

Management of the Implementation of the Project for Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin (P5RA) at Madrasah Ibtidaiyah Negeri 1 Sugihwaras

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ABSTRACT

The integration of religious moderation values into the Project for Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin (P5RA) presents complex managerial challenges for Madrasah Ibtidaiyah in translating abstract concepts into authentic character education practices. This study analyzes the management of P5RA implementation at MIN 1 Sugihwaras using the POAC (Planning, Organizing, Actuating, Controlling) management framework. Employing a qualitative single-site case study design, data were collected through participant observation, in-depth interviews with school leaders and teachers, and documentation analysis, and were examined using the interactive analysis model of Miles, Huberman, and Saldana. The findings reveal that during the planning stage, teachers successfully contextualized project themes based on local wisdom; however, they experienced significant challenges in constructing valid affective assessment instruments. In the actuating stage, the shift of the teacher's role to facilitator effectively fostered tolerance and exemplary behavior through natural social interaction within student groups (hidden curriculum). Nevertheless, the controlling and evaluation stages were found to be distorted by the phenomenon of "educational festivalization," in which assessment prioritized the aesthetic display of final products over the quality of students' reflective learning processes. The study concludes that effective P5RA implementation requires a managerial reorientation from administrative ceremonialism toward substantive, value-based school culture management.

Keywords: Independent Curriculum, Educational Management, Madrasah Ibtidaiyah, P5RA, Character Education.

A. INTRODUCTION

The transformation of education in the 21st century demands a paradigm shift from mere mastery of academic content toward the strengthening of students' holistic competencies and character formation. In Indonesia, this response is manifested through the Independent Curriculum policy (*Kurikulum Merdeka*), which positions the student profile as the main educational output. This change is not merely an administrative transition but a strategic effort to recover learning losses after the pandemic and to cultivate 21st-century skills such as critical thinking, creativity, and collaboration (Hidayat et al., 2025). However, the implementation of this curriculum presents unique challenges, particularly for educational institutions with dual characteristics such as *madrasahs*, which must integrate national curriculum standards with religious values.

Specifically, the Ministry of Religious Affairs formalized this direction through the Ministerial Decree (KMA) No. 347 of 2022 concerning the Implementation Guidelines of the Independent Curriculum in Madrasahs. This regulation mandates the implementation of the *Project for Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin (P5RA)*. Unlike public schools, which focus solely on the dimensions of the Pancasila Student Profile, madrasahs have the additional responsibility to integrate *Rahmatan Lil Alamin* values—such as tolerance (*tasamuh*), moderation (*tawassuth*), and citizenship (*muwathanah*)—into their curriculum structure (Anas et al., 2023). The P5RA is designed to shape students who are not only nationalistic but also religiously moderate—an urgent need amid rising issues of radicalism and intolerance (Muthoharoh, 2024).

Although the concept of P5RA provides an ideal framework for character formation, its field implementation at the level of Madrasah Ibtidaiyah faces substantial managerial challenges. Recent studies show that many elementary school teachers struggle to design integrative project-based learning. Common obstacles include difficulties in translating broad themes into age-appropriate teaching modules and the perception that P5RA is merely an additional administrative burden without genuine pedagogical transformation (Muhammadiyah et al., 2024). Additionally, the integration of moderation values often remains theoretical and insufficiently internalized in practical student activities due to the lack of operational technical guidelines (Azis, 2024).

The success of this new curriculum implementation relies heavily on school management capacity. The principal plays a central role as a manager who must ensure that all management functions—from planning to evaluation—operate effectively (Andriani & Dafit, 2024). Without structured management, P5RA risks becoming a ceremonial showcase event (*Gelar Karya*) without achieving sustainable character formation. George R. Terry's management theory—Planning, Organizing, Actuating, and Controlling (POAC)—serves as a relevant analytical framework to examine how a madrasah manages this complex curriculum transition (Isa et al., 2022).

Previous literature studies have widely discussed the implementation of the Independent Curriculum, but most focus on teacher perceptions (Wahyuni et al., 2025), its impact on cognitive learning outcomes (Hidayat et al., 2025), or macro-policy in the secondary school context (Gunawan et al., 2025). A research gap exists in the limited number of studies that specifically analyze the full POAC management process of P5RA implementation at the level of Madrasah Ibtidaiyah Negeri—especially how religious moderation values are planned and actualized in project-based learning for young students. The context of MIN 1 Sugihwaras is unique and important to examine because, as a public institution, it becomes a barometer of national policy success at the local level, while simultaneously facing the challenges of teacher and student adaptation to a high-creativity learning model.

Therefore, this study aims to analyze in depth the management of P5RA implementation at MIN 1 Sugihwaras, covering theme planning, team organization, intra- and co-curricular project execution, and program evaluation. The study is expected to provide practical contributions in the form of an effective P5RA management model for other madrasahs and enrich Islamic educational management literature regarding the integration of national identity and religious moderation in the operational curriculum of madrasah.

B. RESEARCH METHODS

Research Design

This study adopts a qualitative approach with a naturalistic paradigm. This approach was selected because the primary objective of the research is to understand the implementation of educational policy in a deep, holistic, and natural manner within its specific context. According to Creswell & Poth (2016), qualitative research enables researchers to explore social processes and meanings constructed by participants in real settings, rather than merely measuring numerical variables.

The research strategy employed is a Single-Site Case Study. This strategy is intended to investigate intensively a bounded system, namely the management of the P5RA program at MIN 1 Sugihwaras. The use of a case study is relevant for answering “how” and “why” questions related to complex managerial processes, in which the boundary between the phenomenon (curriculum implementation) and its context (madrasah environment) is not clearly separated (Yin, 2018).

Research Setting and Participants

The study was conducted at Madrasah Ibtidaiyah Negeri (MIN) 1 Sugihwaras, selected due to its status as a pilot project for the implementation of the Independent Curriculum at the elementary madrasah level, and its unique characteristics in combining national and religious values.

Research participants were determined using purposive sampling, selecting individuals not based on statistical representation but on their capacity to provide rich and relevant information for the research focus (Sugiyono, 2022). The informant composition was as follows:

Types and Sources of Data

To obtain a comprehensive understanding, this study utilized two types of data sources:

- **Primary Data:** Derived directly from original sources through social interaction, including transcripts of in-depth interviews and field observation notes regarding managerial strategies and challenges in P5RA implementation.
- **Secondary Data:** Sourced from official documents supporting data validity, such as Operational Curriculum of the Education Unit (KOSP), Project Modules, Decree Letters (SK) of the Facilitator Team, activity schedules, and photographic/video documentation of the “Gelar Karya” exhibition.

Data Collection Techniques

Data were collected using three simultaneous techniques to achieve saturation:

1. **Participant Observation:** Conducted directly in classroom and project environments with passive involvement. Observation focused on physical learning space, interactions between teachers and students, and project execution activities. Instruments included observation guidelines and field

notes.

2. Semi-Structured Interviews: Used to explore deeper information not visible in observation. Interview questions were organized based on the POAC framework but remained flexible for probing follow-up questions to understand emic perspectives of participants.
3. Document Analysis: Review of curriculum and managerial documents to verify consistency between planned documents and actual implementation.

Data Analysis

Data analysis was carried out continuously from the beginning of data collection through final reporting. This study employed the interactive analysis model of Miles, Huberman, and Saldana (2014), consisting of:

- Data Condensation: Selecting, simplifying, and coding data relevant to P5RA management themes.
- Data Display: Presenting condensed data in structured narrative form or matrices and workflow diagrams.
- Conclusion Drawing and Verification: Deriving meaning and confirming early conclusions through validation with participants.

Validity Check

To ensure credibility, this research used triangulation, including:

- C. Source Triangulation: Comparing statements from principals, vice principals, teachers, and students.
- D. Technique Triangulation: Cross-examining interview data with observations and document analysis.

E. RESULTS AND DISCUSSION

This study examined the management of the implementation of the Project for Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin (P5RA) at MIN 1 Sugihwaras using the POAC (Planning, Organizing, Actuating, Controlling) framework. The findings reveal that the management cycle was carried out comprehensively, although challenges emerged particularly in the execution and evaluation stages.

The planning process was initiated through a collaborative teacher working meeting at the beginning of the academic year. The school principal appointed a P5RA facilitator team through an official decree, assigning homeroom teachers as project coordinators and subject teachers as supporting facilitators. Two major project themes were selected based on local contextual issues such as environmental waste and traditional food culture, integrating Pancasila dimensions with Rahmatan Lil Alamin values. Teachers modified project modules sourced from the Merdeka

Mengajar digital platform to include Islamic moderation values. However, teachers reported significant difficulty in developing clear and measurable indicators for affective assessment, particularly relating to tolerance and ethical behavior.

The implementation used a weekly block learning system in which project activities were conducted every Saturday, culminating in an end-of-semester exhibition (*Gelar Karya*). Classroom observations showed active student involvement in discussion, field investigation, product creation, and collaborative problem-solving. Teachers shifted their role from knowledge transmitters to facilitators, guiding students through social interaction rather than explanation-based methods. Values such as *Tasamuh* (tolerance), *Syura* (consultation), and *Qudwah* (role-modelling) were internalized naturally through classroom dialogue and conflict resolution. Students demonstrated increased confidence and cooperation during the exhibition phase.

P5RA assessments were descriptive, employing observational rubrics and anecdotal journals rather than numerical scoring. Peer-assessment was applied selectively in higher grades. Program evaluation was carried out through end-of-semester reflective meetings. Despite structured evaluation, the implementation process was often overshadowed by a tendency to focus on final product aesthetics for public exhibition, creating pressure for visually impressive displays. This phenomenon contributed to a mismatch between educational intent and observed evaluation practice, raising concerns about the authenticity of character-based assessment.

The findings indicate that collaborative planning and teacher involvement are critical determinants of successful P5RA implementation. Empowering teachers to contextualize themes and develop project modules aligns with the concept of teacher agency, which supports innovation and reduces resistance to curriculum change. Adaptation rather than duplication of provided modules illustrates a growing professional autonomy that strengthens school-based curriculum development.

The implementation phase reflects a cultural shift from teacher-centered to learner-centered pedagogy. The role transformation of teachers into facilitators corresponds with constructivist learning theory and confirms the importance of experiential interaction in character education. The internalization of moderation values through hidden curriculum—rather than formal instruction—demonstrates that moral development in children is optimally achieved through real social engagement.

However, the study highlights a persistent dilemma between product-oriented and process-oriented evaluation. The cultural pressure to showcase visually appealing project outcomes leads to educational festivalization, reducing character formation to ceremonial events and undermining authentic reflection. Assessment of affective growth requires long-term behavioral observation, which is restricted by structural constraints such as high teacher-student ratios and limited assessment literacy. Without systematic evaluation strategies, character-based learning risks being symbolic rather than transformative.

The results collectively suggest that effective P5RA implementation demands a managerial paradigm shift from administrative compliance toward value-based school culture leadership.

Strengthening formative reflection, simplifying exhibitions, and designing clear behavioral indicators may bridge the gap between intention and educational reality.

This study analyzed the management of the implementation of the Project for Strengthening the Profile of Pancasila Students and Rahmatan Lil Alamin (P5RA) at MIN 1 Sugihwaras using the POAC (Planning, Organizing, Actuating, Controlling) framework. The findings demonstrate that the school implemented the full management cycle effectively, although notable challenges emerged in the areas of pedagogical execution and authentic assessment.

The study concludes that collective teacher autonomy is the key to successful curriculum adaptation. Collaborative planning enabled teachers to contextualize project themes in accordance with local cultural and environmental realities, transforming the national P5RA framework into meaningful learning experiences. The shift in teacher roles from instructors to facilitators proved effective in cultivating character values such as tolerance, cooperation, and responsibility through authentic social interaction and hidden curriculum practices rather than through direct verbal instruction.

However, the evaluation component revealed a major challenge: the tendency to prioritize visually appealing final products for exhibition purposes led to the phenomenon of educational festivalization, where the celebration of outcomes overshadowed the reflection on learning processes. As a result, the assessment of affective and moral development was constrained by limited technical guidelines, subjective observation, and structural limitations such as large class ratios.

Overall, the effectiveness of P5RA implementation requires a managerial reorientation—from administrative ceremonialism to a substantive, value-driven leadership that emphasizes process-based learning and authentic character development.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

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