



Project Implementation Management of Strengthening The Pancasila Student Profile and Rahmatan Lil Alamin Student Profile at Private Madrasah Ibtidaiyah in Banjarmasin City

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Abstract. Indonesian education has undergone developments and changes, marked by the changing of the education curriculum system in Indonesia to Merdeka curriculum. Merdeka curriculum aims to strengthen the character of students, one of which is through the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan lil Alamin Student Profile (PPRA) at madrasah institutions. The implementation of P5-PPRA in madrasahs is essential in generating students who excel academically as well as possess noble character. The objective of this study is to analyze and describe the management of P5-PPRA implementation in Private Madrasah Ibtidaiyah in Banjarmasin City. This study employed a qualitative approach with a multi-site study method involving two private madrasah ibtidaiyah as research subjects. The data collection technique was dominated by observation and interviews involving 4 people consisting of 1 madrasah head, 1 madrasah coordinator/deputy head of curriculum and 2 classroom teachers who implement Merdeka curriculum in the classroom at two private madrasah ibtidaiyah schools. The data obtained were analyzed using the Miles and Hubberman model with data triangulation techniques as a validation technique for the research data obtained. The results showed that the management of P5-PPRA implementation in Private Madrasah Ibtidaiyah was carried out through three main stages: planning, implementing, and evaluating. Planning is conducted at the beginning of the school year by involving teachers and education personnel in understanding the theme/topic to be applied, preparing the school ecosystem and determining the strategy design for implementing P5-PPRA in madrasah. The implementing stage authorizes teachers to organize the stages of P5-PPRA implementation in the subjects/classes they teach in which it is expected to increase teacher creativity and student involvement in the learning process. Evaluating is conducted in a structured manner at the end of the implementation of P5-PPRA learning which begins with a reflection of learning by the teacher in the classroom and a meeting with the teacher council to develop a follow-up strategy for the issues raised from the implementation of P5-PPRA. Thus, this study provides a theoretical contribution to the science of educational management and administration, especially related to the topic of P5-PPRA implementation management in madrasah. Practically, this study provides recommendations for other madrasah ibtidaiyah to modify the implementation of P5-PPRA in their madrasah effectively and creatively.

Keyword: Project, Implementation, Pancasila Student Profile

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1 Introduction

Education has an important role in shaping the quality of individuals and society. Indonesia regulates education as a basic right of every citizen, as stated in the Preamble of the 1945 Constitution Article 31 paragraph 2 with the aim of educating the nation's life. Education is not only an obligation that must be followed, but also a facility to develop self-potential in aspects of knowledge, skills, and noble morals in accordance with Law Number 20 of 2003 concerning the National Education System [1]. Technological advances and developments have changed the perspective on education, demanding individuals to be more innovative and creative. One of the significant changes in the education system in Indonesia is the implementation of the Merdeka Curriculum, which is oriented towards strengthening competencies and developing student character.

Merdeka curriculum refers to a curriculum integrated the use of a varied learning model oriented to teaching essential material contents, so that students have the opportunity to explore the concepts of the material being taught and strengthen the competencies that must be achieved in the learning process [2]. Merdeka curriculum provides flexibility for educational institutions and teachers in designing and implementing learning that meets the needs and potential of students. The implementation of Merdeka curriculum in educational institutions under the auspices of the Ministry of Religious Affairs of the Republic of Indonesia is regulated through the Decree of the Minister of Religious Affairs (KMA) No.347 of 2022 [3]. In madrasah, Merdeka curriculum is further developed with project learning that not only teaches the Pancasila Student Profile, but also develop moderate Islamic values from the concept of wasathiyah Islam which is further known as the Pancasila Student Profile Strengthening Project and the Rahmatan lil Alamin Student Profile (P5-PPRA).

Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular learning system that aims to develop student character in accordance with the values of Pancasila Student Profile. Pancasila Student Profile has a competency design that complements the focus of character cultivation based on the values of Pancasila to achieve the competency standards of graduates at all levels of education [4]. Meanwhile, the Profile of Students Rahmatan lil Alamin (PPRA) is a guideline for madrasahs that integrate the values of religious moderation in learning. The values of the Profile of Rahmatan lil Alamin Students are the basis for attitudes and paradigms in the experience of Islam, allowing the religious model function normally in the context of nation so as to safeguard the public interest, while religion protects humanity (Sela Ariyanti, 2024). The Ministry of Religious Affairs directs madrasahs to implement PPRA as an effort to internalize moderate Islamic values, thus distinguishing madrasahs from other educational institutions. The implementation of P5-PPRA in madrasah aims to shape students who are smart and competent, have noble characters, and behave according to the values of Pancasila and Islam in practicing the values of taffaqquh fiddin as the religion actualization of madrasah.

The implementation of P5-PPRA in Private Madrasah Ibtidaiyah (MIS) in Banjarmasin City is the focus of this study. Some madrasahs such as MI Siti Mariam and MI Plus Al-Falah have been implementing the Merdeka Curriculum and P5-PPRA by facing the various challenges. This study aims to understand the management of the implementation of Merdeka Curriculum and P5-PPRA in the two madrasahs, including planning, implementing and evaluating. This study is expected to provide a clear picture of the management of the implementation of Merdeka curriculum and P5-PPRA which can serve as a guide for other madrasahs in improving the quality of education in accordance with the vision of Merdeka curriculum. This study is essential, considering the obstacles faced by teachers in implementing P5-PPRA, especially due to the complexity of the new curriculum and the need for adjustments to the values of religious moderation, in the preparation of lesson plans, program implementation to the final evaluation of the program processed in the form of student learning outcomes reports. By examining in depth how the management of P5-PPRA implementation in private madrasahs, it is expected that this study contributes to the development of effective and efficient curriculum management strategies and P5-PPRA implementation, achieving better national education goals.

Merdeka curriculum is part of the Merdeka Belajar policy launched by the Minister of Education Culture Research and Technology, Nadiem Makarim, which leads to an approach to students' interests and talents [5]. Merdeka curriculum has an essence based on the essence of learning with the notion that each student has his own talents and interests. The emphasis on varied intracurricular learning is also the main focus of implementing Merdeka curriculum in educational institutions that are dominated by optimal content learning. This provides sufficient space for students to understand learning materials outside the classroom. Teachers are given flexibility in designing learning that is tailored to the needs and interests of students. In addition, they are also allowed to use a wide range of teaching tools ranging from literacy assessments, teaching modules, and textbooks. This flexibility refers to the vision of Merdeka curriculum that expects learning to realize the holistic development of students to become Pancasila students to be ready facing challenges in the future [6]. This is in line with Permendikbud No.22 of 2020 concerning the Ministry of Education and Culture Strategic Plan 2020-2025 which contains indications of the philosophy of Merdeka learning which encourages a paradigm shift which includes:

Reinforcing the independence of teachers as in control of the learning process.

Releasing the control of standards that are too binding and demand homogeneous learning process in all educational units in Indonesia.

Strengthening student agency, namely the right and ability of students to determine their learning process through setting learning goals, reflecting on their abilities, and taking steps proactively and responsibly for their own success [2].

The implementation of an Merdeka curriculum in educational institutions can be implemented with various forms, ranging from independent learning, independent change and independent sharing. Independent Learning, namely educational

institutions that continue to use the 2013 curriculum by implementing part of Merdeka curriculum principles. Independent Change is an educational institution that starts using the existing Merdeka Curriculum according to its respective level. Meanwhile, Independent Sharing is an educational institution that implements the Merdeka Curriculum by developing teaching tools independently [7]. This implementation option starts from the choice of applying several parts and principles of Merdeka curriculum that do not necessarily replace the currently used curriculum, implementing Merdeka curriculum by using available teaching tools or independently developing teaching tools that will be used in learning activities.

According to PP No. 57 of 2021 concerning National Education Standards (SNP) Article 36, Merdeka curriculum has a structure consisting of three main activities, namely intracurricular activities, projects to strengthen the Pancasila Student Profile, and extracurricular activities [8]. The Pancasila Student Profile Strengthening Project (P5) is co-curricular learning in the form of a project aimed at improving student competence and character that reflects the Pancasila Student Profile. The Pancasila Student Profile is the character and abilities built in students' daily life through the school culture compromised in the curriculum and learning. In the Pancasila Student Profile, there are several dimensions reflecting the character of the Pancasila philosophy in the student's personality as follows.

1. Believe in God Almighty and have noble character
2. Acknowledge global diversity
3. Establish mutual cooperation
4. Independent
5. Possess critical thinking
6. Creative [9]

P5 in Merdeka curriculum is expected to help students increase their understanding and awareness of Pancasila as the philosophical foundation and ideology of the Indonesia. P5 focuses on character education and the inculcation of Pancasila values in the curriculum created by the education unit [10]. P5 is designed with the aim of strengthening the competence and character of the Pancasila Student Profile which is based on the Graduate Competency Standards (SKL). Students are guided to search, assess, interpret, synthesize and present their various learning outcomes through project-based learning, turning the classroom into an engaging and innovative place to learn. P5 is summarized in six main themes as guidelines for implementation in education units which include: sustainable lifestyle, local wisdom, *bhineka tunggal ika*, building the soul and body, engineering, technology and entrepreneurship [11].

The implementation of Merdeka curriculum in madrasas has added distinctive characteristics that distinguish it from the implementation of Merdeka curriculum in schools under the auspices of the Ministry of Education and Culture. The Ministry of Religious Affairs established the Rahmatan lil Alamin Student Profile as a guideline for madrasas which is integrated in the implementation of Merdeka curriculum. The objective of the profile is to be able to generate students who are insightful and intelligent and always practice the values of *tafaqquh fiddin* as an actualization of madrasah religious competence. The existence of the Pancasila Student Profile

Strengthening Project integrated with the Rahmatan lil Alamin Student Profile (P5-PPRA) is an interdisciplinary learning by observing and designing solutions to problems found in the surroundings to increase student competence and develop the Pancasila Student Profile and Rahmatan lil Alamin Student Profile [12]. P5 and PPRA are student profiles that encourage the formation of student resilience to the current problems of moral degradation. The Pancasila Student Profile aims to prepare a generation that is moral and full of noble values of the nation and develop competencies that must be mastered in the 21st century [13]. Both profiles are project-based, but they differ in the addition of religious moderation values based on the concept of *Washathiyah Islam* as an effort to build moderate Muslims as students and Indonesian citizens. The values of religious moderation taught in PPRA learning in madrasas are as follows.

1. *Ta'adub* (civilized)
2. *Qudwah* (exemplary)
3. *Muwaṭānah* (citizenship and nationality)
4. *Tawassuṭ* (taking the middle path / solution)
5. *Tawāzun* (balanced)
6. *I'tidāl* (straight and firm)
7. *Musāwah* (equality)
8. *Shūra* (deliberation)
9. *Tasāmuh* (tolerance)
10. *Taṭawwur wa ibtikār* (dynamic and innovative) [14]

The implementation strategy of P5-PPRA in madrasah can be conducted in three ways, namely co-curricular learning, integrated learning, and extracurricular learning [15]. The implementation of P5-PPRA can be carried out optimally by forming a P5-PPRA facilitator team, identifying madrasah readiness, and designing learning themes and modules [16]. The issue raised in the field is that many madrasas experience difficulties in applying P5-PPRA in learning, which is influenced by several factors, including the lack of guidance and direction from policy makers on how P5-PPRA should be implemented, the lack of teachers' awareness and motivation to develop project-based learning, and the insufficiency of infrastructure and facilities, especially of privately managed madrasas.

The P5-PPRA implementation process generally consists of three main stages, namely the planning stage, the implementing stage and the evaluating stage. The planning stage begins with compiling a working group or facilitator team, checking the readiness of educational institutions, determining the dimensions and elements to be developed, setting themes, organizing time allocations, compiling teaching modules and making assessments in the form of rubrics. The project implementing stage includes action, application, real action and reports of learning outcomes. The evaluating stage includes correction, processing of evaluation results and making project report [9].

Several madrasahs in Banjarmasin City, especially at the Madrasah Ibtidaiyah level have started implementing Merdeka curriculum and implementing P5-PPRA learning, including MIS Siti Mariam and MI Plus Al-Falah. MIS Siti Mariam has implemented a Merdeka curriculum since 2022 with the registration of MIS Siti Mariam in the

attachment to the Decree of the Director General of Education No. 3811 of 2022 serial number 980. Despite of the fact that MI Plus Al-Falah is a new madrasah, it has implemented a Merdeka curriculum independently since the 2022/2023 academic year.

Previous research relevant to the management of P5-PPRA implementation is research conducted by Nur Anafi and Muharotul Fikriyah entitled "Implementation of P5 PPRA in the Development of Interests and Talents of MI YMI Wonopringgo 03 Pekalongan Regency Students" which concluded that customized educational models and methods significantly contributed to the development of students' interests and talents, showing that MI YMI Wonopringgo 03 Pekalongan Regency successfully integrated P5-PPRA in the form of religious practices with modern educational strategies to create a holistic learning environment [17]. The difference with this study lies in the supporting focus of P5-PPRA, where the research focused on the development of interests and talents, while this study focuses on the management of the implementation of P5-PPRA in private madrasah ibtdaiyah. In another title, a thesis by Sheila Navila with the title "The Leadership Role of Madrasah Principals in the Implementation of P5 and PPRA at MI Walisongo Podo Kedungwuni" shows the results that the implementation of P5-PPRA at MI Walisongo Podo conducted through the stages of planning, implementing and evaluating with madrasah principals who have a role as educator, manager, leader, supervisor, motivator, innovator and evaluator with supporting factors which include the support of various parties and the availability of a budget for making projects, and the inhibiting factor is the teacher's understanding of P5-PPRA [18]. The difference with this study lies in the main focus of the research which includes two things, namely the role of the madrasah head and the implementation of P5-PPRA, while this study only focuses on the management of P5-PPRA implementation. Another relevant title from Noor Isna Alfaien with the title "The Role of Teachers in the Implementation of Strengthening the Profile of Rahmatan lil Alamin Students and its Implications in Akidah Akhlak Learning" showed that the role of teachers in the implementation of PPRA is to be a role model in daily personal life, an inspirer in doing good, a motivator in learning, a dynamizer in driving good things and an evaluator of PPRA learning carried out [3]. The difference with this study is that the research analyzed the role of teachers in PPRA implementation and their implications for Akidah Akhlak lessons, while this study analyzes the implementation of PPRA from a management perspective, namely planning, implementing and evaluating.

Based on the aforementioned issues and explanation, this study analyzes and further describes the management of the implementation of the project to strengthen the Pancasila Student Profile and the Rahmatan lil Alamin Student Profile from the perspective of education management at Private Madrasah Ibtidaiyah in Banjarmasin City. This study involved MIS Siti Mariam and MI Plus Al-Falah as research subjects by analyzing three main stages, namely planning, implementing and evaluating. Thus, this study provides a theoretical contribution to the science of management and educational administration, specifically on the theme of P5-PPRA implementation management in madrasah. Practically, this study provides recommendations for another madrasah ibtdaiyah, both public and private, to modify the implementation of P5-PPRA in their madrasah effectively and creatively.

2 METHOD

This research employed a qualitative approach with a multi-site study method conducted in two private madrasahs, namely MIS Siti Mariam and MI Plus Al-Falah Banjarmasin. The research subjects included 1 madrasah head, 1 madrasah coordinator or deputy head of the curriculum, and 2 teachers who have implemented Merdeka curriculum and have conducted P5-PPRA learning. The object of research is the management of the implementation of the project to strengthen the Pancasila Student Profile and the Rahmatan lil Alamin Student Profile at Private Madrasah Ibtidaiyah in Banjarmasin City. The data collection techniques included observation and interviews. The data obtained were analyzed using the Miles and Huberman model which includes data collection, data reduction, data presentation, and conclusion drawing [19]. The triangulation technique was used to validate the data, by checking the validity of information from various perspectives and diverse sources.

3 Results And Discussion

Planning for P5-PPRA Implementation in Private Madrasah Ibtidaiyah in Banjarmasin City

Planning the implementation of P5-PPRA in Private Madrasah Ibtidaiyah in Banjarmasin City involves several important stages. Based on the results of observations and interviews with the madrasah principal, curriculum coordinator and teachers at MIS Siti Mariam and MI Plus Al-Falah, the initial stage is to hold a meeting at the beginning of the school year by involving teachers and education personnel in arranging the allocation of learning time in accordance with the academic calendar and adjustments to the Operational Curriculum for Education Units (KOSP). In addition, at this early stage, preparation of generating the school ecosystem is carried out which includes aspects of the curriculum, school culture, values applied and school management as well as to determine the strategy design in the P5-PPRA implementation in madrasah. Teachers are also required to understand the themes or topics that will be discussed further in P5-PPRA learning.

MIS Siti Mariam conducted this initial stage by holding a closed meeting between the madrasah principal and the deputy madrasah head for curriculum. This closed meeting was held by producing a draft lesson schedule whose time allocation was arranged to adjust the KOSP made previously. After it was compiled, it was discussed in the board of teachers meeting forum at the beginning of the school year. MI Plus Al-Falah also conducted meetings, but the difference is that MI Plus Al-Falah conducted meetings several times at the leadership level, starting from the madrasah principal, curriculum coordinator and the foundation. The results obtained were further elaborated at the teachers' council meeting.

The next stage in the planning process is the formation of the facilitator team. The project facilitator team is formed to support project implementation, consisting of teachers who play a role in planning, implementing, and evaluating project learning. The interview results revealed that the head of MI Plus Al-Falah appointed several people as a team of facilitators consisting of the curriculum coordinator, grade 1 and grade 2 teachers. To support teacher competence, the madrasah principal actively empowered teachers through training and coaching internally and externally with partners who have collaborated with the madrasah, allowing teachers design creative teaching modules relevant to the local context. The facilitator team also helped identify the readiness of the madrasah in implementing P5-PPRA, including evaluating the available resources and teachers' understanding of the project themes determined by the ministry. Whereas at MIS Siti Mariam, there is no project facilitator team because the implementation of P5-PPRA learning is submitted to subject teachers. MIS Siti Mariam provides flexibility to teachers to compile, modify and develop topics that are relevant to the subjects they teach while paying attention to the Learning Outcomes (CP) that must be achieved by students.

In the next planning stage, teachers chose a project theme by selecting at least 2 themes for phases A, B and C in one school year which were compiled in a project teaching module by collaborating the dimensional elements of the Pancasila Student Profile with religious moderation values in the Rahmatan lil Alamin Student Profile. The teaching module is made independently or collaboratively by determining the dimensions, elements and sub-elements to be developed as well as developing project topics, project flow, implementation time, development of activity activities and assessments used as evaluation materials for the implementation of P5-PPRA. MIS Siti Mariam teachers compiled their respective project teaching modules according to the CP in their respective subjects and aligning CP with the learning materials taught in each class in their respective phases.

Implementing P5-PPRA in Private Madrasah Ibtidaiyah in Banjarmasin City

The principle of flexibility is a key element in the implementation of P5-PPRA (Pancasila Student Profile Strengthening Project and Rahmatan lil Alamin Student Profile) in private madrasah ibtidaiyah in Banjarmasin City, especially in MIS Siti Mariam and MI Plus Al-Falah, based on interviews with madrasah principals and coordinators or deputy heads of curriculum. This flexibility allows teachers to adapt teaching methods to the needs and potential of students and the local context in the madrasah environment. Through flexibility, teachers can design and organize lessons that not only follow the curriculum guidelines, but are also adapted to the conditions and characteristics of students. This includes adjustments in terms of teaching strategies, material selection, and more varied and creative forms of learning activities. The principle of flexibility also plays a crucial role in accommodating students' different learning needs, making the learning process more meaningful and relevant.

MIS Siti Mariam teachers are allowed to design lessons that are relevant to the material they teach, while still incorporating elements of the P5-PPRA project. This flexibility

is realized in various project activities integrated into regular classroom learning. Based on the results of interviews with grade 4 IPAS subject teachers, students are invited to make healthy drinks from fruits that they bring from home. In addition, according to the Fine Arts teacher of grade 2, students make figurines from ice cream sticks as part of project learning. These activities do not only introduce practical and tangible concepts relevant to daily life, but also develop students' motor skills, creativity and problem-solving skills. By having a more practical and contextual approach, teachers can help students more easily understand the subject matter and apply it in real life.

The implementation of this flexibility also poses its own challenges, especially related to the fluctuating motivation and discipline of students. At MIS Siti Mariam, students' motivation and discipline levels often fluctuate between individuals, requiring teachers to continue to be active and creative in motivating students to stay focused during learning. This instability in student motivation can be caused by various factors, such as family background, learning environment and conditions, and the diverse individual characters. Therefore, teachers must be able to create an engaging and interesting learning atmosphere and provide continuous motivation so that students remain enthusiastic in participating in the learning process. A flexible approach allows teachers to adjust learning methods according to the conditions and needs of each student, such as by providing different challenges or giving more attention to students who are in a need.

Meanwhile, flexibility in teaching at MI Plus Al-Falah based on the results of observations and interviews with the coordinator of the curriculum field as well as the grade 2 teacher emphasizes practice-based learning in both intracurricular learning and P5-PPRA learning. This practice-based learning aims to provide real and in-depth learning experiences for students through activities that involve handwork and creativity. This flexibility allows teachers to adapt learning to the local context, such as the introduction of traditional cakes of South Kalimantan as part of the P5-PPRA project implemented at MI Plus Al-Falah. P5-PPRA learning at MI Plus Al-Falah is held after the midterm exam and is implemented collaboratively across grades and across subjects. This process shows that classroom teachers and subject teachers work together in developing and implementing projects, stimulating students to acquire more varied learning experience.

According to the head of MI Plus Al-Falah from the results of interviews conducted, cross-class and cross-subject collaboration at MI Plus Al-Falah is also evidence of the application of flexibility and active participation of all teachers in supporting the successful implementation of P5-PPRA. For example, the project of processing plastic straw waste into various home displays was carried out by involving many parties, both teachers and students from various classes. This activity teaches students about the importance of protecting the environment and builds cooperation skills and social responsibility. By possessing this flexibility, MI Plus Al-Falah has succeeded in creating learning that is contextual and relevant, corresponds to local challenges, and fosters essential skills for students.

Evaluating P5-PPRA Implementation in Private Madrasah Ibtidaiyah in Banjarmasin City

The evaluating P5-PPRA implementation at MIS Siti Mariam and MI Plus Al-Falah Banjarmasin is conducted with systematic stages, starting from learning reflection to summative assessment. Based on the results of interviews with the principals of madrasah and coordinator/deputy curriculum, learning reflection is carried out at the end of each P5-PPRA activity, in which teachers and students reflect on the learning process and learning outcomes. After reflecting, teachers administer summative assessments to students to measure the achievement of planned learning objectives. This assessment is important to assess the extent to which students have understood the material taught and how their skills developed during the learning process.

Teachers in both madrasahs generate student learning outcomes reports related to P5-PPRA after conducting summative assessment at the end of the school year, precisely at the end of even semester. This process is conducted by assessing the rubrics that have been prepared based on the topic taught. At MIS Siti Mariam, the topics evaluated included making fruit juice in IPAS learning for Grade 4 and making figurines from ice cream sticks in Fine Arts learning for Grade 2. Meanwhile, at MI Plus Al-Falah, teachers assessed student learning outcomes from the project of processing plastic straw waste into various home displays and the introduction of traditional cakes of South Kalimantan. The process of generating these learning outcomes helps teachers to determine the level of learning success and provide constructive feedback to students.

Evaluation of the implementation of P5-PPRA is also conducted for the teachers involved, in addition to evaluating the students. This evaluation is conducted through a meeting with the teachers' council, in which all teachers who teach P5-PPRA participate. This meeting is a crucial forum to discuss various aspects of the implementation of P5-PPRA, including the achievements, obstacles or problems experienced during learning activities, and strategies that can be applied to overcome the issues. Teachers shared their experiences and provided input to improve the quality of future learning. In addition to discussing achievements and problems encountered, this evaluation meeting is also used to plan P5-PPRA themes or topics that will be discussed in the next academic year. Discussions on themes and topics that are relevant and contextual to students' needs and the local environment are the main focus, so learning remains innovative and based on the desired student profile.

Thus, the evaluation process not only serves as a measure of success but also as a means of continuous development for teachers in designing more effective learning. Overall, the evaluation of P5-PPRA implementation at MIS Siti Mariam and MI Plus Al-Falah is comprehensive, covering both student and teacher evaluation. These measures demonstrate the commitment of both madrasahs in ensuring that learning not only meets curriculum standards but also has a positive impact on students' character and skill development. The reflective and collaborative evaluation process is integral in improving the quality of P5-PPRA implementation, while encouraging innovation and creativity in student-centered learning,

4 Conclusion

The management of the implementation of the Pancasila Student Profile (P5) and Rahmatan lil Alamin Student Profile (PPRA) Strengthening Project in Private Madrasah Ibtidaiyah Banjarmasin City shows that planning, implementing, and evaluating stages are conducted with an approach in line with the local context and student needs. At the planning stage, both madrasahs held meetings at the beginning of the school year to develop strategies according to the Operational Curriculum for Education Units (KOSP), in which MIS Siti Mariam provide flexibility to teachers without forming a facilitator team, while MI Plus Al-Falah formed a facilitator team and involved various parties in planning and training. The implementation of P5-PPRA in both madrasahs emphasizes flexibility, with MIS Siti Mariam integrating projects into regular learning and MI Plus Al-Falah implementing practice-based learning with cross-class collaboration. Evaluation of P5-PPRA implementation is conducted systematically through learning reflection and summative assessment, followed by analysis of learning outcome reports and teacher assessments to discuss achievements, obstacles and plans for the following year, supporting continuous improvement of learning quality.

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