



Transformation of Madrasah Education in the Digital Era: Strategies for Strengthening Students' Moderate Character

Iswati^{1*}, Agus Pahrudin², Eti Hadiati³, Andi Thahir⁴

¹²³⁴Raden Intan State Islamic University Lampung, Indonesia

Correspondence ✉ *2286031011@radenintan.ac.id

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Abstract: Moderate character education is an important focus in facing the complexity of social challenges and community diversity, especially in educational institutions such as Madrasah, so that continuous strengthening is a necessity. This study aims to explore the strategy of strengthening the moderate character of Madrasah students through the project of strengthening the Pancasila student profile and Rahmatan Lil Alamin student profile (P5-PPRA). The research approach used is qualitative, emphasizing analysis on descriptive data manifested in observed written words. involves collecting, reading, recording, and processing data from various literature sources. The research was conducted at Madrasah Aliyah Metro City, Lampung, Indonesia. The findings of this study indicate that strengthening the Pancasila learner profile has a significant role in supporting the implementation of the Merdeka Curriculum. Project-based learning is integrated with Pancasila values and Rahmatan Lil Alamin principles to shape students' moderate character. P5-PPRA provides in-depth and contextualized learning experiences for Madrasah students. Collaboration, problem solving, and reflection become a means for students to internalize the values of Pancasila and the principles of Rahmatan Lil Alamin in everyday life. The strategy of strengthening moderate character, implemented through the development of the Pancasila Student Profile through integration in formal education activities. Intracurricular, co-curricular, and extracurricular approaches are chosen to provide students with holistic experiences in understanding and applying Pancasila values in everyday life.

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INTRODUCTION

The Ministry of Education, Culture, Research and Technology (MoECristek) has issued a policy on the implementation of Merdeka Curriculum, which focuses on the talents and interests of learners. This curriculum will be implemented in 2022 with three options: independent learning, independent change, and independent sharing (Kemendikbudristek, Kepmen No. 262). Learning in this curriculum is different because previously it was always done in the classroom, now students can learn outside the classroom to realize the Merdeka Curriculum. In addition, learning in the Merdeka Curriculum emphasizes more on student character building, which is carried out through good interactions between educators and students in discussion-based teaching and learning activities, so that it does not make students feel psychologically afraid (Marisa, 2021).

The presence of the Merdeka Curriculum is one of the government's efforts to improve the quality of education and the character of students in Indonesia. previously can be seen from several aspects, including: Strengthening the implementation of authentic assessment, especially in the Pancasila Student Profile Strengthening Project, and there is no separation between attitude, knowledge, and skills assessments (Susanti, 2023). The Pancasila Learner Profile identifies an integral component of the independent curriculum. Pancasila learners are learners who have personality competencies based on Pancasila values as a whole and in depth.

The profile of Pancasila learners is in accordance with the vision and mission of the government as stated in the Minister of Education and Culture Regulation Number 22 of 2020 (Rohimajaya, 2022) which states that Pancasila learners are the embodiment of Indonesian students as lifelong learners with global competence, personality, and behavior according to the values of Pancasila. This profile includes six interrelated and reinforcing dimensions, namely (1) faith, fear of God, and noble character, (2) global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creativity. These dimensions show that the profile of Pancasila learners does not only focus on cognitive abilities, but also on attitudes and behaviors that reflect their identity as Indonesians and citizens of the world (Asmaroini, 2016). The profile of Pancasila learners in the perspective of educators in madrasah or teachers under the Ministry of Religious Affairs (KEMENAG) is known as the Profile of Rahmatan Lil Alamin Learners (PPRA/P2RA). P5-PPRA, which stands for *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil Alamin*, aims to increase students' understanding and awareness of Pancasila values and the concept of Rahmatan Lil Alamin. The P5-PPRA initiative is an effort to nurture tradition and sow friendly and moderate religious ideas, where the idea of Rahmatan Lil Alamin is one way to maintain Indonesia's diversity without uprooting existing traditions and cultures.

Based on KMA 347 of 2022, the strengthening of the Pancasila student profile in the madrasah environment is projected on two aspects, namely the Pancasila Student Profile and the Rahmatan lil 'Alamin Student Profile (Director General of Pendis Kemenag RI, 2022), the Rahmatan Lil 'Alamin Student Profile is the profile of students in madrasah who are able to realize insight, understanding and behavior of taffaquh fiddin as the distinctiveness of religious competence in madrasah. In addition, the rahmatan lil 'alamin learner profile aims to enable students to play an active role in society as a moderate figure, useful in the midst of diverse community life and actively contribute to maintaining the integrity and glory of the Indonesian state and nation.

The Pancasila learner profile is designed to answer the big question of what kind of learners the Indonesian education system wants to produce. Meanwhile, the Rahmatan Lil Alamin learner profile is based on 10 key values: civility (ta'addub), exemplary (qudwah), citizenship and nationality (muwatanah), tolerance (tasamuh), shura, adil wa i'tidal (consistent), tawazun, tawasuth, equality (musawwa), and dynamic and innovative (tathawwur wa ibtikar). These values include character and behavior that can be observed, habituated, and evaluated by teachers to form students who are praiseworthy, tolerant, and become good citizens (Dasar, D. S., & Pendidikan, K., 2021).

To actualize the learning that has been taught, there needs to be an action taken so that the values contained therein can be internalized in a person, namely by always making the apostleullah as an example of a role model in developing the values contained in Pancasila and rahmatan lil'alamin in our daily lives, as found in Q.S Al-Ahzab: 21:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا

Meaning: *Verily, there is in the Messenger of Allah a good example for you (i.e.) for those who hope for the mercy of Allah and the Last Day and mention Allah a lot.*

The above verse states that indeed there has been for you, namely the prophet Muhammad SAW. A good example for you, namely for people who always expect the grace and affection of

Allah SWT and the happiness of the Day of Judgment, as well as an example for those who dhikr and always remember Allah in a difficult or happy atmosphere.

Through P5-PPRA, students are given facilities to be able to demonstrate the values contained in Pancasila and Islamic values to be implemented in everyday life, both in the school environment and in the family and community environment. With the existence of P5-PPRA, it can give birth to Pancasila students who are competent, have character, and have behavior in accordance with the values of Pancasila, and rahmatan lil'alam students, namely students who have piety, noble character, and moderate religion. as we know that in accordance with the times and technology many students today are less concerned with the things that surround them, because of that indifference students also lack a sense of responsibility, cooperation, and tolerance. So that students need a place to develop themselves to become students with character, one way is by implementing P5-PPRA in madrasah and schools.

In the implementation of P5PPRA there is confusion among teachers, such as there are still teachers who think that they do not need to be involved in project activities because they are not related to the intracurricular activities they teach, there are still teachers who do not understand what the difference is between the project of strengthening the profile of Pancasila students and the profile of students rahmatan lil'alam. The cause of the less than optimal implementation of the project to strengthen the profile of Pancasila students and the profile of students rahmatan lil'alam is because this is a new thing in the world of education, and the level of understanding of teachers has begun to decrease, the number of instruments that must be adapted in the independent curriculum, or because of the age factor that is on average advanced. The P5 values applied in 1 school year are generally only 3 such as Bergotong royong, Kreatif, and Mandiri. While the PPRA values that are applied such as Being (ta'addub), Exemplary (qudwah), and Deliberation (shura).

An endeavor to maintain tradition and sow friendly and moderate religious ideas. The idea of Rahmatan lil Alamin is actually one of the options to maintain Indonesia's diversity without having to uproot existing traditions and cultures. Developing the concept of moderate religion among the people is very important, especially in Indonesia. Because in this country there are many sects in religion, diverse mindsets, and multi-ethnicity. As a country based on the philosophy of Pancasila, Pancasila can be seen as one of the manifestations of Rahmatan lil Alamin. Many of the noble values in Pancasila are in line with religious teachings. Religion and Pancasila, which are built harmoniously in Indonesia's democratic system, are proven and expected to continue to be able to ward off the virus of political radicalism, religion, ethnicity and so on.

Previously, several research studies related to strengthening the moderate character of Madrasah students have been found, including research conducted by (Rinda Fauzian, 2021), the results of this study show that strengthening local wisdom-based religious moderation in madrasahs can form a moderate culture of thinking through habituation, acculturation and empowerment methods. After being analyzed, the form of strengthening local wisdom-based religious moderation and its implications for the formation of a moderate culture of thinking in students. Another study was also conducted by (Mohammad Al Farabi, 2023), the results of Al-Farabi's research showed that strengthening the values of religious moderation in the environment of Madrasah Aliyah Raushan Fikri Islamic School students was carried out in the form of learning from subjects that took place in the classroom and some took place through coaching through daily association in the madrasah environment. Activities that take place in the classroom, the cultivation of religious moderation values is carried out through teaching materials in certain subjects and integrating knowledge in classroom learning. To optimize the strengthening of religious moderation, learning is carried out by applying learning methods and models including discussions, case studies, and problem solving. In addition, religious literacy activities were also developed in the Madrasah environment. Furthermore, research conducted by (Andi Abdul Hanafi, 2022), this study explains that cultivating moderate attitudes and characters

of students in madrasah is the responsibility of every stakeholder. The teacher's strategy at MT's Mathla'ul Ulum Jayasari in fostering a moderate attitude includes several strategies, namely first by changing the mind set of students to be open to accepting differences, second by habituating morning assemblies, third by inviting students to play an active and creative role in practicing conveying religious values through videos, fourth by inviting to participate in webinar activities related to religious themes, fifth by cooperating with parents of students.

The gap analysis of this article is different from previous studies, the novelty of this article focuses on the profile of Pancasila students and the application of the P5-PPRA strategy. The question to be answered in this article is that this research aims to explore the strategy of strengthening the moderate character of Madrasah students through the project of strengthening the Pancasila student profile and the Rahmatan Lil Alamin student profile (P5-PPRA). This article is the result of research conducted in Madrasah Aliyah Metro City, Lampung, Indonesia.

METHODS

The method used in the analysis of this article is a qualitative method, which is intended to conduct an in-depth analysis of the values that make up human civilization, especially in the context of the Pancasila Student Profile project strategy as an effort to realize the Moderate character of students. The research approach used is qualitative, emphasizing analysis on descriptive data manifested in observed written words. involves collecting, reading, recording, and processing data from various literature sources. This qualitative research method provides a focus on Library Research, where the analysis is based on a study of literature and written sources related to the problem in qualitative research, as explained by Ibnu in (Tanjung, 2021) is a study that expresses data in verbal form and is analyzed without using statistical techniques. Data analysis is carried out throughout the data collection stage, using an inductive qualitative analysis strategy. This method allows the analysis to start from concrete data and then draw general conclusions. The research procedure involved recording, selecting and classifying data according to relevant categories. An analytical descriptive approach was used to explore the facts and results of ideas in the context of the Pancasila Student Profile. Thus, this research focuses on qualitative analysis of descriptive data generated from related texts, with the aim of achieving an in-depth understanding of the strategy of strengthening Moderate character through the Pancasila Student Profile strengthening project.

RESULTS AND DISCUSSION

Profile of Pancasila Students and *Rahmatan Lil Alamin* Students

Overview of the Achievement of the Pancasila Learner Profile and the Rahmatan lil Alamin Learner Profile in the Education Unit. The Pancasila learner profile and Rahmatan lil Alamin learner profile are characters and abilities that are built in daily life and lived in each individual learner through the culture of the education unit, intracurricular learning, projects to strengthen the Pancasila learner profile, and extracurricular activities (Ismail, 2021).



Dimensions of P5-PPRA

Learners are members of society who seek to develop their potential through the learning process available in certain paths, levels, and types of education (Asmaroini, 2016). The Ministry of Religious Affairs of the Republic of Indonesia, as an institution responsible for the development and supervision of religious education, has a crucial role in shaping moderate attitudes and values among Indonesians, especially the younger generation. Developing the concept of moderate religion among the people is very important, especially in Indonesia. This is because the country has many religious sects, diverse mindsets and multi-ethnicity. As a country based on the philosophy of Pancasila, Pancasila can be seen as one of the manifestations of *Rahmatan lil Alamin*.

The expectation of 21st Century competence in students is to become superior and productive human beings and democratic citizens so that they are able to participate in sustainable global development and also have a strong spirit in facing all the challenges that exist in the face of the times. It should be noted that the nation's challenges in the 21st century are more directed towards learning that prepares students to face the industrial revolution.

Pancasila as a reality will always exist as long as the Indonesian nation exists. Its condition is like hiding in the light. We only need to uncover it to get an explanation that Pancasila lives in the soul of the Indonesian people. Therefore, the values that live in the soul of the Indonesian people require diving, deepening or digging whether they grow fertile or arid. Values that are not jargon, slogans, memes, posters, banners or campaign words but really live in the realm of reality. Through the implementation of the Pancasila student profile, it is hoped that students, especially in elementary schools, will be able to develop their character values so that good behavior is formed and attached to students.

Many of the noble values in Pancasila are in harmony with religious teachings. Religion and Pancasila, which are built harmoniously in Indonesia's democratic system, have proven and are expected to continue to be able to ward off the virus of political, religious, ethnic and other radicalism. Moderate character is the basis for strengthening harmony and tolerance between religious communities, which is in line with the principle of *Bhinneka Tunggal Ika*, which is the spirit of diversity within the framework of Indonesian unity.

A project is a series of activities to achieve a specific goal by examining and implementing a challenging theme. Projects are designed to enable learners to investigate, solve problems and make decisions. Learners work within a scheduled period of time to produce a work, product, and/or action. Character education through the learner profile project is expected to be an optimal tool in encouraging learners to become lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila, and *Rahmatan Lil Alamin* Islam. Between the Pancasila Learner Profile and the *Rahmatan lil Alamin* Learner Profile developed by the Ministry of Religious Affairs in madrasas is one breath that strengthens each other. Both stand on the philosophy of Pancasila, which respects diversity and humanity to realize a safe, peaceful, and prosperous Indonesia.

Madrasah as a small entity of a society, has a system of values and behaviors that can be created through habituation, acculturation and empowerment in everyday life, these three processes are *hidden curriculum* that supports the achievement of educational goals. In the implementation of the Merdeka Curriculum, especially character education efforts through the Pancasila Student Profile Strengthening Project and the *Rahmatan lil Alamin* Student Profile (P5 PPRA), madrasas are given the flexibility to make curriculum creations and innovations to accommodate the characteristics, peculiarities, needs and vision-mission of madrasas. Madrasahs are encouraged to dare to do creativity and innovation without waiting to be complete and perfect in order to provide the best service to madrasah students, both through co-curricular strategies, integrated in learning and extracurricular. As it is understood, the independent curriculum provides autonomy, freedom and flexibility in organizing educational practices.

The Ministry of Education and Culture and Research and Technology and the Ministry of Religion issued regulations related to the independent curriculum which need to be implemented

in educational units. The Cross-Disciplinary Project is a new paradigm in the Independent Curriculum with a project approach that is contextual and based on community needs or problems in the education unit environment. One of the features of the interdisciplinary project in madrasas is adding the value of *Rahmatan lil Alamin* in P5. The value of *Rahmatan lil Alamin* is the principles of attitude and perspective in practicing religion so that the pattern of religion in the context of nation and state runs properly so that the general benefit is maintained along with the protection of humanity in religion (Siti, 2023).

The *Rahmatan lil Alamin* Learner Profile project, which is integrated into the Pancasila Learner Profile, aims to ensure that madrasa graduates' religious practices are moderate (*tawassut*). The Pancasila Student Profile and the *Rahmatan lil Alamin* Student Profile, hereinafter referred to as the student profile, aim to realize a world order full of peace and love. The student profile always invites to realize peace, happiness, and safety both in the world and the hereafter for all groups of humanity, even the entire universe. Project activities are an investigative adventure with teacher assistance about something that interests them and learners will experience the process of finding out. Learning is done through interaction with the surrounding environment so that learners are more sensitive, caring, and learn to solve contextual problems around them (Fahri, 2022).

Project Design for Strengthening Pancasila Student Profile and *Rahmatan Lil Alamin* Student Profile

The position of P5-PPRA is two values that in its activities become one and the assessment is described respectively. Implemented in the Co-curricular which refers to the Dimensions of the Pancasila Student Profile and P5-PPRA Values can also be implemented integrated Intracurricular and Extracurricular. The Strengthening Pancasila Student Profile and *Rahmatan Lil Alamin* Student Profile project has 9 principles in its application, namely: 1) Holistic Principle, 2) Contextual Principles, 3) Learner-Centered Principles, 4) Explorative Principles, 5) Collaborative Principles, 6) Principles of diversity, 7) The principle of independence, 8) The principle of usefulness, 9) The principle of religiosity.

The steps in designing the Pancasila Student Profile Strengthening Project and the *Rahmatan Lil Alamin* Student Profile, namely:

1. Form a team of facilitators
2. The head of the education unit organizes the Project facilitator team. This team has the role of planning and implementing Project activities for the whole class.
3. Identifying the readiness level of education units
4. The education unit head together with the facilitator team reflects and determines the readiness level of the education unit.
5. Designing dimensions, themes and time allocation P5-PPRA
6. The facilitator team determines the focus of the student profile dimension of Pancasila and *rahmatan lil alamin* values. Project themes and design the number of projects along with the time allocation. (Dimensions, religious moderation values and themes are selected based on the conditions and needs of the education unit).
7. Develop a project module
8. The facilitator team develops the Project module according to the level of readiness of the education unit with general stages: determining sub-elements developing topics, flow, and duration of the Project, as well as developing Project activities and assessments.
9. Design a strategy for reporting project results
10. The facilitator team plans a strategy for processing and reporting Project results.

There are many benefits of the Pancasila Student Profile and *Rahmatan Lil Alamin* Student Profile Strengthening Project for education units, educators and students, namely:

1. For education units
 - Making the education unit an ecosystem open to community participation and involvement.
 - Making the education unit a learning organization that contributes to ling

- environment and surrounding communities
2. For Educators
 - Providing space and time to develop competencies and strengthen the character of Pancasila learners and Rahmatanlil Alamin learners for students and themselves.
 - Provides ample opportunity to design learning activities that impact learners.
 - Develop competence as an educator who is open to collaborating with educators from other subjects to enrich the learning process.
 3. For learners
 - Developing competencies and strengthening the character profile of Pancasila students and Rahmatan lil Alamin students to face the challenges of an increasingly complex world.
 - Hone initiative and participation to plan learning actively and sustainably.
 - Develop the skills, attitudes and knowledge needed to work on a project over a period of time.
 - Practice problem-solving skills in a variety of learning situations.
 - Demonstrate responsibility and concern for issues in the surrounding environment as one of the learning outcomes.
 - Sharpen students' learning power and leadership in the learning process

Moderate character also provides a strong foundation for students to accept and respect diversity, and encourages harmonious cooperation and collaboration among individuals from different backgrounds. In addition, students who possess moderate character tend to have a good ability to manage emotions and make the right decisions in challenging situations. Thus, the importance of moderate character in students not only affects their personal lives, but also impacts the social, cultural and political dynamics in society at large.

The practice of Pancasila Learner Profile needs to be applied to a program in the curriculum as an effort to improve the quality of education through character education. The Pancasila Learner Profile is implemented through intracurricular, extracurricular, school culture and habituation learning (Rahayuningsih, 2022). The Pancasila Learner Profile also states that Indonesian students are also students who apply the values of Pancasila. The values of Pancasila are so comprehensive that if individuals can apply them consistently, it is believed that the impact will contribute to collective social welfare (Yudi, 2020).

The profile of Pancasila students is the main goal carried out by educational developers, in this case the Ministry of Education and Culture, which is stated in the Minister of Education and Culture Regulation Number 20 of 2020 concerning the Education and Culture Strategic Plan for 2020-2024 (Kusumah, 2021). Profile of Pancasila students according to (Rachmawati, 2022) there are 6 profiles that become core competencies in the driving teacher program in realizing the profile of Pancasila students. Among them; 1) faith, devotion to God and noble character; 2) independent; 3) critical reasoning; 4) creative; 5) mutual cooperation; 6) global diversity.

The project of strengthening the profile of Pancasila students is a learning that can be applied by students so that they can observe, understand and think about solutions to problems that exist in the midst of their environment. Character education is a system of instilling character values to school residents, which includes knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, others, the environment, humanity, and the nation to become a quality human being, Rahmatan lil Alamin Student Profile (P5 PPRA) is also a concept currently developed by each unit under the Ministry of Religious Affairs of the Republic of Indonesia.

The Pancasila Student Profile (P5) and Rahmatan lil Alamin Student Profile (PPRA) Strengthening Project is an educational project that aims to strengthen the understanding and practice of Pancasila values (Indonesia's basic ideology) and Rahmatan lil Alamin (the concept of goodness and justice in Islam) among students. Islam is a religion of Rahmatan Lil-Alamin, meaning that Islam is a religion that teaches and introduces peace, love, and compassion in the world.

The concept of "Rahmatan Lil-Alamin" refers to the concept that Islam is a religion that brings mercy (compassion) to the whole of nature or the world. The term comes from the Arabic

language, where "Rahmatan Lil-Alamin" can literally be translated as "mercy for the universe" or "mercy for the entire universe." This theory emphasizes the Islamic teachings of peace, compassion and kindness that should be shown to all of God's creation. Understanding "Rahmatan Lil-Alamin" involves the concept that Islam is not just for Muslims, but for all humanity and all creatures in the universe. The Pancasila Student Profile (P5) and Rahmatan lil Alamin Student Profile (PPRA) Strengthening Project is an educational project that aims to strengthen the understanding and practice of the values of Pancasila (Indonesia's basic ideology) and Rahmatan lil Alamin (the concept of goodness and justice in Islam) among students. Thus, the P5 values applied are Bergotong royong, Kreatif, and Mandiri. While the PPRA values applied are Civilized (ta'addub), Exemplary (qudwah), and Deliberation (shura). The Pancasila Student Profile and Rahmatan Lil Alamin Student Profile Strengthening Project is a forum that provides opportunities for students to "experience knowledge," as part of the character strengthening process as well as an opportunity to learn from the surrounding environment. In the implementation of this learner profile project, learners are given the opportunity to study important themes or issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life (Kemenag, 2022).

The strengthening of the learner profile project is also expected to be an optimal means in shaping students into lifelong learners who are competent, have character, and behave in accordance with the values of Pancasila, and Islam Rahmatan Lil Alamin. This project is expected to not only encourage understanding of religious traditions and ideas that are friendly and moderate in Indonesia's diversity, but also without having to eliminate existing traditions and cultures, based on human values. Strengthening the Student Profile Project is also expected to be a means for students to become students who provide benefits (mercy) for all humanity. By maintaining traditions and sowing friendly and moderate religious ideas in the context of Indonesian diversity, this project seeks to create harmony without having to ignore existing traditions and cultures, based on human values. It should be emphasized that the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile have close ties, strengthening each other. Both stand on the principles of Pancasila, which respects diversity and humanity, with the aim of realizing a safe, peaceful, and prosperous Indonesia.

Strategy Analysis of Strengthening Moderate Character of Metro City Madrasah Aliyah Students

Through a literature review, it was found that the Pancasila Learner Profile is directed at creating learner characters that include six dimensions, namely faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning, and creativity. The Pancasila Learner Profile means a graduate profile that aims to provide character and competencies that are expected to be achieved and strengthen the noble values of Pancasila of students and Madrasah stakeholders actively apply these six dimensions in formal, co-curricular, and extracurricular education programs.

The strategy for developing the Pancasila Learner Profile is through integration in formal education activities. Intracurricular, co-curricular, and extracurricular approaches are chosen to provide holistic experiences to students in understanding and applying Pancasila values in everyday life. This reality is in line with the fact that the Pancasila learner profile is the character and ability that is built in daily life and lived in each individual learner through school culture, intracurricular, co-curricular, and extracurricular learning (Rahayuningsih, 2022). Data analysis shows that the implementation of the Pancasila Learner Profile Strengthening Project provides opportunities for learners to "experience knowledge" by learning about important issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life. The fact obtained from previous research is that independent learning is a curriculum that gives teachers a role as facilitators in improving learners' skills (Rachmawati, 2022). This is in line with the Pancasila learner profile strengthening project which provides room for innovation and flexibility to develop project-based learning.

The results highlight that the Pancasila Learner Profile focuses not only on academic achievement, but also on developing learners' character. Through project activities, learners can take concrete actions to address contemporary issues according to their learning stages and needs. Character education can be one of the efforts in realizing Pancasila learners. The manifesto of lifelong learning education by internalizing the value of Pancasila as the philosophy of the Indonesian Nation is formulated in six key elements of Pancasila learner characteristics.

The research shows that Madrasah Aliyah in Metro City, Lampung consistently applies the human values of Pancasila to create students who are smart, characterized, and able to face the challenges of the 21st century. This is in line with the mandate of the 1945 Constitution which emphasizes the importance of education as a means of educating the nation's life. Education is a means to achieve the goal of the Indonesian nation, which is to educate the nation's life as stated in the preamble of the 1945 Constitution.

Madrasahs ensure that this approach is not only theoretical, but also implemented in daily practice in the educational environment. In this case, a teacher's creativity is also needed when delivering lessons where the application of character education should not only be taught in the classroom, but a teacher must be able to motivate and facilitate learning outside the classroom through religious activities and create a religious school environment and not limited by class hours (Dian, 2018).

In this case, the creativity of a teacher is also needed when delivering lessons where the application of character education should not only be taught in the classroom, but a teacher must be able to motivate and facilitate learning outside the classroom through religious activities and create a religious school environment and is not limited to lesson hours alone systematic and measurable efforts that can be made by the community are through education.

The results and discussion show that the Metro City Madrasah Aliyah not only focuses on academic achievement, but also pays serious attention to aspects of social welfare, culture, and the noble values contained in Pancasila. Thus, the learner profile is not only related to intellectual intelligence, but also pays attention to psychological and moral aspects. Overall, the results and discussion of the Pancasila Learner Profile from the Perspective of Madrasah Aliyah Teachers Association in Metro City, Lampung emphasize the importance of the application of Pancasila values in shaping the character of students. In this context, Madrasahs have succeeded in creating a holistic education model that not only produces academically intelligent learners, but also has character, diversity, and critical and creative skills needed to face the demands of the times. The implementation of the character strengthening project through the learner project approach proved its effectiveness in creating an educational environment that promotes the values of Pancasila and Rahmatan Lil-Alamin Islam. Therefore, the results of this study make a positive contribution to the understanding and development of the Pancasila Learner Profile in the Madrasah Aliyah of Metro City, Lampung.

CONCLUSION

Based on research on the Strategy for Strengthening the Moderate Character of Madrasah students through the project of strengthening the Pancasila Student Profile and the rahmatan lil a'lam student profile, the Pancasila Student Profile has a central role in realizing the character of the nation, in accordance with the objectives of national education and character strengthening programs. The six dimensions of the Pancasila Student Profile, namely faith and devotion to God, global diversity, independence, mutual cooperation, critical reasoning, and creativity, are an important foundation in shaping the character of Indonesian students.

The implementation of the Pancasila Student Profile development strategy through integration in formal education activities (intracurricular, co-curricular, and extracurricular) and the Pancasila student profile strengthening project is a concrete step that can support the achievement of national education goals. Based on the results of this study, several suggestions can be proposed for further development, while containing the content of the concept of "Rahmatan Lil-Alamin" (P5 PPRA) is done by: 1) Optimizing the Implementation of Pancasila Student Profile

Dimensions: Related parties, including the Madrasah Working Group, can pay more attention to and optimize the application of the six dimensions of the Pancasila Learner Profile in every aspect of educational activities. This is in line with the principle of "Rahmatan Lil-Alamin," where such optimization can create an educational environment full of grace, peace, and compassion. 2) Strengthening Stakeholder Involvement: Involving all stakeholders, including parents, communities, and other related parties, in supporting the implementation of the Pancasila Student Profile. Increased understanding and support from various parties will have a positive impact on the success of the program, along with the spirit of "Rahmatan Lil-Alamin" which emphasizes compassion for all. 3) Continuous evaluation and renewal by periodically evaluating the implementation of the Pancasila Learner Profile and making updates in accordance with the development of community needs and dynamics. This evaluation can help in adjusting the strategy and maintaining the relevance of the program with the spirit of "Rahmatan Lil-Alamin" as the main guideline. 4) Further Research: Design further research to explore the impact and effectiveness of the Pancasila Student Profile on student character and competence, taking into account the values of "Rahmatan Lil-Alamin". This research can provide deeper insights for the development of character education programs in the future, in accordance with Islamic teachings based on mercy. With these steps, it is hoped that the Pancasila Student Profile of madrasah aliyah students, especially in metro city, can implicitly become a vehicle for the formation of a generation of Indonesian students who are not only characterized, but also embrace the values of humanity and compassion carried by the concept of "Rahmatan Lil-Alamin" (P5 PPRA).

The project of Strengthening Pancasila Students and rahmatan lil alamin students makes a new nuance in education in Indonesia today, which with a separate time allocation makes teachers more able to innovate in planning projects according to the selection of dimensions and characteristics of students. In addition, it provides flexibility for educators to carry out a project-oriented learning process. A directed and measurable system will help teachers in implementing projects to strengthen Pancasila learners. However, it is undeniable that this new curriculum change requires cooperation, strong commitment, seriousness and real implementation from all parties, so that the profile of Pancasila students can be embedded in students.

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