

Strategic Implementation of P5-PPRA in Developing The Rahmatan lil 'Alamin Character at MTs Muhammadiyah Mandalle

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Abstract

This study investigates the strategic implementation of the Strengthening Project of Pancasila Student Profiles and Rahmatan lil-'Alamin Student Profiles (P5-PPRA) in fostering the Rahmatan lil-'Alamin character among students at MTs Muhammadiyah Mandalle, Gowa Regency. Employing a descriptive qualitative design, data were collected through observation, in-depth interviews, and documentation. The results reveal that the implementation of P5-PPRA followed a systematic strategy encompassing the stages of planning, implementation, and evaluation. The school successfully integrated *Rahmatan lil-'Alamin* values into project-based learning activities addressing real-world issues such as waste management and environmental awareness. These projects encouraged students' active engagement across cognitive, affective, and psychomotor domains, aligning with the objectives of character education.

Keywords: Strategic Implementation; P5-PPRA; Character Development; Rahmatan lil-'Alamin.

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Abstrak

Penelitian ini mengkaji strategi penerapan Proyek Penguatan Profil Pelajar Rahmatan lil-'Alamin (P5-PPRA) dalam pembentukan karakter *rahmatan lil 'alamin* peserta didik di MTs Muhammadiyah Mandalle, Kabupaten Gowa. Penelitian ini menggunakan metode kualitatif deskriptif dengan pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Hasil penelitian menunjukkan bahwa pelaksanaan P5-PPRA dilakukan melalui strategi yang sistematis meliputi tahap perencanaan, pelaksanaan, dan evaluasi. Madrasah berhasil mengintegrasikan nilai-nilai *Rahmatan lil-'Alamin* ke dalam kegiatan pembelajaran berbasis proyek yang menyoroti isu-isu nyata seperti pengelolaan

sampah dan kepedulian terhadap lingkungan. Proyek-proyek ini mendorong keterlibatan aktif peserta didik dalam ranah kognitif, afektif, dan psikomotor, sejalan dengan tujuan pendidikan karakter.

Kata Kunci: Strategi Penerapan; P5-PPRA; Pembentukan Karakter; Rahmatan lil 'Alamin.

A. Introduction

Education is a fundamental human necessity in the pursuit of a better and sustainable life. As a social system, education evolves dynamically in response to changing times, societal transformation, and global competitiveness (Ariyanti et al., 2024). In recent years, Indonesia's education system has undergone a significant paradigm shift, particularly in the design and implementation of its curriculum. The introduction of the Merdeka Curriculum represents a major reform aimed at creating a more flexible, adaptive, and contextually responsive education framework. It was developed to address the learning crisis caused by the COVID-19 pandemic and to prepare students for 21st-century challenges (Endrizal et al., 2023).

The *Merdeka Curriculum* emphasizes essential content mastery while promoting the growth of character, competence, and lifelong learning skills.

It integrates project-based learning as a central approach to encourage collaboration, critical thinking, and creativity in alignment with the values of Pancasila (Purnawanto, 2022). Teachers are granted autonomy to adjust teaching materials according to local needs, ensuring contextual and student-centered learning. This flexibility marks a strategic transition from a uniform and standardized system toward a curriculum that accommodates students' diversity and learning pace.

The COVID-19 pandemic in 2020 profoundly affected Indonesia's education system. The sudden shift to online learning revealed deep inequalities in access and effectiveness, creating learning losses and widening educational gaps (Kadek et al., 2022). Consequently, the Merdeka Curriculum was introduced not only as a recovery effort but also as a transformative framework to rebuild the nation's educational foundation. It promotes

differentiated learning, emphasizing three core components: (1) intracurricular activities, (2) co-curricular projects, and (3) extracurricular programs. Among these, the Project to Strengthen the Pancasila Student Profile (P5) stands out as an innovative approach to character formation through interdisciplinary, project-based learning (Purnawanto, 2022).

The Pancasila Student Profile (P3) framework encompasses six dimensions—faith and piety to the Almighty God with noble character; global diversity; mutual cooperation; critical reasoning; creativity; and independence (Kemendikbudristek, 2022). In madrasah institutions under the Ministry of Religious Affairs, this framework is expanded into P5-PPRA (Project Penguatan Profil Pelajar Pancasila dan Rahmatan lil-'Alamin), which integrates Islamic and national values. The PPRA component embodies ten core values: civility (*ta'addub*), citizenship (*muwāṭanah*), exemplary conduct (*qudwah*), moderation (*tawassuṭ*), integrity (*i'tidāl*), balance (*tawāzun*), equality (*musāwah*), tolerance (*tasāmuh*), deliberation

(*syūra*), and innovation (*taṭawwur wa ibtikār*) (Direktorat KSKK Madrasah, 2022). This dual profile aims to harmonize spiritual, moral, and civic virtues in nurturing holistic human beings.

However, the effectiveness of character education in Indonesia remains a persistent concern. The rise of behavioral problems—such as student violence, bullying, sexual harassment, and cybercrime—reflects the moral crisis among youth (Kholifah et al., 2024). Data from the Indonesian Child Protection Commission (KPAI) in September 2023 reported 1,800 child-related cases, including 252 incidents of sexual violence and 141 cases of physical and psychological abuse (KPAI, 2023). These alarming trends highlight the urgent need for integrative and transformative character education that transcends mere moral instruction.

Scholars argue that the Pancasila Student Profile provides a viable foundation for character formation in the modern era (Hamzah et al., 2022). Nevertheless, limited studies have explored its operationalization within Islamic schools, particularly how P5-PPRA can serve as a bridge between

religious and national values. Previous research by Luma'ul 'Adilah Hayya (2024) demonstrated that implementing P5-PPRA enhanced school identity, patriotism, and empathy (Hayya, 2024). Similarly, Nurhidayah found that integrating P5-PPRA into Islamic Religious Education fosters noble character and tolerance (Nurhidayah, 2024). Meanwhile, Nisa confirmed that the model promotes religious awareness, cooperation, and creativity (Nisa, 2024).

Despite these contributions, there remains a research gap regarding *the strategic implementation mechanisms* of P5-PPRA, especially within the context of Islamic secondary schools in rural Indonesia. Most prior studies focused on conceptual discussions or general outcomes but lacked detailed analyses of implementation strategies, contextual barriers, and sustainable practices. This study seeks to fill that gap by examining the strategic implementation of P5-PPRA in developing the Rahmatan lil-'Alamin character at MTs Muhammadiyah Mandalle, Gowa Regency.

Preliminary findings from interviews with the school principal indicate that MTs Muhammadiyah

Mandalle has adopted the Merdeka Curriculum with strong emphasis on P5-PPRA-based learning (Sittiara, interview, 23 September 2023). As an Islamic institution, the school faces challenges in aligning Islamic moral teachings with Pancasila values while maintaining local cultural relevance. Therefore, implementing P5-PPRA serves as a strategic effort to actualize *rahmatan lil-'alamin*—a holistic character embodying compassion, tolerance, and balance between spiritual and civic life.

MTs Muhammadiyah Mandalle also implements various programs that support character education, such as Islamic lifestyle habituation, Qur'anic literacy, short sermons (*kultum*), and Friday worship activities. These initiatives strengthen students' Islamic identity while reinforcing values of discipline, social care, and moral awareness. Integrating these practices into P5-PPRA projects allows for the formation of characters who are both faithful and globally competent.

This study's significance lies in its strategic focus—not merely describing outcomes, but analyzing how implementation strategies are

formulated, executed, and evaluated to ensure effectiveness and sustainability. The findings are expected to contribute theoretically by enriching discussions on integrated character education models and practically by offering replicable strategies for other Islamic schools implementing the Merdeka Curriculum.

In summary, this study aims to explore the strategic implementation of P5-PPRA in shaping the *rahmatan lil-'alamin* character among students at MTs Muhammadiyah Mandalle. It highlights the alignment between Islamic education and national ideology through practical, project-based initiatives. By addressing the current moral challenges in Indonesia's youth, this research offers an innovative contribution to the literature on character education, presenting a model that is spiritually grounded, contextually relevant, and pedagogically sustainable.

B. Methods

This study employed a qualitative descriptive approach aimed at gaining an in-depth understanding of the strategic implementation of the P5-PPRA program at MTs Muhammadiyah Mandalle, Gowa Regency. This

approach was chosen as it enables the researcher to explore meaning, processes, and the lived experiences of informants holistically within specific social and cultural contexts (Fadli, 2021).

The research was conducted at MTs Muhammadiyah Mandalle, Gowa Regency, South Sulawesi, during the period of July to December 2024. This location was selected based on the consideration that the madrasah consistently implements character development programs through the integration of Pancasila Student Profile and *Rahmatan lil-'Alamin* values into the educational curriculum. Informants were selected using purposive sampling, a technique involving the deliberate selection of data sources based on specific criteria deemed relevant to the research objectives. The research was conducted at MTs Muhammadiyah Mandalle, Gowa Regency, South Sulawesi, during the period of July to December 2024. This location was selected based on the consideration that the madrasah consistently implements character development programs through the integration of Pancasila Student Profile and *Rahmatan lil-'Alamin* values

into the educational curriculum. Informants were selected using purposive sampling, a technique involving the deliberate selection of data sources based on specific criteria deemed relevant to the research objectives (Lenaini, 2021). The informants included the principal, the vice principal for curriculum, homeroom teachers, and students—individuals considered to have knowledge, experience, and direct involvement in the implementation of P5-PPRA.

Data were collected through observation, in-depth interviews, and documentation (Sugiyono, 2022). Direct observation was used to understand program implementation, including project-based learning activities, teacher-student interactions, and the integration of character values. Semi-structured interviews were conducted with selected informants, lasting between 30 to 60 minutes, to explore strategies, challenges, and program impacts. Documentation—such as modules, reports, photographs, and videos—was used to support findings from both observations and interviews.

Data analysis followed the interactive model developed by Miles,

Huberman, and Saldana, which involves four stages: data collection, data condensation, data display, and conclusion drawing/verification (Miles et al., 2014). Data obtained through observation, interviews, and documentation were condensed by focusing on relevant information. Subsequently, the data were presented in descriptive narrative and matrix formats to identify patterns and relationships among themes. Conclusions were drawn iteratively and verified through reflection and triangulation to ensure the validity of the findings (Sugiyono, 2022).

C. Results and Discussion

1. Strategic Implementation of P5-PPRA in Developing Rahmatan lil-'Alamin Character at MTs Muhammadiyah Mandalle

The findings of this study indicate that the implementation of the Pancasila and Rahmatan lil-'Alamin Student Profile Program (P5-PPRA) at MTs Muhammadiyah Mandalle is carried out through three main strategies: planning, implementation, and evaluation. These stages are executed systematically to cultivate student character rooted in

Islamic values, national identity, and environmental awareness.

In the planning stage, the school strategically integrates the P5-PPRA program into the *Madrasah Operational Curriculum* (KOM). This process begins with the formation of a facilitator team consisting of teachers and homeroom advisors, who serve as the primary implementers of the activities. This team is responsible for developing project modules, selecting themes, formulating achievement indicators, and designing reporting strategies. The school also assesses its internal readiness, including infrastructure, teacher competencies, and the needs and characteristics of students to ensure the program's effectiveness. The planning process is guided by the Ministry of Religious Affairs, which emphasizes curriculum integration, resource preparedness, and evaluation strategies as prerequisites for successful P5-PPRA implementation.

During the implementation phase, the school adopted the theme "Sustainable Lifestyle" through a creative project titled *Sampah Berkarya* (Creative Waste). The project begins with teachers introducing the core concepts to help students understand the

goals, benefits, and stages of the activities. This introduction is essential to encourage active student participation and raise awareness of environmental issues. According to (Kusuma et al., 2023), project-based learning fosters a more meaningful sense of environmental concern among students.

Students then conducted field observations to identify waste problems within the school environment, such as plastic and paper waste. This phase aligns with contextual learning approaches, which emphasize the importance of direct experiential understanding (Puspitasari et al., 2024). Through these observations, students become aware of the real-life impact of human behavior on the surrounding environment.

The core of the project lies in the action phase, where students apply waste management practices creatively, such as producing recycled goods from inorganic waste. This activity not only nurtures creativity but also instills a sense of responsibility for environmental sustainability. The final phase is reflection, conducted collaboratively with teachers to evaluate both the process and the outcomes of the project.

Reflection enables students to recognize strengths and areas for improvement and to develop plans for future enhancement. As (Kusuma et al., 2023) note, reflection is an integral part of project-based learning that contributes to improving the overall quality of the learning process.

The program evaluation is conducted through two approaches: process evaluation and outcome evaluation. Process evaluation involves observing student engagement during the project, focusing on collaboration, critical thinking, and creativity. Teachers document classroom dynamics as a basis for strengthening future strategies. This approach supports the argument by (Fernando et al., 2024), who assert that process observation helps reveal implementation barriers and provides essential data for program improvement.

Meanwhile, the outcome evaluation focuses on the final products created by students in the Sampah Berkarya project. Students are required to present their work, which is assessed based on creativity, relevance to the sustainability theme, and understanding of waste management concepts. These presentations offer students the

opportunity to express the knowledge and skills acquired during the project.

A final reflection involving both teachers and students concludes the evaluation phase. This reflection identifies challenges and opportunities that emerged during implementation, such as the need for additional teacher training and the improvement of support facilities. The overall evaluation serves as a foundation for continuous improvement by the school. By combining observations, documentation, and reflections, the school can formulate more effective and contextually appropriate strategies for future implementation.

2. Implications of P5-PPRA Implementation in Shaping Rahmatan lil-‘Alamin Character at MTs Muhammadiyah Mandalle

The implementation of the P5-PPRA program at MTs Muhammadiyah Mandalle has had a significant impact on students' character formation. Referring to the theory of character education developed by Thomas Lickona, this program incorporates the three key dimensions of moral education: moral knowing, moral feeling, and moral action (Lickona, 1991).

At MTs Muhammadiyah Mandalle, the dimension of moral knowing is manifested through the teaching of Islamic values that go beyond theoretical explanation and are embedded in daily practices. The P5-PPRA program enables students to understand values such as honesty, responsibility, and justice through concrete activities such as communal prayer (*salat berjamaah*), short religious talks (*kultum*), and participation in community service.

Character education at this madrasah is not limited to memorizing concepts; it also encourages students to comprehend the rationale behind morally right and good actions (Lickona, 1991). Activities such as maintaining environmental cleanliness and engaging in social projects provide students with opportunities to connect Islamic values with real-life social realities. This is supported by (Azizah, 2024), who asserts that effective character education must be linked to students' direct and relevant life experiences.

Through this approach, the P5-PPRA program contributes to a comprehensive understanding of moral values and helps students internalize

those values in their school, family, and community lives.

The dimension of moral feeling is also strongly nurtured through the P5-PPRA implementation. The program cultivates empathy in students through collaborative and social activities. In various project-based activities, such as *Sampah Berkarya* (Creative Waste), students are encouraged to cooperate, understand one another, and respect diverse perspectives and backgrounds. A sense of mutual care naturally arises as students face group tasks and shared challenges.

According to (Lutfiyani, 2023), character education is not solely cognitive—it must also involve affective development, including the ability to feel kindness and compassion. This is reflected in students' participation in social projects that sharpen their empathy and concern for others. (Azizah, 2024) further emphasizes that cultivating moral feeling requires teaching students to appreciate and respond to the needs and emotions of those around them. Therefore, the social and collaborative components of the program enhance students' emotional

development, shaping them into more empathetic and responsive individuals.

The dimension of moral action is clearly demonstrated through students' direct involvement in concrete, action-based activities. Rather than merely discussing the importance of cleanliness and environmental care, students are given active roles in projects such as waste sorting and recycling, tree planting, and running cleanliness campaigns at school.

These activities align with Lickona's (1991) view that effective character education must involve real action as the practical application of values. Through the *Sampah Berkarya* project, students come to understand that small actions—such as properly disposing of waste or repurposing used materials into useful products—are meaningful contributions to society and the environment.

Beyond this, such activities also help students develop non-academic skills such as teamwork, responsibility, and communication. They are trained to become active, responsible individuals capable of acting as agents of social change within their communities.

D. Conclusion

The implementation of P5-PPRA at MTs Muhammadiyah Mandalle, Gowa Regency, has been conducted through a systematic strategy involving the stages of planning, implementation, and evaluation. The school has successfully integrated Rahmatan lil-'Alamin values into project-based learning activities that address real-world issues such as waste management and environmental awareness. These projects have encouraged students to actively engage in cognitive, affective, and psychomotor domains, in line with the goals of character education.

When character education based on Rahmatan lil-'Alamin values is carried out through P5-PPRA using carefully planned strategies, collective teacher involvement, and context-based project activities such as waste management, it can effectively shape students to become environmentally aware, collaborative, responsible, and socially empathetic individuals. This study affirms Thomas Lickona's theory of character education, which emphasizes that effective character development involves three essential components: moral knowing, moral

feeling, and moral action. The findings indicate that students at MTs Muhammadiyah Mandalle not only understand moral values cognitively, but also feel them emotionally and apply them through real-life actions. As such, the P5-PPRA program implemented at this madrasah stands as concrete evidence that Lickona's approach can be effectively adapted within the context of Islamic education, emphasizing moderation and environmental sustainability.

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