

IMPLEMENTATION OF THE PANCASILA AND RAHMATAN LIL 'ALAMIN STUDENT PROFILE STRENGTHENING PROJECT AT MAN WEST LOMBOK

Muhammad Ihsanul Amali

Student, Faculty of Tarbiyah and Teacher Training, Mataram State Islamic University,
Indonesia

Corresponding Author Email: mia20@gmail.com

ABSTRACTS	ARTICLE INFO
<p>This research was motivated by the author's attention to studying the profile of Pancasila students. Because the rapid development of the times makes challenges in education begin to emerge. The purpose of this research is to find out the implementation of the project to strengthen the profile of Pancasila students at MAN West Lombok. The type of research used in this research is qualitative research, which is research that describes the data as it is in accordance with field conditions. The data collection techniques in this study used observation, interviews and documentation techniques. Data analysis used reduction, presentation and verification. From the results of data collection, the results show that: the learning process of the Pancasila Student Profile Strengthening Project at West Lombok Man is carried out through the process of preparation, implementation and evaluation. In the implementation of the Pancasila Student Profile Strengthening Project at MAN West Lombok, The theme used is "Voice of Democracy." However, in the implementation of the Pancasila Student Profile Strengthening Project at MAN West Lombok, the madrasah head conducts regular monitoring and evaluation.</p>	<p>Article History: <i>Received: August 21st 2025</i> <i>Revised: August 26th 2025</i> <i>Published: August 2025</i></p> <p>Keywords: <i>Project to Strengthen the Profile of Pancasila Students</i></p>

INTRODUCTION

Education is a means of training the skills and knowledge of individuals or groups, passed down from generation to generation, to develop their potential. Article 4 of Law Number 20 of 2003 concerning the National Education System states that education is organized as a lifelong process of acculturation and empowerment of students. The principles implemented in the educational process are providing role models, building motivation, and developing students' creativity in learning. Pancasila education is an essential and inseparable element of education in Indonesia, as it can influence the mindset and behavior of its people.

The rapid development of the times has created challenges in education, one of which is the quality and relevance of the curriculum, a crucial issue in addressing social change, technology, and the ever-evolving demands of the job market. Educational challenges, when viewed from the perspective of curriculum quality and relevance, include: 1) Lack of real-

world relevance: This refers to the lack of relevance and applicability of learning materials to real-life situations and the workplace. When learning materials are not relevant to the real world, students will have difficulty applying the knowledge and skills they learn in real-life situations. A curriculum that is too theoretical and lacks practical application can reduce students' ability to adapt to real-world situations and face the challenges of everyday life. Furthermore, a lack of connection between the curriculum and the real world can impact students' readiness for the workforce, as the workforce requires skills and knowledge relevant to job demands. 2) Inequality between the curriculum and industry needs: A mismatch between the competencies taught in the curriculum and the needs of the workplace can create a gap between graduates and job requirements. This occurs due to several factors, such as technological changes, industrial developments, and rapidly evolving job market needs. 3) Lack of character and soft skills development: This is a condition where non-academic aspects, such as moral values, ethics, attitudes, and interpersonal skills, do not receive adequate attention in the learning process. Curricula that focus too much on academic aspects often ignore the importance of character and soft skills development for students' holistic development.

To address these educational challenges, the government has designed an education system that allows students the freedom to pursue knowledge in both formal and informal settings. This system is called the "Merdeka Curriculum." The "Merdeka Curriculum" provides students with the freedom to explore as much knowledge as possible. Within this "Merdeka Curriculum," students are required to be independent in pursuing knowledge in both formal and informal settings. However, this freedom to pursue knowledge is inseparable from the role of the teacher as a facilitator in supporting student success. The numerous challenges of the 21st century make the "Merdeka Curriculum" a solution to address the challenges of education in the current digital era.

To address these challenges, the "Merdeka Curriculum" implements co-curricular-based learning that focuses on Pancasila values and religious moderation, known as the "Strengthening Pancasila Student Profile Project." The Pancasila Student Profile Strengthening Project is a project-based co-curricular activity designed to strengthen the achievement of competencies and character in accordance with the Pancasila student profile which is structured based on graduate competency standards. During the implementation of the Pancasila Student Profile Strengthening Project, many teachers still lacked a clear understanding of its implementation. This was due to the lack of modules used as guidance, leaving teachers feeling uncertain about its implementation. Furthermore, teachers were still unfamiliar with designing the flow of the Pancasila Student Profile Strengthening Project, as the project was still relatively new.

At MAN West Lombok, the Pancasila Student Profile Strengthening Project and Rahmatan lil 'Alamin (For the Greater Universe) have only completed one theme, "Voice of Democracy/Pancasila Democracy," as the implementation of the independent curriculum at MAN West Lombok is only in its first year. In this context, the background for using this theme is the upcoming change in the leadership of the Intra-Madrasah Student Organization at MAN West Lombok. In this theme, students will understand Democracy in general and Pancasila Democracy in accordance with the values of the 4th principle. The implementation

of the Pancasila and Rahmatan lil 'Alamin Student Profile Strengthening Project at MAN West Lombok not only practices how to choose a leader according to the choice of students' conscience, but also practices the procedures for sporting campaigns.

Based on the results of initial observations conducted by researchers at MAN West Lombok, the researchers are interested in further research related to the implementation of the Pancasila Student Profile Strengthening Project at MAN West Lombok.

RESEARCH METHOD

The type of research used in this study is descriptive qualitative research, meaning data collected in the form of words and images, not numbers. Qualitative research methods produce descriptive data in the form of written or spoken words from individuals or groups, as well as observable behavior. Broadly speaking, descriptive qualitative research can be defined as research that creates a picture or attempts to understand an event systematically and factually using accurate compilation techniques. The use of a qualitative approach in this study is based on the possibility that data obtained in the field will be factual data that requires in-depth analysis. Therefore, a qualitative approach will encourage the achievement of more in-depth data, especially the involvement of the researcher in the field. In qualitative research, the primary instrument for data collection is the researcher themselves, as they can interact directly with the research object. A data collection method is a technique or procedure used by a researcher to collect research data, while a data collection instrument can be defined as a tool used by the researcher to collect research data so that the activity can be carried out systematically and more easily. In this study, the researcher acted as both instrument and data collector. In collecting data, the researcher employed several procedures: (1) observation, (2) interviews, and (3) documentation.

RESEARCH FINDING AND DISCUSSION

The implementation of the Pancasila Student Profile Strengthening Project at MAN West Lombok encountered several obstacles, including:

1. Incomplete knowledge about the Pancasila Student Profile Strengthening Project

Essentially, the Pancasila Student Profile Strengthening Project is an important aspect of the independent curriculum. The Pancasila Student Profile Strengthening Project can be integrated with the independent curriculum by aligning Pancasila values into a more flexible and relevant curriculum to current needs, known as the independent curriculum. Facts on the ground show that teachers at MAN West Lombok do not yet understand the concept of the Pancasila Student Profile Strengthening Project.

2. Unclear Objectives of the Pancasila Student Profile Strengthening Project

Because the Pancasila Student Profile Strengthening Project is new, its implementation remains unclear. At MAN West Lombok, the implementation of the Pancasila Student Profile Strengthening Project was not thoroughly prepared, resulting in unclear objectives.

3. Multiple Perceptions about the Pancasila Student Profile Strengthening Project.

Lack of knowledge about the Pancasila Student Profile Strengthening Project can lead to multiple perceptions, especially among curriculum developers. These multiple

perceptions result in confusion regarding the Pancasila Student Profile Strengthening Project. This sentiment was echoed by a teacher at MAN West Lombok.

Other obstacles to the implementation of the Pancasila Student Profile Strengthening Project can be influenced by several factors, including:

1. Lack of supportive learning media

Learning media is a supporting tool used by teachers to deliver material more effectively. The use of learning media can influence student enthusiasm for learning. Students are more likely to be enthusiastic about learning if teachers use media in their lessons. The use of learning media can be beneficial in facilitating interactions between teachers and students, ensuring efficient and effective teaching and learning processes.

2. Diverse student characteristics and learning styles

Each student has their own innate characteristics (heredity) and environmental characteristics (environment). These characteristics can influence their learning styles. The diversity of student learning styles can hinder teachers' delivery of lesson material, so training is needed on how to address student characteristics and learning styles in the teaching and learning process under the independent curriculum.

3. Lack of Facilities and Infrastructure

Facilities and infrastructure are important instruments in educational institutions. The presence of these facilities and infrastructure can support the smooth achievement of learning success and objectives.

CONCLUSION

The researcher concluded that in the implementation of the Pancasila Student Profile Strengthening Project at MAN West Lombok, the theme of the Pancasila Student Profile Strengthening Project was "The Voice of Democracy." This aligns with the annual student organization leadership rotation program at MAN West Lombok. These obstacles included incomplete knowledge about the Pancasila Student Profile Strengthening Project, unclear objectives, and multiple perceptions about the Pancasila Student Profile Strengthening Project. To address these obstacles, the principal of MAN West Lombok conducted regular monitoring and evaluation to minimize any obstacles.

BIBLIOGRAPHY

- Abdul Fattah Nasution. (2023). *Hambatan dan Tantangan Implementasi Kurikulum Merdeka di MTS Raudhatul Uluum Aek Nabara Labuhan Batu*, *Journal on Education*, Vol. 5, No. 4, Agustus 2023.
- Abdurrahman, Fatoni. (2006). *Metodologi Penelitian dan Teknik Penyusunan Skripsi*, (Jakarta: PT Rineka Cipta, 2006) hlm 104-105.
- Acep Ruswan dkk. (2024). *Penerapan Proyek Penguatan Profil Pelajar Pancasila melalui kegiatan kepramukaan*, *Jurnal Pendidikan Tambusai*, Vol 8, Nomor 1, 2024.
- Achmad Fauzi. (2023). *Implementasi Proyek Penguatan Profil Pelajar Pancasila Pada SMAN 1 Pengaron Kabupaten Banjar*, *Jurnal Educurio*, Vol. 1, No. 3, 2023.
- Agus Wibowo & Hamrin. (2012). *Menjadi Guru Berkarakter*, (Yogyakarta: Pustaka Pelajar, 2012), hlm. 102

- Ahmad Tanzeh. (2024). *Metode Penelitian Praktis*. Jakarta Pusat: PT Bina Ilmu.
- Ainin Mardhiah dan Said Ali Akbar. (2018). *Efektivitas Media Pembelajaran Terhadap Hasil Belajar Kimia Siswa SMA Negeri 16 Banda Aceh*, *Lantanida Journal*, Vol. 6, No. 1, 2018
- Andika Isma dkk. (2023). *Peta Permasalahan Pendidikan Abad 21 Di Indonesia*, *Jupiter: Jurnal Pendidikan Terapan*, Vol. 1, No. 3, September 2023, hlm. 11-28
- Anisa Intan Maharani dkk. (2023). *Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya*, *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora*, Vol. 1, No. 2, 2023
- Anisa Intan Maharani dkk. (2023). *Program P5 sebagai Implementasi Kurikulum Merdeka: Faktor Penghambat dan Upayanya*. *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, Dan Sosial Humaniora*, vol.1, no.2, mei 2023, hlm. 176-187
- Aprilia Juwita Sari. (2023). *Peran Bergotong Royong Dalam Meningkatkan Keharmonisan Siswa Sekolah Menengah Pertama*, *Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan*, Vol. 3, No. 3, Maret 2023, hlm. 79-84
- Baehaki. (2023). *Faktor Penghambat Guru Dalam Menerapkan Kurikulum Merdeka*, *Confrence of Elementary Studies*.
- Dakir. (2004). *Perencanaan dan Pengembangan Kurikulum*. Yogyakarta: Rineka Cipta.
- Dedi. (2006). Mulyana, *Metodologi Penelitian Kualitatif*. Bandung: Rosada.
- Desi Aulia, Hardianto & Rusdinal. (2023). *Analisis Kebijakan Kurikulum Merdeka Melalui Implementasi Proyek Penguatan Profil Pelajar Pancasila di Sekolah Dasar*, *Jurnal Pemikiran dan Pengembangan Sekolah Dasar*, Vol 11, No.1, April 2023, hlm.125
- Desmita. (2011). *Psikologi Perkembangan Peserta Didik*. Bandung: Remaja Rosdakarya.
- Dewi Kurniawati & Arta Ekayanti. (2020). *Pentingnya Berpikir Kritis Dalam Pembelajaran Matematika*, *Jurnal Penelitian Tindakan Kelas dan Pengembangan Pembelajaran*, Vol.3, No.2, 2020, hlm. 107-114
- Dini Irawati Dkk. (2022). *Profil Pelajar Pancasila Sebagai Upaya Mewujudkan Karakter Bangsa*, *Edumaspul: Jurnal Pendidikan*, Vol. 6, No. 1, 2022, hlm. 1224-1238
- Dwi Etika Hera Pradani Safitri. (2023). *Analisis Kebutuhan Pengembangan Kompetensi Guru Pendidikan Anak Usia Dini Dalam Melaksanakan Proyek Penguatan Profil Pelajar Pancasila (P5)*, *jurnal tambora*, vol.7, no.1, februari 2023, hlm. 297.
- Erwin Simon Paulus. O.W. (2023). *Problematika Implementasi Kurikulum Merdeka di Sekolah Dasar*, *Jurnal Ilmu Pendidikan*, Vol.3, No. 1, April 2023
- Farhan Iqbal Wirayuda dkk. (2024). *Implementasi P5 dalam Meningkatkan Jiwa Berwirausaha pada Peserta Didik*, *Jurnal Pendidikan: Guru Sekolah Dasar*, Vol. 1, No. 2, 2024
- Ibrahim dkk. (2024). *Implementasi Proyek Penguatan Profil Pelajar Pancasila (P5) pada Kurikulum Merdeka di MAN 2 Palembang*, *Jurnal Sadewa: Publikasi Ilmu Pendidikan, Pembelajaran dan Ilmu sosial*, Vol. 2, No. 1, 2024.
- Irawati, Dini, dkk. . (2022). *Profil Pelajar Pancasila sebagai Upaya Mewujudkan Karakter Bangsa*, *Jurnal Pendidikan Edumaspul*, Vol. 6. No. 1, 2022, hlm. 1224-1238.
- Isa dkk. (2022). *Peran Kepala Sekolah dalam Implementasi Kurikulum Merdeka di Sekolah Dasar*, *Jurnal Basicedu*, Vol. 6, No. 6, 2022

- Juliati Boang Manalu, Pernando Sitohang, & Netty Heriwati Henrika Turnip. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar, *Journal Mahesa Center*, vol. 1, no. 1, 2022, hlm. 84
- Leli Halimah. (2020). *Pengembangan Kurikulum dan Pembelajaran di Era Globalisasi*. Bandung: Reflika Aditama.
- Lexy J. Meleong. (2006). *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya.
- Nabila Ratri Widya Astuti dkk. (2023). Analisis Proyek Penguatan Profil Pelajar Pancasila (P5) dalam Implementasi Kurikulum Merdeka di SD, *Jurnal Pendidikan Tambusai*, Vol. 7, No. 3, 2023.
- Nafiah Nur Shofia Rohmah Dkk. (2023). Strategi Penguatan Profil Pelajar Pancasila Dimensi Berkebhinekaan Global di Sekolah Dasar, *Jurnal Elementaria Edukasia*, Vol. 6, No.3, September 2023.
- Nida Hanifah dkk. (2023). Peran Orang Tua dalam Penerapan P5 Kurikulum Merdeka di Sekolah Dasar, *Jurnal Pendidikan Tambusai*, Vol. 7, No. 3, 2023.
- Niluh Ari Kusumawati. (2022). Implementasi Dimensi Profil Pelajar Pancasila Dalam Satuan Pendidikan Dasar, *Sang Acharia: Jurnal Profesi Guru*, Vol. 3, No. 2, November 2022.
- Rani Nurwidya dkk. (2022). Implementasi Kurikulum Merdeka Melalui Strategi Proyek Penguatan Profil Pelajar Pancasila (P5) untuk Meningkatkan Budaya Kerja Siswa di SMK Negeri 2 Boyolangu, *Journal Belantika Pendidikan*, Vol. 3, No. 1, 2022.
- Ridwan. (2004). *Statistika Untuk Lembaga dan Instansi Pemerintah/Swasta*. Bandung: Alfabeta.
- Sela Oktavia dan Harmanto. (2023). Penguatan Karakter Kreatif Melalui Proyek Penguatan Profil Pelajar Pancasila Pada Tema Kewirausahaan di Kelas XI SMAN 1 Krian, *Civilia: Jurnal Kajian Hukum dan Pendidikan Kewarganegaraan*, Vol.2, No.3, Juli 2023
- Siswati, . (2019). Pengembangan Soft Skills Dalam Kurikulum Untuk Menghadapi Revolusi Industri 4.0, *Edukasi: Jurnal Pendidikan*, Vol.17, No. 2, 2019, hlm 264-273
- Sudarwan Danim. (2002). *Menjadi Peneliti Kualitatif Rancangan Metodologi*. Presentasi, dan Publikasi Hasil Penelitian untuk Mahasiswa dan Penelitian Pemula Bidang Ilmu Sosial, Pendidikan, dan Humaniora. Bandung: Remaja Rosdakarya.
- Sugiyono. (2005). *Memahami Penelitian*. Bandung: CV Alfabeta.
- , (2008). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Supardi. (2005). *Metodologi Penelitian Ekonomi dan Bisnis*. Yogyakarta: UII Press.
- Sutaga. (2022). Tingkat Kompetensi Guru Melalui Pembelajaran Berdiferensiasi, *Jurnal Inovasi*, Vol. 8, No.9, 2022, hlm. 58-65
- Syaiful Sagala. (2009). *Kemampuan Profesional Guru dan Tenaga Kependidikan*. Bandung: Alfabeta.
- Yuntawati dkk. (2023). Proyek P5 sebagai Penerapan Diferensiasi Pembelajaran dalam Kurikulum Merdeka: Literatur Rivew Studi Kasus implementasi P5 di Sekolah, *Empiricism Journal*, Vol 4, N. 2, 2023