

## Research Article

# Strengthening the Profile of Madrasah Ibtidaiyah Students in Harmonising Pancasila and Rahmatan Lil Alamin Values

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## ABSTRACT

Students Profile of Pancasila and Profiles of Students of Rahmatan Lil Alamin can increasingly strengthen the Student Profile especially in Madrasah Ibtidaiyah. With the various values and dimensions contained in the two profiles, then can form the character of a student. This research uses a qualitative approach to library study methods. This research methodology involves systematic measures to gather, evaluate, and analyse written sources relevant to the focus of research. Library studies, as an important early stage in the research process, enable researchers to understand existing perspectives, to evaluate previous findings, and to build a solid foundation for research to be undertaken. The harmonization of the values of Pancasila and Rahmatan Lil Alamin can be realized by designing P5P2RA in both Intra-Curricular, Co-curricular and Extra-Curricular activities. In intra-curricular activities activities should be integrated with the substance of the lesson according to the themes defined. And in extracurricular activities, his activities are combined in the development of talent interests. A good integration between these three types of activities ensures that education not only focuses on academic achievement purely, but also on character development, skills, and potential holistically. Thus, students can experience learning that is diverse, interesting, and relevant to their needs, thus being able to be qualified individuals and ready to face the challenges of the future.

**Keywords:** Student Profile of Pancasila; Rahmatan Lil Alamin; Madrasah Ibtidaiyah

## 1. INTRODUCTION

In the context of education in Indonesia, Madrasah Ibtidaiyah (MI) has a strategic role in shaping the character and personality of students. Madrasah Ibtidaiyah as an Islamic educational institution has the responsibility not only in delivering academic subject matter, but also in shaping religious, moral and social values. Education in Madrasah Ibtidaiyah is expected to not only produce intellectually intelligent students, but also make them as individuals who reflect the profile of real students who can balance between intelligence in academics and good behaviour.

The development of the times in the era of digital transformation, characterized by advanced in science and technology, brings both positive and negative impacts so as not to damage the identity of the Indonesian Nation in accordance with the values of Pancasila (Basri et al., 2021). The values contained in the five precepts must be lived and implemented by all Indonesian people, including students, without exception. As students, we need behaviours that reflect the values of Pancasila to strengthen local wisdom as the nation's characteristics. Besides being monitored through educational institutions, the age of students, especially at the primary level, is considered a golden period that has the potential to develop positive aspects. On the other hand, this age phase is considered to be more effective, so that the character that is formed during this period can be attached when reaching the maturity of a student (Gifari et al., 2019).

In an effort to improve character education, the Minister of Education and Culture, Nadiem Anwar Makarim, integrated the Pancasila learner profile as part of the vision and mission of the Ministry of Education and Culture, as stated in the Minister of Education and Culture Regulation number 22 of 2020 concerning the Ministry of Education and Culture's strategic plan for the period 2022-2024. The creation of the Pancasila Learner Profile was triggered by rapid technological advances, socio-cultural changes, environmental changes, and future demands in the world of work. The Pancasila Learner Profile is defined as a representation of Indonesian students who are globally competent and behave in accordance with the values of Pancasila throughout life (Ahmad Zamroni, Nur Salim, 2022). To achieve this goal, the cooperation of all students in Indonesia is needed in order to form international quality students who also maintain the character of local cultural values.

Regarding this, the government through the Ministry of Education and Culture has begun implementing the Merdeka Curriculum as a step to revive the education system in Indonesia. The Merdeka Curriculum emphasizes the development of students' skills and personalities by strengthening the identity of Pancasila. In addition, Ministerial Decree No. 347 of 2022 concerning Guidelines for Implementing the Merdeka Curriculum (IKM) in Madrasahs has been issued by the Minister of Religious Affairs of the Republic of Indonesia. IKM is used as a guideline for implementing the curriculum in Islamic

subjects with a focus on developing learning skills through the identity of students who are Rahmatan Lil 'Alamin.

The Interdisciplinary Project represents an innovative paradigm in the Merdeka Curriculum that uses a project approach that is appropriate to the context and based on community needs or problems in the education unit environment. One of the advantages of interdisciplinary projects in Madrasahs is the addition of Rahmatan Lil 'Alamin values in P5. Rahmatan Lil Alamin values include the principles of attitudes and perspectives in practicing religion, with the aim that religious patterns can run in accordance with the context of nation and state, so that the general benefit is maintained in line with the protection of humanity in religious practice (Javanisa et al., 2022). The Rahmatan Lil Alamin Student Profile project incorporated in the Pancasila Student Profile aims to ensure that madrasah graduates have a moderate approach to religion.

The Pancasila Student Profile and Rahmatan Lil Alamin Student Profile Strengthening Project, known as P5P2RA, aims to create an environment of peace and love. P5P2RA always invites to realise peace, happiness, and safety, both in the life of the world and the life of the hereafter, for all humanity and even the entire universe (Nur'aini, 2023). Projects activities are defined as an investigative adventure involving teacher guidance, where learners can explore matters that interest them and experience the process of information seeking. Learning is done through interaction with the surrounding environment, the aim for learners to become more sensitive, caring, and able to respond to and solve problems that are contextualized around them.

## 2. RESEARCH METHOD

This research uses a qualitative approach by applying the literature study method. This research methodology involves systematic steps to collect, evaluate and analyse written sources relevant to the research focus. Literature study, as an important initial phase in the research process, allows researchers to understand existing viewpoints, evaluate previous findings, and build a solid foundation for the research to be conducted. The importance of this step lies not only in preventing duplication of research, but also in ensuring that research contribution adds value to existing knowledge. The objectives of this literature study include finding information relevant to the topic or problem being researched, identifying theories that support the topic, understanding the result of previous research, and obtaining new references to support current research. In the context of this research, the aim is to gain an in-depth understanding of the implementation of the project to strengthen the Pancasila student profile and the Rahmatan Lil Alamin student profile. This understanding was obtained through the collection of diverse sources and understanding of field research studies, with the conclusion that the implementation is very relevant, especially in the context of education in Madrasah Ibtidaiyah. Research steps include collecting data and information from various sources, including primary and secondary data derived from various media such as books, journals, articles, the internet, online libraries, and so on (Walliman, 2021). This approach was chosen to understand the development of new phenomena through the review of various sources, while still answering the research questions with reliability. This analysis was conducted using the content analysis method, which allows researchers to indirectly understand human behaviour by examining relevant information (Sari & Asmendri, 2020).

## 3. RESULTS AND DISCUSSION

### 3.1 Profile of Pancasila Students

Indonesian learners are expected to have skills, personality and behaviour that reflect the values of Pancasila throughout their lives. The Pancasila learner profile is designed to answer key questions about how learners should perform and what characteristics the Indonesian education system wants them to have. This includes an emphasis on achieving the Graduate Competency Standards at each level of education, particularly in terms of character development in line with the principles of Pancasila. These are related to the national identity, ideology and aspirations of the Indonesian people, as well as external factors related to the living conditions and challenge faced by the Indonesian nation in the 21<sup>st</sup> Century. It is hoped that Indonesian student will have the skills and competencies that will enable them to become democratic citizens, as well as high quality and productive individuals in this century. Therefore, it is desirable that Indonesian students can actively contribute to sustainable global development efforts. The Pancasila learner profile includes six main dimensions that are interconnected and reinforce each other in facing various challenges. These dimensions include 1) character building that is faithful, devoted to God Almighty, and noble, 2) globally diverse, 3) cooperative, 4) independent, 5) critical thinking, and 6) creative. This shows that the profile of Pancasila learners does not only emphasise the cognitive aspects, but also includes attitudes and behaviours that are in accordance with the identity as Indonesian citizens and also citizens of the world (Novita Nur 'Inayah, 2021).

### 3.2 Profile of Rahmatan Lil Alamin Students

The concept of Rahmatan Lil Alamin is actually one of the options to maintain the diversity of Indonesian culture without eliminating the traditional heritage and culture that already exists. Building a moderate concept of religion in the midst of society is very significant, especially in Indonesia, given the existence of various sects in religion, diversity of thought patterns, and ethnic diversity in this country. As a country based on the philosophy of Pancasila, Pancasila can be considered as a manifestation of the Rahmatan Lil Alamin principle. Many of the values contained in Pancasila are in line with religious teachings. The harmonious relationship between religion and Pancasila within the framework of Indonesian democracy has been proven and is expected to continue to overcome the threat of political radicalism, religion, ethnicity and other

factors. The Rahmatan Lil Alamin learner profile is found on the basis of 10 key values. These ten values involve Civilisation (Ta'addub), Exemplary (Qudwah), Citizenship and Nationality (Muwatanah), Tolerance (Tasamuh), Deliberation (Shura), Straight and Firm (Adil wa I'tidal), Balanced (Tawazun), Taking the Middle Way (Tawasuth), Equality (Musawwa), Dynamic and Innovative (Tathawwur wa Ibtikar). These values include aspects of character and behaviour that can be monitored, applied, and assessed by educators to shape the profile of students who have high morality, tolerance, and become good citizens (Faiz et al., 2022).

### 3.3 Students Profile in Harmonising Pancasila and Rahmatan Lil Alamin Values

The Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile have main visions that reinforce each other. Both refer to the concept of Pancasila which respects diversity and human values, with the aim of creating a safe and prosperous country. In P5P2RA, students are formed who have the mindset, attitude and behaviour in accordance with the principles of Pancasila and Rahmatan lil Alamin. This aims to achieve unity, integrity and global peace. In addition, it is expected that learners will also be able to solve problems by using critical thinking, collaborating, being creative, innovative, and moderate in religion. Harmonization of Pancasila and Rahmatan lil Alamin values can be realized by designing P5P2RA both in Intracurricular, Co-Curricular, and Extracurricular activities (Ahmad Zamroni, Nur Salim, 2022). In Intracurricular activities, activities must be integrated with the subject matter in accordance with a predetermined theme. Meanwhile, co-curricular activities are designed collaboratively between subjects teacher. These collaborative learning activities can be structured by involving community participation using various learning models that focus on field experience or problem solving. This aims to provide opportunities for students to develop knowledge, skills, and attitudes or character in integrated and holistic manner. And in extracurricular activities, the activities are combined in the development of interest and talents. From the beginning, it was arranged together, namely the team in charge of the profile project with extracurricular coaches such as in scout activities, sports club activities, language club activities, and others. Of the three types of activities described, teachers and madrasahs can choose according to the conditions and availability of resources in their madrasah.

### 3.4 Harmonising student profiles in intracurricular activities

Intracurricular activities are structured to help children achieve the desired abilities as described in the learning objectives. The core of this learning activity is play with a meaning that illustrates the spirit of "Merdeka Belajar, Merdeka Bermain". Madrasahs have the right to choose activities that can provide fun and deep meaning for students. The structure of Merdeka curriculum in Madrasahs is built by following the guidelines stated in KMA Number 347 of 2022 regarding the Implementation of Merdeka Curriculum in Madrasahs. Intracurricular learning is conducted in a differentiated manner so that learners have enough time to explore concepts and strengthen competencies. It also gives teachers the flexibility to choose teaching tools that suit the needs and characteristics of their learners. Differentiated learning is also not a chaotic learning process. Differentiated learning is an effort to adjust the learning process in the classroom to meet the individual learning needs of each student (Pitaloka & Arsanti, 2022). The differentiated learning planning steps that will be able to display harmonized learner profiles in accordance with P5P2RA are as follows.

#### a) Mapping Learning Needs

Mapping learning needs is done by conducting a survey first through a pretest by trying to fill in questions made by the teacher before each class begins. Teachers also liaise with each student's guardian to find out the student's learning progress.

#### b) Conceptualising learning according to mapping

Teachers make lesson plans based on students' needs and abilities. It is important to implement differentiated learning universally. It is expected that every student has the ability to participate in active learning and collaboration. In order to create lesson plans that can be used by teachers, teachers should include teaching modules in them. The teaching module should include a type of teaching action plan. This can be an activity that can be customized to the needs of students based on the results of relevant teacher mapping. In the end, teachers will have the freedom to choose teaching tools that can be easily adapted to students' learning needs.

#### c) Evaluating and reflecting on the lesson learnt

The final step, evaluation and reflection, use the same system. Summative and formative assessments are used to evaluate how well students achieve the learning objectives. Student's final grades are determined using these summative tests. Monthly learning outcome grades, final exam grades, and so on are examples. If students' abilities are above average, the form of questions should be differentiated for each student. However, if there are students who are far below average, the new questions will be adjusted according to the student's condition. To produce learning outcomes that meet the needs of each student, the three steps above are interrelated and complementary. In other words, the teacher plays an important role in carrying out every lesson.

In differentiated learning, there are three parts that can be applied, namely:

#### a) Differentiate in content

Differentiation in content is closely related to the material or curriculum, so teachers must adjust the content of the curriculum to the conditions and abilities of students. Teachers can also relate the material to be delivered to the material that has been delivered and has been mastered by students. In addition, teachers can also arrange students in heterogeneous small groups in order to harmonise the learner profile in accordance with the six dimensions in the Pancasila learner profile and the ten values in the Rahmatan Lil Alamin learner profile.

## b) Differentiate in process

In differentiating the process, teachers must ensure that they understand students can engage in whatever material they choose, teachers can accommodate their learning activities with various resources, such as videos, picture reading books and so on.

## c) Differentiate in product

In this case, the product in question is that which shows the level of mastery of students over all the learning material they have learned. In this case, differentiating with products means that a teacher must be able to provide various options for students to show their learning outcomes. Ultimately, the products students produce will reflect all the understanding students have, so teachers can offer a variety of variations and challenges. In addition, evaluations will be conducted to assess students' abilities and skills.

The Teaching Module is also one of the keys to being able to instil the six dimensions in the Pancasila learner profile and the ten values in the Rahmatan Lil Alamin learner profile. Here are some of the themes in the P5P2RA guide that can be adapted in Madrasah Ibtidaiyah:

**Table 1.** P5P2RA themes in Madrasah Ibtidaiyah ((Ahmad Zamroni, Nur Salim, 2022)

1. Sustainable Living	"Learners realise the existence of past and future generations, the impact of human activities both short and long term on the continuity of life. Learners build awareness of environmentally friendly attitudes and behaviours, learn about potential sustainability crises that occur around them, and develop readiness to face and mitigate them. They act as khalifahs on earth who are obliged to preserve the earth for the life of mankind and future generations."
2. Local Wisdom	"Learners understand the diversity of traditions, culture and local wisdom that is the nation's cultural wealth. Learners build curiosity through inquiry and exploration of local culture and wisdom and play a role in preserving it. Learners learn how and why local/regional communities develop as they do, learn the concepts and values behind local arts and traditions and reflect on the values that can be applied in their lives."
3. Unity in Diversity	"Learners understand the differences in ethnicity, race, religion and culture in Indonesia's independence. Learners can promote the nation's cultural wealth, foster mutual respect and avoid conflict and violence."
4. Build the Body and Soul	"Build the soul and build the body is the mandate of the founding fathers since Indonesia's independence. Learners understand that development involves aspects of body and soul, a healthy soul is in a healthy body. Learners build awareness and skills to maintain physical and mental health, both for themselves and others. Learners research and discuss issues related to wellbeing, bullying, and try to find solutions. They also examine issues related to physical and mental health and wellbeing, including drugs, pornography and reproductive health. Understanding the existence of the afterlife or yaumul hisab, which is reflected in being a person who is religiously observant and obedient to the state."
5. Pancasila Democracy	"Learners understand democracy in general and Pancasila democracy which originates from the noble values of the 4th principle. Promote deliberation for consensus to make decisions, with majority decision as the next choice. Accepting decisions taken from a democratic process and taking responsibility for the decisions that have been made. Learners also understand the meaning and role of individuals towards the continuity of Pancasila democracy. Through learning democracy, learners reflect and understand its challenges in different contexts, including in madrasah organisations, in community life and the world of work."
6. Engineering and Technology to build NKRI	"Learners train to have critical reasoning, creative and innovative skills to create technology-based products to facilitate their own activities and emphasise with the surrounding community based on their work. Learners continuously develop innovations to solve community problems. Learners apply technology and synergise social aspects to build a smart society culture in building the Republic of Indonesia and a sense of love for the homeland."
7. Entrepreneurship	"Learners identify local economic potential and efforts to develop it related to environmental, social and community welfare aspects. Through entrepreneurship activities can foster creativity and entrepreneurial spirit of learners. Learners also open up insights into future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become a professional workforce full of integrity."
8. Employment	"Learners connect various knowledge that has been understood with real experiences in daily life and the world of work. Learners build an understanding of employment, job opportunities, and work readiness to improve capabilities in accordance with their expertise, referring to the latest workplace needs. In their projects, learners will also hone awareness of attitudes and behaviours in accordance with the standards required in the world of work."

From the eight themes, the author tries to provide some examples of activities or projects that can display the profile of students who can harmonise the values of Pancasila and the value of Rahmatan Lil Alamin.

**Table 2. Examples of Congruence between Themes, Activities, and Pancasila Learner Profile and Rahmatan Lil Alamin Learner Profile**

No.	Class/Phase	Theme - Activity	Profile of Pancasila Students	Profile of Rahmatan Lil Alamin Students
1	Class I / Phase A	“Local Wisdom” Learner activities include understanding vegetables & observing how they are grown.	➤ Mutual aid ➤ Independent	➤ Exemplary (qudwah) ➤ Tolerance (tasamuh)
2	Class II / Phase A	“Engineering and Technology to Build NKRI” The learners’ activity is to make printed T-Shirts from natural prints.	➤ Have faith, devotion to God and noble character ➤ Creative	➤ Civilisation (ta’addub) ➤ Equality (musawah)
3	Class II / Phase A	“Unity in Diversiy” Learner activity of making a miniature traditional house.	➤ Working together ➤ Creative	➤ Deliberation (shura) ➤ Taking the middle way (tawasuth)
4	Class III-IV / Phase B	“Build up the body and soul” Learner activities include setting up and honesty canteen.	➤ Have faith, devotion to God and noble character ➤ Working together	➤ Civilisation (ta’addub) ➤ Tolerance (tasamuh)
5	Class IV / Phase B	“Sustainable Living” The learners’ activity is to take care of the environment by separating the tyoes of waste to be used as eco-friendly craft materials	➤ Working together ➤ Creative	➤ Deliberation (shura) ➤ Taking the middle way (tawasuth)
6	Class V / Phase C	“Entrepreneurship” The learners’ activity is to prepare food from cassava with contemporary recipes.	➤ Independent ➤ Creative	➤ Exemplary (qudwah) ➤ Dynamic and Innovative (tathawwur wa ibtikar)
7	Class VI / Phase C	“Pancasila Democracy” Learner activities, namely conducting the election process for Class Officers (Chairperson, Secretary, etc.) using E-Voting	➤ Diversity ➤ Critical Reasoning	➤ Citizenship and nationality (muwatanah) ➤ Deliberation (shura) ➤ Straight and firm (Adil wa i’tidal)
8	Class VI / Phase C	“Employability” The learner’s activity is to be asked to develop a plan for what they want to be when they grow up.	➤ Critical Reasoning ➤ Independent	➤ Exemplary (qudwah) ➤ Civilisation (ta’addub)

### 3.5 Harmonising student profiles in co-curricular activities

The achievement of P5 and P2RA is carried out in every aspect of educational activities in educational units, especially in intracurricular and co-curricular activities. The independent curriculum has a co-curricular programme that distinguishes it from the previous curriculum. There are many benefits of the co-curricular programme (Damayanti et al., 2023). The co-curricular programme in the Merdeka Curriculum in Madrasahs is implemented through the project of strengthening the Pancasila learner profile (P5) and the Rahmatan Lil Alamin learner profile. P5P2RA is developed based on a specific theme set by the government and does not aim to achieve specific learning objectives, so it is not tied to specific subject content (Ramdhani, 2022). Through these co-curricular activities, students are expected to not only master memorization and understanding, but also learn to solve problems and act in real situations. This co-curricular activity is a breakthrough in increasing the flexibility of learning and encouraging active participation in face-to-face learning, working together, creating, and expressing to produce ideas and ideas through actions that can have an impact on themselves and the surrounding environment (Shalikha, 2022). According to (Farhani, 2019), co-curricular activities are not included in the intracurricular activity schedule. This is because co-curricular activities consist of tasks or activities that are carried out regularly and must be followed by students. Co-curricular activities are usually chosen as elective programme in schools. From the findings in several journals that discuss co-curricular activities, the author can provide some ideas of wahta co-curricular activities can display the profile of Pancasila students and the profile of Rahmatan Lil Alamin students. So that later the values in P5P2RA can really be realized in the lives of students. According to the author, students are usually given assignments tailored to their field of study to deepen their knowledge of the material taught in class and to acquire new knowledge about the material taught. Fostering good P5P2RA values for students’ personality development is one of the many benefits of co-curricular activities.

**Table 3. Examples of Curricular Activities in Madrasah Ibtidaiyah that are integrated with P5P2RA**

No.	Activity Name	Profile of Pancasila Students	Profile of Rahmatan Lil Alamin Students
1	Habituation in Islamic activities: - Dhuha prayer - Reciting prayers before and after learning	➤ Have faith, devotion to God and noble character	➤ Exemplary (qudwah)

	<ul style="list-style-type: none"> <li>- Tilawah Al-Qur'an before starting the lesson</li> <li>- Dhuhr prayer in congregation</li> <li>- Give every Friday in the box provided by the school</li> </ul>		
2	Habituation of singing the Indonesia Raya song every time in line before entering the classroom	➤ Diversity	➤ Citizenship and nationality (muwatanah)
3	Queuing culture at the school canteen.	➤ Have faith, devotion to God and noble character	➤ Tolerance (tasamuh) ➤ Civilisation (ta'addub)
4	Culture of healthy living through : <ul style="list-style-type: none"> <li>- Class Picket Programme</li> <li>- Healthy Gymnastics Programme</li> <li>- Rubbish Picking Programme</li> </ul>	<ul style="list-style-type: none"> <li>➤ Working together</li> <li>➤ Independent</li> </ul>	<ul style="list-style-type: none"> <li>➤ Deliberation (shura)</li> <li>➤ Equality (musawah)</li> <li>➤ Exemplary (qudwah)</li> </ul>
5	Implementation of outbond for high grade students (grade IV,V,and VI)	<ul style="list-style-type: none"> <li>➤ Critical Reasoning</li> <li>➤ Independent</li> <li>➤ Creative</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dynamic and Innovative (tathawwur wa ibtikar)</li> <li>➤ Balanced (tawazun)</li> <li>➤ Straight and firm (Adil wa i'tidal)</li> </ul>
6	Implementation of Social Service (Sembako) or Friday Sharing (nasi Kotak) in the neighbourhood of Madrasahs	<ul style="list-style-type: none"> <li>➤ Have faith, devotion to God and noble character</li> <li>➤ Diversity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tolerance (tasamuh)</li> <li>➤ Taking the Middle Way (tawasuth)</li> </ul>

### 3.6 Harmonising student profiles in extracurricular activities

Extracurricular activities are one of the activities that need to be organized in an educational unit. In addition, by holding extracurricular activities, the school has supported the realization of P5P2RA. Because in extracurricular activities teachers can also guide students to be able to practice the values in Pancasila and the Rahmatan Lil Alamin dimension. Extracurricular activities are usually done in groups, but some are done individually. Learners can choose extracurricular activities that suit their interests and talent. These activities aim to broaden learners' knowledge, improve their skills, and extend what they have learnt. Extracurricular activities should also be adapted to the madrasah environment and culture. Teachers and schools should play a big role in providing support for extracurricular activities both in terms of coaching and services. Teachers must also be able to know and recognize the interests and talents of their students so that extracurricular activities will be organized in accordance with the mapping that has been done (Wintara, 2017).

Research by (Irwanto & Jatiningsih, 2012) found that scouting is considered as one of the extracurricular activities included in the education system. In extracurricular activities, scouts often use the character values of Pancasila and Rahmatan Lil Alamin. For example, when marching, the character that emerge are exemplary (qudwah) and independent. When students learn to make rope, they can be directed to have the character of taking the middle way (tawassut), dynamic and innovative (tathawwur wa ibtikar), mutual cooperation, and creativity. In scouting, the characters that can also emerge are faith, devotion to God almighty and noble character in accordance with the contents of the first Dasa Dharma which reads Piety to God almighty. And of course, this extracurricular activity can guide participants to have a diverse character in accordance with the Pancasila Student Profile and the dimensions of Citizenship and Nationality in accordance with the dimensions of Rahmatan Lil Alamin students. Because in its activities there is always a ceremony or apple. Extracurricular activities in the religious field such as qiro'ah, calligraphy, tahfidz, and little da;I can make students to have the value of faith, devotion to God almighty and noble character as well as independent, critical reasoning, and creativity. In addition, religious extracurricular activities can also bring out the dimensions of civilized (ta'addub), exemplary (qudwah), and dynamic and innovative (tathawwur wa ibtikar).

Extracurricular sports activities such as football clubs, volleyball clubs, badminton clubs, archery clubs, basketball clubs athletic clubs and other types of sports clubs can shape students to have the value of the Pancasila learner profile, namely diversity, mutual cooperation, independence, critical and creative thinking in carrying out winning strategies during the match. And can show the dimensions that exist in the Rahmatan Lil Alamin learner profile such as exemplary (qudwah), equality (musawah), tolerance (tasamuh), dynamic and innovative (tathawwur wa ibtikar). Because in this extracurricular activity, students are invited to create beautiful creations in dance, music, sound art, painting, and other art activities.

Harmonization between intacurricular, co-curricular and extracurricular activities is key in supporting the implementation of P5P2RA. Good integration between these three types of activities ensures that education does not only focus on academic achievement, but also on holistic development of character, skills and potential. Madrasahs and educators need to ensure that every activity organized, be it inside or outside the classroom, complements and supports each other.

Thus, learners can experience learning that is diverse, interesting and relevant to their needs, so that they can become qualified individuals who are ready to face future challenges.

#### 4. CONCLUSION

Based on the results of the above research, it is concluded that Madrasah Ibtidaiyah as an Islamic educational institution has the responsibility not only in delivering academic subject matter, but also in shaping religious, moral, and social values. Regarding this, the government through the Ministry of Education and Culture has begun implementing the Merdeka Curriculum as a step to revive the education system in Indonesia. The Cross-Disciplinary Project represents an innovative paradigm in the Merdeka Curriculum that uses a project approach that is appropriate to the context and based on community needs or problems in the education unit environment. The Rahmatan Lil Alamin Student Profile project incorporated in the Pancasila Student Profile aims to ensure that madrasah graduates have a moderate approach to religion. Harmonization of Pancasila and Rahmatan Lil Alamin values can be realized by designing P5P2RA both in Intracurricular, Co-Curricular and Extracurricular activities. In Intracurricular activities, activities must be integrated with the substance of the lesson according to a predetermined theme. While the co-curricular programme is an activity that distinguishes it from the previous curriculum. Cocurricular activities are a breakthrough in increasing the flexibility of learning and encouraging active participation in face-to-face learning, working together, creating, and expressing to produce ideas and ideas through actions that can have an impact on themselves and the surrounding environment. And the last type of activity, namely extracurricular activities, is one of the activities that need to be organized in an education unit which is usually carried out in groups, but some are also carried out individually.

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