

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

IMPLEMENTATION OF THE PROJECT FOR STRENGTHENING THE PROFILE OF PANCASILA AND RAHMATAN LIL ALAMIN STUDENTS (P5PPRA) IN ISLAMIC ELEMENTARY SCHOOLS: AN ANALYSIS OF TEACHERS' CHALLENGES AND SOLUTIONS

Siska Wulandari*; Mulabbiyah; & Ramli

¹ Universitas Islam Negeri Mataram, Mataram, Indonesia

² Universitas Islam Negeri Mataram, Mataram, Indonesia

³ Universitas Islam Negeri Mataram, Mataram, Indonesia

[*mulabbiyah@uinmataram.co.id](mailto:mulabbiyah@uinmataram.co.id)

Abstract

The Project for Strengthening the Profile of Pancasila Students and Rahmatan lil Alamin Students (P5PPRA) serves as a platform to cultivate students' character by instilling noble values, tolerance, and the principles of Pancasila and Islam as a blessing for all creation. However, its implementation at MIN 1 Mataram has faced several challenges. This study aims to explore: (1) the implementation process of P5PPRA at MIN 1 Mataram, (2) the challenges encountered by teachers during its implementation, and (3) the strategies employed by teachers to overcome these challenges.

This research adopts a descriptive qualitative approach. Primary data were obtained through observations and interviews with teachers, students, and the school principal, while secondary data were sourced from relevant books and documents concerning P5PPRA implementation. Data were analyzed through the processes of data condensation, data display, and verification, with data validity ensured through source and method triangulation.

The findings reveal that (1) P5PPRA implementation at MIN 1 Mataram involves three stages: planning, which includes forming a project facilitator team, determining themes, dimensions, and project elements, designing project modules, and reporting strategies; implementation, where teachers integrate P5PPRA into subject teaching; and evaluation, through observing student activities and assessing their products. (2) Challenges include difficulties in designing project modules, time management issues, and limited facilities. (3) Strategies to address these challenges involve teacher collaboration, flexible scheduling with clear targets, encouraging students to bring project materials in groups, and using recycled materials.

Keywords: challenges; implementation; P5PPRA; Islamic elementary school.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

INTRODUCTION

The Project for Strengthening the Profile of Pancasila Students is a character and moral development initiative for students within the Merdeka Curriculum framework. The Pancasila Student Profile embodies the character and competencies grounded in the noble values of Pancasila, which are expected to be achieved by students. It encompasses six dimensions: faith and piety to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical thinking, and independence. This profile is crucial and beneficial to implement, as it provides students with opportunities for character strengthening and experiential learning from their surrounding environment (Nabila et al., 2023).

This principle is aligned with the mandate of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which has integrated P5 into its vision and mission, as stipulated in the Ministerial Regulation No. 22 of 2022 on the Strategic Plan for 2020–2024 (Kahfi, 2022). In line with this regulation, the implementation of the Merdeka Curriculum also applies to educational institutions under the Ministry of Religious Affairs. Ministerial Decree No. 34 of 2022 serves as the foundation for implementing the Merdeka Curriculum at Madrasah Ibtidaiyah (MI) (Sutri Ramah & Miftahur Rohman, 2023). The Directorate of Curriculum, Facilities, Institutions, and Student Affairs (KSKK) of Madrasah is committed to developing the curriculum while considering its minimal differences from general public schools. One key adaptation includes enhancing Islamic values of *Rahmatan lil Alamin* within the Pancasila Student Profile. As such, in madrasahs under the Ministry of Religious Affairs, the P5 program has evolved into the Pancasila Student Profile and *Rahmatan lil Alamin* Profile Reinforcement Project (P5PPRA).

The *Rahmatan lil Alamin* student profile comprises ten dimensions that students are expected to achieve: civility (*ta'addub*), exemplary conduct (*qudwah*), citizenship and nationalism (*muwatanah*), moderation (*tawassut*), balance (*tawazun*), uprightness and assertiveness (*i'tidal*), equality (*musawah*), deliberation (*syura*), tolerance (*tasamuh*), and dynamism and innovation (*tatawwur wa ibtikar*) (KSKK Directorate, 2022). P5PPRA offers students opportunities to experience knowledge as a means of character reinforcement and to learn from contextual, real-world issues. Through this project-based learning, students engage with meaningful themes and current social topics (KSKK Directorate, 2022).

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

The implementation of this student profile project is highly valuable, as it fosters the development of lifelong learners who are competent, character-driven, and act in accordance with the values of Pancasila and Islam *Rahmatan lil Alamin*. Furthermore, P5PPRA is expected to produce students who bring blessings to humanity, preserve tradition, and nurture inclusive and moderate religious values while embracing Indonesia's cultural diversity (KSKK Directorate, 2022).

The realization of these student profiles occurs through learning processes in schools, including face-to-face (intracurricular), extracurricular, and project-based co-curricular activities. Intracurricular learning accounts for 70–80% of instructional time, while co-curricular project-based learning comprises 20–30%. A distinct feature of the Merdeka Curriculum is this project-based co-curricular learning, aimed at strengthening student character and soft skills. In madrasahs under the Ministry of Religious Affairs, this is referred to as the P5PPRA (Ulandari & Rapita, 2023).

However, during implementation, many teachers struggle to effectively translate the student profile into concrete projects. This is largely because the Merdeka Curriculum is still relatively new, and teachers are gaining experience with its application (Nabila et al., 2023). This issue is critical, as teachers, acting as facilitators, must be capable of properly planning, organizing, and executing P5PPRA activities. In practice, the projects are often conducted at a basic level and lack a well-developed conceptual framework. Thus, it is essential to optimize P5PPRA implementation to align with government policy in cultivating students who embody the Pancasila and *Rahmatan lil Alamin* profiles.

Preliminary observations revealed that teachers at MIN 1 Mataram have implemented P5PPRA as part of the Merdeka Curriculum since the 2022/2023 academic year for Grades 1 and 4. Full implementation across all grades began in 2024/2025. In the teaching process, teachers employ the P5PPRA approach to impart knowledge and skills contextualized by the surrounding environment, while also instilling values aligned with Pancasila and Islam *Rahmatan lil Alamin*. However, various challenges remain. The school principal noted that not all teachers fully understand what P5PPRA entails.

While several studies have explored P5 implementation, most focus solely on the challenges faced by teachers and their contributing factors, without delving into how teachers overcome these challenges. For example, a

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

study by Annisa et al. (2024), titled "*Problematika Guru dalam Menerapkan Projek Penguatan Profil Pelajar Pancasila (P5) Kelas IV SDN Purwosari Baru 1*", addressed the problems and causes of teacher difficulties in P5 implementation but did not elaborate on the strategies employed to address them. Similarly, Fauza et al. (2024), in their study "*Problematika Implementasi Proyek Penguatan Profil Pelajar Pancasila Pada Mata Pelajaran Pendidikan Agama Islam dan Budi Pekerti*", discussed challenges in P5 implementation within Islamic education subjects but did not cover general school-wide issues or provide details on the solutions adopted.

Moreover, existing studies predominantly focus on general primary schools rather than Islamic elementary schools (*madrasah ibtidaiyah*). Based on this background, this study seeks to explore more deeply the challenges teachers face in implementing P5PPRA at MIN 1 Mataram, including the implementation process, the problems encountered, and the strategies used to address them. This research is significant because P5PPRA is still relatively new in the educational landscape, and understanding teacher challenges can contribute valuable insights for educators, researchers, and schools seeking to optimize P5PPRA implementation.

METHOD

This study employs a qualitative descriptive approach. The aim of this research is to describe the implementation of P5PPRA at MIN 1 Mataram, the issues surrounding its implementation, and the strategies employed by teachers to address these issues. The study was conducted in grades IV, V, and VI at MIN 1 Mataram. The data sources in this research are categorized into primary and secondary data. Primary data is obtained from observations and interviews with teachers, students, and the head of MIN 1 Mataram, while secondary data is gathered from books and documents related to the implementation of P5PPRA at MIN 1 Mataram. Data collection techniques used in this study include observation, interviews, and documentation. The data was analyzed through the stages of data condensation, data presentation, and data verification. To ensure the validity of the data, triangulation of sources and methods was conducted.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

FINDINGS AND DISCUSSION

Implementation of the Pancasila Student Profile Strengthening Project and Rahmatan Lil Alamin Student Profile (P5PPRA) at MIN 1 Mataram

The implementation of P5PPRA can be carried out through various learning approaches, both curricular (direct learning), co-curricular, and extracurricular, all of which are project-based. P5PPRA serves as an important strategy to empower teachers in designing learning processes that are closely linked to the realities of life. In this context, the use of projects in education becomes relevant as it not only provides theoretical understanding of concepts but also involves students directly in the learning experience. Projects can be integrated into various aspects of learning (Muktamar et al., 2024).

In the learning context, the application of project-based methods is highly relevant, especially with a focus on observation and problem-solving related to environmental issues. The project method requires active student involvement in finding solutions to environmental challenges, while also contributing positively to addressing these problems. In P5PPRA, the implementation of the project method not only aims to teach students about the values of Pancasila and Rahmatan lil Alamin but also encourages them to apply these values in their daily lives.

Based on interviews with teachers at MIN 1 Mataram, it was stated that "the implementation of P5PPRA at MIN 1 Mataram is carried out by integrating it into the lesson schedule." This aligns with the principle of P5PPRA, which is holistic. The holistic framework encourages examining a theme in its entirety and understanding the interconnectedness of various elements to gain a deeper understanding of an issue. The holistic approach emphasizes that each theme or lesson should be viewed as a whole, not in isolation (Satria et al., 2022). In P5PPRA, both teachers and students are encouraged to connect various aspects of life through an integrated perspective. With the theme of "Sustainable Lifestyle," which integrates science, social studies, and arts into one project, it provides a profound understanding of the human impact on the environment.

The implementation of P5PPRA at MIN 1 Mataram follows several stages, including:

Planning

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

The steps for planning the P5PPRA activities are based on the P5 planning flow. There is a series of steps in planning a project that can be adjusted to the needs and conditions of the school, consisting of four stages. The first stage involves the formation of the project facilitator team. The second stage involves designing the dimensions, theme, and scheduling of the project. The third stage is the development of the project module, and the fourth stage involves planning the reporting strategy for project outcomes.

1. Formation of the Project Facilitator Team

Based on the interviews conducted, the researcher found that "the formation of the facilitator team at MIN 1 Mataram is adjusted to the conditions and needs of the project implementation. If the project is a large-scale activity that requires a team, a project facilitator team will be formed. This team usually consists of homeroom teachers working together to develop the program."

Based on the interview findings, it can be concluded that the project facilitator team at MIN 1 Mataram is formed according to the project activities that will be carried out. The formation of the project and the facilitator team is organized with the permission of the school principal and is adjusted to the theme that will be implemented. The project facilitator team was formed for the 2023/2024 academic year. This finding is also supported by documentation obtained by the researcher, which includes the principal's decree on the P5PPRA facilitator team for the 2023/2024 academic year. The facilitator team consists of a project coordinator, a chairperson, a secretary, and members. The decree also outlines the core tasks of the facilitator team, which include project coordination and facilitation.

Aulia Pramita Sari et al. (Adelia & Rosyid, 2024) state that P5 planning begins with the formation of the facilitator team. The facilitator team is appointed by the school principal, taking into account aspects such as experience in project management and leadership skills, as well as high levels of discipline.

Similarly, Yola Mairahman and Reno Fernandes note that the facilitator team is formed and managed by the school principal, with the number of team members adjusted to the needs of the educational unit. The formation of the P5PPRA facilitator team at MAN 2 Padang is a crucial first step to ensure the success of the project (Mairahman & Fernandes, 2024).

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

The guidebook for developing the Pancasila Student Profile project also explains that the facilitator team consists of educators who plan, implement, and evaluate the project. The team is formed and managed by the educational unit leader and the project coordinator. The number of team members can be adjusted based on the educational unit's needs (Satria et al., 2022).

2. Determining the Theme, Dimensions, and Project Elements

Based on the interviews, the teacher stated that "the theme and dimensions of the project are adjusted to the needs of the students, relevant environmental conditions, and the interests and characteristics of the students. The P5 project theme at MIN 1 Mataram is Sustainable Lifestyle." This data from the interviews is supported by documentation in the form of project modules, which outline the dimensions and themes, and are broken down into elements and sub-elements.

Khoirur Rohmah, Herry Sawiji, and Tutik Susilowati (2023) explain that the selection of themes and dimensions for P5 usually refers to the vision and mission of the program being implemented. The theme selection is aligned with the ecosystem and unity of the school (Rahman, et al., 2023). This aligns with the explanation in the P5 development guidebook that the choice of dimensions can be based on the educational unit's vision and mission or the program to be run in the academic year. During the development of the project module, the determination of target dimensions is followed by the selection of elements and sub-elements that are aligned with the students' needs and conditions (Satria et al., 2022).

3. Designing the Project Module

The project module is crucial in project-based learning as it assists teachers in determining the appropriate dimensions that match the characteristics of the students, ensuring that the project is directed and aligned with the learning objectives. The module functions as a learning resource that integrates character-building activities (Susilawati et al., 2023).

In the implementation of P5PPRA, teachers at MIN 1 Mataram have used project modules. These modules are designed as guides for carrying out project activities. Some teachers at MIN 1 Mataram utilize example modules provided by the government, modifying them according to the characteristics and needs of the activities to be implemented. Educators

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

have the flexibility to create their own project modules or select and modify existing ones to suit the context and student needs (Mairahman & Fernandes, 2024).

4. Designing the Project Reporting Strategy

The final step in the planning process is to design a strategy for reporting project outcomes. At MIN 1 Mataram, project activities are included in a special project report related to P5PPRA. According to the documentation, the project report format used at MIN 1 Mataram is consistent with the reporting format outlined in the Pancasila Student Profile project development guidebook.

P5PPRA Implementation Phase

The P5PPRA activities at MIN 1 Mataram focus on the theme "Sustainable Lifestyle," with the activity topics for grades IV and VI being creating products from recycled materials, while grade V focuses on the topic "We Are Climate Warriors."

Based on interviews, it was found that "the project for grades IV and VI is conducted on Saturdays during the Arts and Culture lesson, but not every week; rather, the time is allocated at the beginning, middle, or end of the semester. Meanwhile, for grade V, which focuses on 'We Are Climate Warriors,' the project is held on Tuesdays and Wednesdays during the IPAS lesson." These findings were also confirmed by interviews with students at MIN 1 Mataram, who said that "the project activities for grades IV and VI are held on Saturdays, while for grade V, they take place on Tuesdays and Wednesdays during IPAS lessons."

The project activities are not conducted simultaneously, but according to the planning and readiness of each teacher. The topics are also different, so the resulting products vary. The projects carried out in grades IV and VI, focusing on recycling materials, will produce items like flowers, pencil cases, tissue holders, and others.



Image 1

Implementation in Grade IV



Image 2

Implementation in Grade VI

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

These P5PPRA activities benefit the students by providing opportunities to learn cooperation and teamwork in carrying out the project, gain knowledge as part of character strengthening, and learn from their surrounding environment or specific locations. This project also inspires students with contributions and impacts for their surroundings. According to Nurul Wahidah et al. (2023), cooperation is a traditional value that has become ingrained; it refers to a job done together voluntarily, with the aim of making the work easier, smoother, and more efficient. Sharing roles, aligning actions within groups, and maintaining harmony to achieve common goals fall under the sub-element of coordination.

Here are the results of the P5PPRA project on sustainable lifestyles with the topic of waste recycling.



Through this activity, students can form and strengthen the Pancasila Student Profile character traits, such as creativity, critical thinking, and teamwork. Additionally, it helps build the character of faith, devotion to God Almighty, and noble morals through habits like disposing of waste properly and showing kindness to peers. This aligns with the goal of P5, which not only focuses on the products created but also on the continuous enhancement and strengthening of students' character.

Evaluation Stage

In carrying out any learning activity, it is important to include an evaluation stage. The purpose of evaluation is to identify shortcomings during the P5PPRA activity, assess student progress and abilities, and find solutions to problems that arise during the project. This process also prepares for improvements in future projects. According to interviews with teachers, the evaluation of P5PPRA activities at MIN 1 Mataram is conducted through performance assessments, where teachers observe the students' activities. Additionally, evaluations are made based on the products produced. At the end of the activity, teachers and students conduct a joint evaluation to discuss what has been learned and achieved throughout the P5PPRA activity.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

Evaluations may include performance assessments, product assessments, and attitude assessments through observation. The project evaluation is more focused on the achievement of the project dimensions, as the goal of P5PPRA is to achieve the dimensions of the Pancasila Student Profile and Rahmatan lil Alamin as defined.

Abd Halik et al. (2024) found that at the end of a project, students reflect on the overall process of the activity. Similarly, Cindi Pebrian, Diah Sunarsih, and Dedi Romli (2024) discovered that at SDN Cigadung 03, students conduct joint evaluations with teachers to reflect on what has been learned and achieved during the P5 activity. Students also engage in personal reflection by writing about their experiences, which helps them remember what they have learned and reinforces their understanding of their responsibility toward the environment (Haq et al., 2024).

Evaluation of project implementation focuses on the process, not the final result. The benchmark for evaluation is the growth and development of students, teachers, and the educational unit. What is evaluated is not how many students achieve high final scores or the quality of the products but how and to what extent students have learned and developed the student profile throughout the project.

Problematics Faced by Teachers in Implementing the Pancasila Student Profile Strengthening Project (P5PPRA)

Like the Merdeka Curriculum, the P5PPRA program is also a new initiative in Indonesia's educational system. Naturally, its implementation does not always run smoothly. Several challenges have been faced by teachers in carrying out the P5PPRA program. Therefore, there needs to be efforts made by these teachers to overcome the obstacles they face.

According to an interview with the head of MIN 1 Mataram, "The barriers to implementing P5PPRA at MIN 1 Mataram include the limited understanding of teachers on how to implement P5PPRA, as well as the limited infrastructure available at MIN 1 Mataram. Teachers must adjust the activities they carry out according to the available resources."

1. Teachers face difficulties in designing project modules

Based on the interview results, the researcher found that several teachers at MIN 1 Mataram still face difficulties in designing the P5PPRA project modules. This is because teachers do not yet understand the guidelines for designing project modules as they are still in the process of

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

adjustment. Typically, project activities are included in the main learning process, but now they are separate as project modules distinct from regular teaching modules.

In the implementation of P5PPRA at MIN 1 Mataram, one of the main challenges in the planning phase lies in the lack of human resources, particularly the teachers' understanding of how to design the P5PPRA teaching modules. When preparing the project module, teachers struggle to determine the theme, formulate objectives, and plan engaging activities for the students. The researcher's findings align with the research by Winda Nabila, et al., that during the planning phase, teachers face difficulties in designing project modules, such as choosing appropriate project themes and structuring the project activities with clear and planned stages. This is due to teachers' insufficient understanding of the components that should be included in the P5 module (Nabila et al., 2023).

The lack of sufficient training on project module design is a key factor causing difficulties for teachers at MIN 1 Mataram. Teachers admit to having limited knowledge about creating proper and effective project modules. They tend to rely on available modules from the internet, which they modify according to the projects to be implemented.

This is consistent with previous research by Sintiawati in Okky Yansah, et al., that the lack of training for teachers and educational staff hinders the implementation of P5 in the Merdeka Curriculum. Adequate training is needed so that teachers and educational staff can understand the concepts and goals of the Merdeka Curriculum and can develop curricula that meet the needs and conditions of their schools (Yansah et al., 2023).

These findings indicate that the planning phase in the implementation of P5PPRA at MIN 1 Mataram still requires improvement. A more structured and systematic effort is needed to improve teachers' understanding, provide adequate training, and enhance program management in schools. By doing so, the implementation of P5PPRA can run more effectively and achieve the desired goals in shaping the Pancasila Student Profile and Rahmatan lil Alamin Student Profile.

2. Teachers face difficulties in managing project implementation time

Based on the interview results, it was found that teachers at MIN 1 Mataram feel that the students' learning time at school is still insufficient. Teachers face difficulties in managing the time for implementing the

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

P5PPRA project because the P5PPRA requires a significant amount of time. Therefore, teachers manage the time by using lesson hours that are related to the theme and topics being implemented, and then integrate them with those subjects.

The research findings also align with research by Dwi Nur Annisa, who found that 4th-grade teachers at SDN Purwosari Baru faced difficulties in managing the project time due to the short learning time. As a result, teachers set special time on Saturdays to conduct project activities, although not on a regular basis (Annisa et al., 2024). Furthermore, Winda Nabila, et al., in their research also found that teachers feel that students' learning time is still insufficient for carrying out P5 activities. This is because the learning time, especially in lower grades, is too short, and students in the lower grades are still difficult to manage (Nabila et al., 2023).

The time allocated for projects has been regulated by the ministry based on the total project hours, so teachers only need to adjust. However, in reality, the implementation of project hours is not as recommended. In fact, project implementation can go well if the allocated project hours are met.

Referring to the P5PPRA development guidebook from the Ministry of Religious Affairs of the Republic of Indonesia, the total project time is generally 20-30% of the total learning hours for one year. The time allocation for each project does not have to be the same. One project may take longer than another. In terms of time management, projects can be implemented separately or integrated with other project-based learning, and the time for each project does not have to be the same (Directorate of KSKK, 2022).

The timing for the implementation of the P5PPRA project is also regulated by the Ministry of Education and Culture, which suggests designating one day each week for project activities, allocating 1-2 hours at the end of the day for project work, and collecting and documenting the results of the project themes within a specific time period. This timing can be selected based on the readiness of the education unit.

3. Limited infrastructure and facilities

To carry out the P5PPRA activities, adequate infrastructure and facilities are needed to support the process. This is because having the necessary resources will make it easier for teachers to carry out the

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

activities. The P5PPRA program should ideally require sufficient support, such as textbooks, relevant teaching materials, and adequate facilities. Additionally, schools should have good infrastructure to support the implementation of the P5 program. For instance, there should be enough space for students (Nabila et al., 2023).

Based on the interview with the head of MIN 1 Mataram, the researcher found that the infrastructure and facilities at MIN 1 Mataram are still limited. Several teachers also mentioned that the facilities at MIN 1 Mataram were not entirely supportive of the project activities. The lack of adequate infrastructure and facilities at the school has become a barrier to the optimal implementation of the project. This highlights a gap between the needs of the program and the available infrastructure, which can affect the quality and effectiveness of the P5PPRA implementation.

Khoirur Rohmah, et al., stated that one of the supporting factors for the successful implementation of P5 is the availability of adequate and proper infrastructure and facilities throughout the project. Having these resources can support the project's success, making it easier to carry out the activities without any obstacles (Rohmah et al., 2023).

The impact of these limitations is significant. Project activities become less interactive because students cannot engage in exploratory activities optimally. This limitation can eventually affect the main goal of P5PPRA, which is to shape students' characters based on the values of Pancasila and Islam Rahmatan lil Alamin.

The availability of facilities and infrastructure such as libraries, classrooms, laboratories, and teaching resources is crucial for supporting learning activities in the Merdeka Curriculum. Adequate infrastructure can help teachers deliver meaningful learning experiences for students. Therefore, the lack of infrastructure and facilities can result in less effective teaching (Fauza, 2024).

The implementation of the P5PPRA program should require the support of adequate resources, such as textbooks, relevant teaching materials, and suitable facilities. Moreover, schools should have good infrastructure to support the P5PPRA program, such as enough space for students to work in groups or specific rooms to work on projects.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

Teachers' Strategies in Overcoming Challenges in the Implementation of the Strengthening Projects of Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA)

Based on the interviews conducted, the researcher identified several strategies employed by teachers to overcome the challenges they faced in implementing P5PPRA at MIN 1 Mataram, including the following:

1. Teachers' Strategies in Overcoming Difficulties in Designing Project Module

According to the interview results, several teachers stated that "*the strategies employed to overcome the difficulties in designing project modules include engaging in discussions or collaborations with fellow teachers to share experiences in developing project modules. Teachers also participate in training to enhance their understanding of how to design the projects. Additionally, they involve students in the project planning process to ensure that the activities align with the students' needs.*"

Attending training sessions provides various benefits for teachers in implementing the P5PPRA program at school. For example, it helps teachers better understand the design flow of P5PPRA activities, grasp the core essence of P5PPRA, design effective project modules, and develop appropriate assessments for the activities. Teachers may also engage in professional discussions with their peers to exchange information related to the P5PPRA program (Nabila et al., 2023).

Hani Subakti, in her journal article, states that the role of teachers as facilitators and mentors is crucial. Therefore, specific training programs are needed to strengthen teachers' understanding and skills in developing the Pancasila Student Profile within the school environment (Subakti, 2024). Training on P5PPRA is essential to improve teachers' comprehension, skills, and competencies in executing project-based learning. This will positively influence the quality of education and foster the character development of students in alignment with the values of the Pancasila and Rahmatan lil Alamin profiles.

2. Teachers' Strategies in Overcoming Time Management Issues in Project Implementation

According to the interview findings, some teachers revealed that "*the strategies used to manage the limited time available for project implementation include creating a flexible but well-planned weekly schedule,*

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

integrating projects with other subjects to avoid disrupting core lessons, setting clear targets, implementing group work systems to expedite project completion, and aligning projects with academic schedules, especially for sixth-grade students preparing for final examinations. These strategies help teachers balance between implementing P5 and maintaining regular academic instruction, allowing projects to run more effectively without compromising other lessons."

Melia Farahdilah, in her study, found that P5 activities at SMPN 9 Purwokerto were carried out by taking into account the effectiveness of time and the condition of students. The adoption of a weekly block method proved to be a suitable solution to maintain students' enthusiasm for the activities. This strategy was implemented to ensure students remained focused on their regular lessons while actively participating in the P5 program (Farahdilah, 2024).

The implementation of P5PPRA offers flexibility, such as allocating a specific day each week or an entire week every month for project work. With such flexibility, each educational institution can adjust their project schedules based on their readiness, without interfering with regular learning activities.

3. Teachers' Strategies in Addressing the Limitations of Facilities and Infrastructure

Based on the interviews, the researcher found that several strategies used by teachers to overcome the limited facilities and infrastructure at MIN 1 Mataram include asking students to bring their own tools and materials in groups, using recycled materials for projects to save costs and enhance students' creativity, and dividing students into small groups to optimize classroom space. These measures ensure that projects can still be carried out effectively despite the limited facilities available at school.

Winda Nabila, in her research, found that to address the lack of facilities, teachers at SDN Batok Bali took the initiative to bring their own practice materials. In addition, teachers asked students to bring the necessary materials to school, typically assigning students to bring them in groups to avoid placing a heavy burden on individuals (Nabila et al., 2023).

In response to limited resources and facilities, it is necessary to allocate sufficient funding to provide quality materials and infrastructure that support project activities. The availability of such resources will make

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

project activities more meaningful, allowing students to absorb knowledge and develop their character effectively. One of the critical success factors for implementing P5 is the availability of adequate and functional facilities during project execution. Such facilities enhance the success and smooth implementation of the project (Rohmah et al., 2023).

Teachers can begin P5 activities with simple steps, such as selecting topics that are accessible and suitable for the students' characteristics. They may also collaborate with students' parents, as parental support is crucial for providing resources needed during project implementation.

CONCLUSION

The findings of this study indicate that: (1) The implementation of the P5PPRA program at MIN 1 Mataram is carried out in three stages. The first stage is planning, which includes: (a) forming a project facilitator team, (b) determining the project's theme, dimensions, and elements, (c) designing the project module, and (d) planning the reporting strategy. The second stage is implementation, where teachers integrate P5PPRA into subject lessons. The P5PPRA activities at MIN 1 Mataram focus on the theme of Sustainable Lifestyle. For Grades IV and VI, one of the activities involves creating products from recycled materials, while Grade V focuses on the topic "We Are Climate Fighters." The third stage is evaluation. Evaluation is carried out through performance assessments by observing student activities, as well as product assessments of the outcomes created by students. At the end of the project, teachers and students conduct a reflection together to evaluate what they have learned and achieved throughout the P5PPRA activities.

(2) The challenges faced by teachers in implementing P5PPRA at MIN 1 Mataram include: (a) difficulties in designing project modules, (b) challenges in managing the time for project implementation, and (c) limited availability of supporting facilities and infrastructure. (3) The strategies employed by teachers to overcome these challenges are: (a) engaging in peer discussions, participating in training sessions, and involving students in the project planning process, (b) creating flexible schedules, integrating projects with other subjects, setting clear targets, applying group work systems, and aligning projects with academic activities, and (c) asking students to bring their own materials in groups, using recycled items as project materials, dividing students into small groups, and utilizing digital learning resources such as the internet and educational videos.

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

REFERENCES

Adelia, N., & Rosyid, A. (2024). Implementasi projek penguatan profil pelajar Pancasila pada siswa sekolah dasar. *Pedagogia: Jurnal Ilmiah Pendidikan*, 16(1), 43–46. <https://doi.org/10.55215/pedagogia.v16i1.9884>

Annisa, D. N., Agustina, R. L., Noormaliah, N., Lismayanti, H., & Rafiah, H. (2024). Problematika guru dalam menerapkan projek penguatan profil pelajar Pancasila (P5) Kelas IV SDN Purwosari Baru 1. *ALACRITY: Journal of Education*, 4(2), 475–495. <https://doi.org/10.52121/alacrity.v4i2.389>

Farahdilah, M. (2024). *Penerapan projek penguatan profil pelajar pancasila mata pelajaran PAI dan BP pada Kurikulum Merdeka di SMP Negeri 9 Purwokerto* [Skripsi Universitas Islam Negeri Prof. K.H Saifuddin Zuhri Purwokerto]

Fauza, R. (2024). *Problematika implementasi proyek penguatanprofil pelajar Pancasila pada mata pelajaran Pendidikan Agama Islam Dan Budi Pekerti di SMPN 4Kubung Kabupaten Solok*. [Skripsi Universitas Islam Negeri Imam Bonjol Padang]

Halik, A., Resa, A., & Ilmi, N. (2024). Penerapan model kooperatif tipe talking stick untuk meningkatkan hasil belajar. *JUARA SD: Jurnal Pendidikan dan Pembelajaran Sekolah Dasar*, 3(1), 12-28.

Haq, A. A., Rahayu, D., Denoya, N. A., & Fitrian, S. (2024). Implementasi Projek penguatan profil pelajar Pancasila (P5) pada Kurikulum Merdeka di SD Negeri 18 Kota Padang. *Inspirasi Dunia: Jurnal Riset Pendidikan Dan Bahasa*, 3(1), 194–199. <https://doi.org/10.58192/insdun.v3i1.1819>

Kahfi, A. (2022). Implementasi profil pelajar Pancasila dan implikasinya terhadap karakter siswa di sekolah. *Dirasah: Jurnal Pemikiran Dan Pendidikan Dasar Islam*, 5(2), 138–151. <https://doi.org/10.51476/dirasah.v5i2.402>

Kementerian Pendidikan dan Kebudayaan. (2022). *Panduan pengembangan projek penguatan profil pelajar Pancasila dan profil pelajar Rahmatan Lil Alamin* (PP 1-108). Direktorat Jenderal Pendidikan Islam.

Mairahman, Y., & Fernandes, R. (2024). Kesiapan dan kendala guru dalam implementasi P5PPRA (Studi kasus MAN 2 Kota Padang). *Charta Educa: Jurnal Kajian Pendidikan*, 1 (2), 69-80. <https://doi.org/10.24036/crt.v1i2.11>

Muktamar, A., Yusri, H., Reski Amalia, B., Esse, I., & Ramadhani, S. (2024). Transformasi pendidikan: Menyelami penerapan proyek P5 untuk membentuk karakter siswa. *Journal of International Multidisciplinary Research*, 2(2), 5. <https://journal.banjaresepacific.com/index.php/jimr>

Nabila, W., Andriana, E., & Rokkmanah, S. (2023). Kesulitan guru dalam menerapkan proyek penguatan profil pelajar Pancasila di sekolah dasar. *Dikdaktik : Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 9(5), 2865–2874.

Rohmah, F. N. F. K., Sawiji, H., & Susilowati, T. (2023). Pendidikan karakter

PROCEEDINGS OF THE 3RD INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION AND SCIENCE DEVELOPMENT (ICONSIDE)

Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Mataram, Indonesia

10 May 2025 | e-ISSN 3064-2310 | Volume: 3

Available online at <https://proceeding.uinmataram.ac.id/index.php/iconside>

melalui pelaksanaan projek penguatan profil pelajar Pancasila (P5) di Jenjang SMK. *JIKAP: Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 7(6), 535. <https://doi.org/10.20961/jikap.v7i6.73447>

Satria, R., Adiprima, P., Sekar, W. K., & Harjatanaya, T. Y. (2022). *Panduan pengembangan projek penguatan profil pelajar Pancasila*. Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi.

Subakti, H. (2024). Pelatihan projek penguatan profil pelajar Pancasila (P5) bagi guru di Kabupaten Mahakam Ulu. *ADM: Jurnal Abdi Dosen dan Mahasiswa*. 2(3), 451-462. <https://dx.doi.org/10.61930/jurnaladm>

Susilawati, W. O., Anggrayni, M., & Kustina. (2023). Pengembangan modul P5 (Proyek Penguatan Profil Pelajar Pancasila) fase b tema kewirausahaan di sekolah dasar. *INNOVATIVE: Journal Of Social Science Research*, 3(2), 9799-9812. <https://j-innovative.org/index.php/Innovative>

Sutri Ramah, & Miftahur Rohman. (2023). Analisis kebijakan implementasi Kurikulum Merdeka di madrasah. *Bustanul Ulum Journal of Islamic Education*, 1(1), 97-114. <https://doi.org/10.62448/bujie.v1i1.23>

Ulandari, S., & Rapita, D. D. (2023). Implementasi projek penguatan profil pelajar Pancasila sebagai upaya menguatkan karakter peserta didik. *Jurnal Moral Kemasyarakatan*, 8(2), 116-132. <https://doi.org/10.21067/jmk.v8i2.8309>

Wahidah, N., Zubair, M., Fauzan, A., & Alqodri, B. (2023). Implementasi profil pelajar Pancasila di SMP Negeri 1 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, 8(1b), 696-703. <https://doi.org/10.29303/jipp.v8i1b.1287>

Yansah, O., Asbari, M., Jamaludin, G. M., Marini, A., & Zulela, M. S. (2023). Implementasi kebijakan Kurikulum Merdeka di sekolah dasar: Tantangan dan peluang. *Journal of Information Systems and Management (JISMA)*, 2(5), 48-52.