

Planning and Implementation of Strengthening the Pancasila Student Project Rahmatan Lil Alamin in Islamic High School

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ABSTRACT

This research aims to analyze the planning and implementation of P5PPRA (Project to Strengthen Pancasila Student Profile and Rahmatan Lil Alamin Student Profile) at MAN 4 Kebumen. This research is a qualitative study of the phenomenological type. The subjects in this study were the headmaster and the P5PPRA team at MAN 4 Kebumen. Data collection techniques included observation, interviews, and documentation. Data analysis techniques included data collection, condensation, data presentation, and data verification. The results of the study indicate that: 1) The planning of Project to Strengthen Pancasila Student Profile and Rahmatan Lil Alamin Student Profile at Madrasah Aliyah Negeri 4 Kebumen includes forming a coordinating team, school preparation, selecting project themes, and developing modules. Furthermore, the implementation of Project to Strengthen Pancasila Student Profile and Rahmatan Lil Alamin Student Profile at Madrasah Aliyah Negeri 4 Kebumen has carried out three themes, namely the Sustainable Lifestyle theme, the Bhinneka Tunggal Ika theme, and the Voice of Democracy theme

INTRODUCTION

Character education has long been the soul and spirit of the education system in Indonesia (Ratnawati et al., 2018). Essentially, humans from birth to the end of their lives undergo a process of self-development. Therefore, through an activity called education, it is a process of activities aimed at developing one's potential (Munna & Kalam, 2021; Sudarsana et al., 2019). Educational activities will continue as long as humans have existed on earth until the end of life on this earth. Education is an effort to advance the growth of character (inner strength, character), mind, and body of a child. Education is considered important for every individual; in the world of education, the targets of education are humans, which include students, educators, headmasters, administrators, parents of students, and the community. Education is a process of human development towards optimal peaks in the cognitive, affective, and psychomotor domains possessed by humans themselves. Education is not only about academics, but education also plays a role in shaping students' personalities (Jach et al., 2023; Tiara Ramadhani et al., 2024).

In an effort to develop strong character in students, the implementation of the independent curriculum has been launched in Indonesia. The independent curriculum aims to develop strong student character, known as the strengthening project of the Pancasila student profile *Rahmatan Lil Alamin* for schools under the Ministry of Religious Affairs. This is stated in KMA Number 450 of 2024, which is a madrasah curriculum designed with the aim of developing the potential of students to become individuals who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and 1 become democratic citizens. Thus, the implementation of the independent curriculum and related efforts to strengthen student profiles and *Rahmatan Lil Alamin* student profiles for students, especially in madrasahs, will be further strengthened.

LITERATURE REVIEW

The mission of Islamic education, in this case, Madrasah, must be able to realize Islamic values in the character formation of Indonesian people, where in the 21st century, it will meet between intellectual demands and religious demands, so that Islamic education will be able to become an alternative education among Indonesian society in general (Idris et al., 2023; Tolchah & Arfan Mu' ammar, 2019). Becoming an alternative education in relation to this Madrasah education means a Madrasah that is able to stand as a community educational institution. As a formal Islamic educational institution under the auspices of the Ministry of Religious Affairs, Madrasah Aliyah has a strategic role in shaping the character of students that is in line with Pancasila values and Islamic teachings that are *Rahmatan Lil Alamin* (Wardi et al., 2023).

P5PPRA is an educational initiative launched by the Indonesian government to strengthen the implementation of Pancasila values in the daily lives of students (Fatimah & Chamdani, 2023; Zahrah & Amaliyah, 2024). This program is designed to build the character of the Indonesian young generation that aligns with the Pancasila ideology through a project-based learning approach. The concept of *Rahmatan Lil Alamin* itself comes from the Quran,

Surah Al-Anbiya: 107, which means 'And We have not sent you (Muhammad) except as a mercy to all the worlds.' This concept emphasizes the universal values of Islam that bring goodness to all mankind and the universe, in line with the Pancasila values as the foundation of the Indonesian state.

The integration of the Pancasila Student Project concept with the *Rahmatan Lil Alamin* principle in the context of madrasah aliyah (Islamic senior high school) becomes important to study for several fundamental reasons (Satriadi et al., 2024). First, the phenomenon of moral and character degradation among the young generation, marked by the increasing cases of intolerance, radicalism, and extremism in the educational environment (Lavenne-Collot et al., 2022; Revell & Elton-Chalcraft, 2021). Second, there is still a gap between the theoretical understanding of Pancasila values and their implementation in the daily lives of students. Third, there is a need to integrate moderate Islamic values with national values in the madrasah education system (Wardi et al., 2023).

According to data from the Center for Islamic and Community Studies UIN Jakarta in 2021, approximately 37% of students in madrasahs still have intolerant attitudes and tend to be radical towards differences. This indicates that strengthening the values of religious and national moderation still needs to be improved in the madrasah environment (Weeke Alfulana, 2023). Meanwhile, research conducted by the Research and Development Agency of the Ministry of Education and Culture (2020) shows that the implementation of Pancasila-based character education in schools is still not optimal, with varying levels of understanding and application across regions and school types.

Madrasah Aliyah as an Islamic educational institution has unique characteristics because it combines the national curriculum with the religious curriculum (Pratiwi, 2024). This provides a strategic opportunity to implement the Pancasila Student Project with a *Rahmatan Lil Alamin* approach. Modernist Islamic education as applied in madrasahs has the potential to become an educational model that promotes the values of tolerance, inclusiveness, and religious moderation that are in line with Pancasila principles (Kawangung, 2019; Muchtar et al., 2022; Satria & Budrianto, 2025). The challenges in implementing the Pancasila Student Project with the *Rahmatan Lil Alamin* approach in madrasah aliyah include conceptual, methodological, and practical aspects. Conceptually, a comprehensive understanding of the integration of Pancasila values with *Rahmatan Lil Alamin* Islamic teachings is needed. Methodologically, an effective learning approach is needed to transform concepts into practice in students' daily lives. Practically, a conducive system, resources, and educational ecosystem support are needed for the implementation of the program.

Many studies have been conducted on the implementation of P5PPRA. For example, research by Fatimah et al., which studied P5PPRA in inclusive schools, showed that there are still many challenges in implementing P5PPRA, especially for students with disabilities (Fatimah & Chamdani, 2023). Halimatussa'diyah et al., who studied P5PPRA in learning at madrasahs, found that the planning process is carried out at the beginning of the academic year by involving teachers and education staff in understanding the themes/topics to be implemented, preparing the school ecosystem, and determining the P5PPRA

implementation strategy design in madrasahs. The implementation phase gives authority to teachers to organize the implementation stages of P5PPRA in the subjects/classes they teach, which is expected to increase teacher creativity and student involvement in the learning process (Halimatussa'diyah et al., 2025).

Considering the continued importance of understanding how to implement P5PPRA effectively, this research aims to analyze the planning and implementation of P5PPRA in madrasah aliyah, which is important to conduct. This research is expected to provide theoretical and practical contributions in developing a character education model that integrates Pancasila values and Rahmatan Lil Alamin Islamic teachings in madrasah Aliyah.

METHODOLOGY

This research employs a qualitative approach of the phenomenological type. Phenomenological research is an approach in qualitative research that focuses on individuals' lived experiences related to a specific phenomenon (Creswell, 2014). This approach aims to describe the meaning of several individuals' lived experiences about a concept or phenomenon. The subjects in this study were the headmaster and the P5PPRA team at MAN 4 Kebumen. Data collection techniques used observation, interviews, and documentation. Triangulation techniques were used for data validity. Data analysis techniques used the Miles and Huberman and Saldana model, which consists of four stages: data collection, data condensation, data display, and data verification (Miles et al., 2014). The first stage is data collection, where researchers collect data through observation, interviews, and documentation to analyze the implementation of P5PPRA at MAN 4 Kebumen. Data collection in qualitative research is iterative, meaning it can be done repeatedly as needed until the data reaches a saturation point. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming data that emerges from field notes, interview transcripts, documents, and other empirical data. The selected data, which is relevant to the research objectives, is then interpreted in various forms such as descriptions, tables, diagrams, and so on. The final stage is drawing conclusions and verifying the collected data.

RESULTS AND DISCUSSION

Planning of P5PPRA

- Form a Coordinating Team

The planning implemented in PP5RA at MAN 4 Kebumen can be said to be very brief and sudden. The initial step was to form a PP5RA coordinating team. Based on interviews with teachers appointed in PP5RA, it was conveyed that:

There are several things that were implemented before the implementation of strengthening the Pancasila Student Profile and Rahmatan Lil 'Alamin. Coincidentally, the information regarding PP5RA was quite sudden, so the planning can be said to be sudden as well. The thing that was done at this planning stage was the formation of a PP5RA coordinating team. Coincidentally, when this information came in, I was appointed to be the coordinator at the beginning. After that, a coordinating team was formed involving almost all the teachers. This team will later coordinate or become facilitators of PP5RA for each class level, from tenth grade to twelfth grade.”

The explanation above shows that before the implementation of PP5RA, the madrasah will form a coordination team first. The PP5RA coordination team is formed according to the class levels in the madrasah, from tenth grade to twelfth grade. The PP5RA coordination team will later facilitate and be responsible for the implementation of PP5RA in the madrasah according to their respective class levels. Zahrah et al.'s research states that good planning will also produce good impacts. Including in the planning of P5PPRA, the existence of a team coordinator will further facilitate schools in implementing P5PPRA (Zahrah & Amaliyah, 2024).

- Preparation of Madrasah

The next step after forming the facilitator team was to prepare the madrasah's readiness to implement the P5PPRA program. As conveyed by one of the P5PPRA team members, it was stated that:

“Regarding P5PPRA, this is a new thing related to the independent curriculum, so when we, as the madrasah, received the information, all the preparations were quite sudden. Therefore, not much could be done by the madrasah.”

P5PPRA is a new policy in the education sector regarding the implementation of the independent curriculum, which requires all educational institutions to begin implementing it in the learning process. One part of the independent curriculum, which is a character development packaged in the form of project-based learning, is the Pancasila Student Profile. Schools and Madrasahs, as well as all educational institutions, have implemented the independent curriculum, including MAN 4 Kebumen. MAN 4 Kebumen is a Madrasah educational institution managed under the Ministry of Religious Affairs of Islam.

In implementing the independent curriculum, the Ministry of Religious Affairs strives to develop it according to the characteristics and needs of Madrasahs. Namely, by implementing the Islamic values of Rahmatan Lil 'Alamin into the Pancasila Student Profile. The vice principal stated that:

“Following up on the decision and order from the Ministry of Religious Affairs regarding the strengthening project of the Pancasila Student Profile and Rahmatan Lil 'Alamin in Madrasahs, the madrasah is inevitably required to be ready to implement the strengthening project of the Pancasila Student Profile and Rahmatan Lil 'Alamin. This project aims to shape the character of students that aligns with the noble values of Pancasila and strives to form Madrasah graduates who have a moderate attitude in religion and in daily life according to the Islamic values of Rahmatan Lil 'Alamin. At MAN 4 Kebumen, the P5PPRA has been running for a year. However, because it is still very new in its implementation, it is still less than optimal, which is very clear from the very sudden preparation and readiness, so that the implementation is also less than optimal. The teachers are still unfamiliar with what P5PPRA is, so they have to study it first and also need adjustments related to P5PPRA.”

- **Determining the Theme**

After preparing the madrasah's readiness, the facilitator team at MAN 4 Kebumen then designed the themes for strengthening the Pancasila Student Profile and strengthening the Rahmatan Lil 'Alamin student profile, which will be used or implemented in learning for the next year. In this regard, as stated by the P5PPRA team, they conveyed that:

“Regarding determining the themes for strengthening the Pancasila Student Profile and strengthening the Rahmatan Lil 'Alamin student profile, we from the madrasah determined the themes by adjusting to the activities at the madrasah, one of which is by paying attention to the current issues at the madrasah.”

Determining a theme is an obligation for schools in implementing P5PPRA. This result is relevant to previous research that the theme in P5PPRA is key in the implementation of the Merdeka curriculum (Halimatussa'diyah et al., 2025; Marthawati & Setyo, 2024). The chosen theme is based on the potential and needs of each school. Therefore, each school may have different themes. In its implementation, selecting the appropriate theme in the Pancasila Student Profile Strengthening Project becomes a key to success in realizing the goals of the Merdeka Curriculum to prepare an Indonesian generation with Pancasila character and global competencies.

- **Module Compilation**

The next step in planning the strengthening of the Pancasila Student Profile and the strengthening of the Rahmatan Lil 'Alamin student profile is to compile activity modules or modules of a project that will be implemented. In this case, it was conveyed by the P5PPRA team that:

“In compiling modules related to projects or activities to strengthen the Pancasila Student Profile and strengthen the Rahmatan Lil 'Alamin student profile that will be implemented, the compilation is sudden, so the modules are compiled when P5RA is about to be implemented, and at the same time, the preparation or creation of tools that will be used in the implementation is also carried out.”

The preparation of activity modules is a critical stage that transforms concepts and objectives into practical guides for implementation (Zahrah & Amaliyah, 2024). These modules must include clear learning objectives, structured implementation stages, comprehensive assessment methods, and reflections for continuous evaluation.

Implementation of P5PPRA

The implementation of strengthening the Pancasila Student Profile and the Rahmatan Lil 'Alamin student profile at MAN 4 Kebumen has been ongoing for the past year. In this regard, it was conveyed by the coordinator of the team for strengthening the Pancasila Student Profile and the Rahmatan Lil 'Alamin student profile as follows:

“The implementation of strengthening the Pancasila Student Profile and the Rahmatan Lil 'Alamin student profile at this Madrasah has been ongoing for the past year, so it only started in the tenth grade, which is now the eleventh grade. There are three themes that have been implemented here, namely the sustainable lifestyle theme, the Bhinneka Tunggal Ika theme, and the voice of democracy theme.”

From the explanation above, it is known that the implementation of strengthening the Pancasila student profile has been ongoing for the past year, where the themes that have been implemented are the sustainable lifestyle theme, then the Bhinneka Tunggal Ika theme, and the voice of democracy theme. At Madrasah Aliyah Negeri 4 Kebumen, only the tenth grade, which is now the twelfth grade, has implemented P5PPRA. Furthermore, regarding the implementation of strengthening the Pancasila Student Profile and the Rahmatan Lil 'Alamin Student Profile, there are three themes that have been implemented at MAN 4 Kebumen, namely:

- Sustainable Lifestyle

One of the themes that has been implemented related to the strengthening project of the Pancasila student profile at Madrasah Aliyah Negeri 4 Kebumen is the Sustainable Lifestyle theme. In this regard, the madrasah's P5PPRA coordinator stated that:

“Regarding the P5 theme that has been implemented, one of which is the Sustainable Lifestyle theme, it is related to the processing of plastic waste in the surrounding environment. The project was carried out last March, lasting about six days, where the material was delivered by each facilitator. There was also some material that was delivered by speakers from outside the madrasah. So regarding the implementation of the P5PPRA project, the madrasah adjusts to the theme being implemented, so occasionally we invite outside speakers to deliver material related to the theme.”

Based on the explanation, one of the Pancasila student profile strengthening project activities carried out at MAN 4 Kebumen is the Sustainable Lifestyle, which is the processing of waste in the surrounding environment. The activity is related to material delivered by each facilitator and also from speakers from outside the madrasah who were deliberately invited by the madrasah to provide material related to waste processing. Furthermore, regarding the project implementation schedule, it is as follows.

Table 1. P5PPRA Activities on the Theme of Sustainable Lifestyle

No	Dates	Activity
1	Saturday, March 23, 2024	a. Introduction to P5PPRA by facilitators b. Material on the "Sustainable Lifestyle" theme c. Material on organic and non-organic waste
2	Monday, March 25, 2024	a. Material on organic and non-organic waste management by speakers b. Demonstration of a portable waste incinerator by speakers
3	Tuesday, March 26, 2024	Students clean the Madrasah environment (Community Service)
4	Wednesday, March 27, 2024	a. Students design the making of a portable waste incinerator b. Students create posters on proper waste disposal
5	Thursday, March 28, 2024 and Saturday, March 30, 2024	a. Students prepare tools and materials b. Students make the incinerator c. Students make posters on proper waste disposal

- Bhineka Tunggal Ika

The second theme that has been implemented in MAN 4 Kebumen is the theme of Bhineka Tunggal Ika. The team coordinator said that:

"For the second theme, which is the Bhinneka Tunggal Ika theme, we chose this theme because it is a suitable theme to be implemented in this madrasah. What is emphasized in this theme is related to tolerance. As madrasah students, they should uphold the value of tolerance. Therefore, for this theme, we invite students to visit the nearest Pancasila village, where we introduce the various religious cultures in Indonesia. In addition, we also invite students to see the places of worship of each religion in Indonesia, such as mosques, churches, viharas, and others."

Based on the description above, the implementation of the Pancasila Student Profile and Rahmatan Lil 'Alamin student profile strengthening project with the Bhinneka Tunggal Ika theme has been carried out at MAN 4 Kebumen. This theme was chosen because it aligns with the madrasah's criteria, which emphasize upholding tolerance. The activity was carried out outside the madrasah, where the madrasah invited students to visit the Pancasila village in the vicinity to learn about the various religious cultures in Indonesia and to see the various places of worship of each religion in Indonesia, such as mosques, viharas, churches, and others. Regarding the project with the Bhinneka Tunggal Ika theme, one of the team members stated the following:

"In addition to visiting Pancasila Village, we also held an art performance that coincided with the madrasah's anniversary, so the performance was shown at the same time as the anniversary. This activity aimed to introduce the cultures in

the archipelago. The performance consisted of art performances in the form of musical dramas, creative dances, and character cosplay. For this drama, we emphasized the theme that had been determined by the madrasah. Then, regarding the use of music, it was mandatory to use music that had regional elements that had been chosen or determined. Furthermore, the creative dance also had the same theme, namely regional, and lastly, for the character cosplay, students sent class representatives to become characters using regional themes, such as which region the character's clothing came from, what the name of the traditional clothing was, and the reason for choosing the character from that region."

Based on the explanation above, it is known that in addition to visiting Pancasila Village, MAN 4 Kebumen also held an art performance with the theme of the Archipelago. This included three art performances, namely the Nusantara regional drama, the Nusantara creative dance, and the Nusantara character cosplay. The activity was held in conjunction with the madrasah's anniversary, so the performances from each art performance were during the madrasah's anniversary event. Regarding the schedule for the art performances in the implementation of the project with the Bhinneka Tunggal Ika theme, it is as follows:

Table 2. P5PPRA Activities with the Theme of Bhineka Tunggal Ika

No	Dates	Stages	Activity
1	Monday, February 12, 2024	Initial Preparation	Initial coordination meeting of the Core Project Implementation Team for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin
2	Wednesday, February 14, 2024	Coordination	Coordination meeting of the Core Team with Phase E (10th grade) teachers
3	Saturday, February 17, 2024	Socialization	<ol style="list-style-type: none"> a. Explanation to students about the rationale and project topics b. Explanation to parents about the project being carried out
4	Monday, February 19, 2024	Phase I Activities (Introduction)	<ol style="list-style-type: none"> a. Introduction to what Bhinneka Tunggal Ika is b. Introduction to the art performance title theme c. Determining the type of work to be performed
5	Tuesday, February 20, 2024	Phase I Activities (Introduction)	<ol style="list-style-type: none"> a. Understanding the Meaning of Difference, Giving out group LKPD (Student Worksheet) b. Discussion about the differences that exist within each individual in the group c. Finding references regarding the art to be performed
6	Wednesday, February 21, 2024	Phase I Activities (Contextual)	<ol style="list-style-type: none"> a. Determining the Theme/Type of Art Performance.

No	Dates	Stages	Activity
			b. Teachers and students analyze and reflect on the art to be performed
7.	Thursday, February 22, 2024	Phase II (Exploration)	a. Creating a background regarding the art performance to be carried out b. Practice for the art performance
8	Friday, February 23, 2024	Phase II (Exploration)	a. Creating a summary regarding the art performance to be carried out. b. Practice for the art performance to be carried out
9	Saturday, February 24, 2024	Phase II (Exploration)	a. Revising and working on the report b. Practice for the art performance to be carried out. c. Drawing lots for the art performance appearance order
10	Monday, February 26, 2024 to Thursday, February 29, 2024	Phase III (Action)	Carrying out the Art Performance Show. Assessing the results of other groups
11	Friday, March 1, 2024	Phase IV (Reflection)	Students and supervisors evaluate the P5PPRA activities
12	Saturday, March 2, 2024	Phase V (Evaluation)	Students and supervisors evaluate the P5PPRA activities

Voice of Democracy

The next project is the voice of democracy, as conveyed by the P5PPRA team in this case, stating the following:

“The third theme is the voice of democracy. For this theme, we will also coincide it with the student council chairperson election. The madrasah will bring in speakers from the General Election Commission to deliver material related to the voice of democracy. Because it coincides with the student council chairperson election, this can be used simultaneously to practice democracy.”

The implementation of P5PPRA with the "Voice of Democracy" theme through the student council chairperson election and collaboration with the General Election Commission has proven effective in introducing democratic practices directly to students, increasing political literacy and understanding of electoral processes, and strengthening the democratic culture in the school environment

CONCLUSIONS AND RECOMMENDATIONS

The research results show that the P5PPRA planning at Madrasah Aliyah Negeri 4 Kebumen includes forming a coordinating team, school preparation, selecting project themes, and developing modules. Furthermore, the implementation of strengthening the Pancasila Student Profile and Rahmatan Lil 'Alamin Student Profile at Madrasah Aliyah Negeri 4 Kebumen has carried out three themes, namely the Sustainable Lifestyle theme, the Bhinneka Tunggal Ika theme, and the Voice of Democracy theme. The recommendation in this study is the need for continuous evaluation in the implementation of P5PPRA to determine the effectiveness of the P5PPRA program in schools.

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