City.
3. The Strengthening Pancasila Student Profile (P5) project is being implemented. Rahmatan Lil Alamin (RA) has a good influence on how students build their character. Through understanding and implementing the ideals of Pancasila, students can cultivate a mindset of devotion to God Almighty and Noble Morals, as well as a spirit of collaboration and creativity among themselves. Meanwhile, the principles of rahmatan lil alamin highlight the virtues of empathy, tolerance, caring for students, harmony, justice, and being dynamic and inventive. These qualities can help students develop polite attitudes towards other people and the environment. All things considered, this exercise forms a respectful and competitive personality in students in dealing with various life circumstances .

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