



PAI LEARNING INNOVATIONS THROUGH THE STRENGTHENING OF THE PANCASILA STUDENT PROFILE AND THE STUDENT PROFILE OF RAHMATAN LIL ALAMIN (P5PPRA)

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Abstract

This study aims to examine innovations in Islamic Religious Education (PAI) learning through the reinforcement of P5PPRA at MIMA 01 KH. Shiddiq Jember. In this context, P5PPRA functions not only as a platform for character building based on Pancasila values but also as a means of instilling moderate Islamic values such as tasamuh (tolerance), global-mindedness, tatawwur wa ibtikar (dynamism and innovation), ta'adub (civility), and qudwah (exemplary conduct). The learning process is carried out through the integration of project-based activities that emphasize collaboration, social awareness, and the habituation of noble character in students' real-life experiences. The research method used is a qualitative approach with a case study design. The results show that PAI learning innovation through the reinforcement of P5PPRA at MIMA KH. Shiddiq is implemented systematically through three stages: planning, implementation, and evaluation. The planning stage is integrated into PAI subjects using structured teaching modules that include learning objectives, activity flow, and assessments based on the values of Pancasila and Islam Rahmatan Lil Alamin. The implementation involves various methods, including discussions and hands-on practice, emphasizing cooperation, responsibility, and exemplary behavior. Evaluation is holistic, assessing knowledge, skills, and attitudes. Teachers play an active role in character development and provide guidance for students who have not yet achieved the minimum learning mastery.

Keywords: *Islamic Religious Education Learning Innovation, P5PPRA*

A. Introduction

In the current era of globalization and technological developments, Islamic basic education institutions face great challenges in shaping the character of students who are not only academically superior, but also have moral and spiritual integrity according to the values of Pancasila (Isdiyanto, Hendra Ani, 2025). Islamic Religious Education (PAI), which should be the pillar of the formation of noble morals, is often trapped in a purely cognitive approach, without touching the affective and psychomotor realm in depth (Apriliyanto et al. 2025). On the other hand, social reality shows moral degradation, intolerance,

and a lack of social empathy among the younger generation (Hidayat, 2025). This is a common concern, considering that PAI should be able to instill Islamic values that are *rahmatan lil alamin*, namely the values of compassion, tolerance, and peace. Therefore, there is a need for contextual and applicative PAI learning innovations, in order to be able to answer increasingly complex social problems and foster student profiles with strong character.

Various previous studies have examined the effectiveness of Islamic Religious Education learning in shaping the character of students in the independent learning curriculum that is still applied in Islamic Basic Education Institutions. These studies show that the integration of progressivism and Islamic values in PAI learning to improve students' 4C skills (Zain, 2025). The Implementation of Islamic Religious Education Learning through the Application of the Inquiry Model can Improve Abilities in the Era of Independent Learning (Nasution, 2025). However, there are still few studies that specifically examine the integration between PAI learning and the strengthening of the Pancasila Student Profile Project with the *rahmatan lil alamin* approach in the independent learning curriculum, especially in the context of Islamic basic education institutions. This void is what is the space for this research to contribute, namely by developing a PAI learning innovation model that not only educates normatively, but also forms the character of students who are able to coexist peacefully and bring benefits to the surrounding environment.

PAI learning through the Pancasila Student Profile Strengthening Project and *Rahmatan Lil Alamin* Student Profile (P5PPRA) makes learning student-oriented. This is one of the innovations that is very relevant in answering the challenges at this time, where students carry out learning by implementing a subject matter into a P5PPRA activity, which is part of the independent curriculum. P5PPRA which aims to form the character of students who have faith, fear God Almighty and have noble morals, are globally diverse, work together, are independent, have critical reasoning, and are creative (Ministry of Education and Culture, 2022).

In the madrasah environment, especially in MIMA KH. In this Shiddiq Jember, the integration of these values has been harmonized with the teachings of Islam which is *Rahmatat lil alamin*, which brings grace to all nature. PAI learning in the previous curriculum tended to be theoretical and did not touch the applicative aspects in the lives of students, students were often only able to memorize the concept of PAI, but difficulties in terms of understanding and internalizing the value of these values in real actions, namely realizing them in a project such as honesty, responsibility and tolerance. By including elements of

P5PPRA in PAI learning, this is very helpful for students to deepen, understand and understand the lessons delivered by teachers. The PAI learning innovation by incorporating elements of P5PPRA, it can be seen that students are not only able to understand the material that has been delivered, but they are also able to show examples directly through the projects that have been given. This can be seen from the very high learning outcomes of students in PAI learning (PAI Subject Documentation at MIMA KH. Shiddiq Jember).

From the above description, this research departs from the understanding that strengthening the Pancasila Student Profile Project through PAI learning based on the value of rahmatan lil alamin can be a strategic solution to shape the character of students as a whole. By integrating the principles of moderate, compassionate, and tolerant Islam into an active and reflective learning project, students not only understand religious material theoretically, but also experience and practice its values in real life. This approach allows for more lively, participatory, and meaningful learning, thus contributing to the creation of a peaceful, inclusive, and religious school environment. If proven effective, this innovative model can be replicated in various Islamic basic education institutions in Indonesia as a form of real contribution to the success of the great national education agenda, namely to produce a generation with character, religion, and the spirit of Pancasila.

B. Research Methods

This study uses a qualitative approach to describe in depth the process of PAI learning innovation through the strengthening of P5PPRA at MIMA 01 KH. Shiddiq Jember. This approach was chosen because it is able to explore contextual and in-depth data on the experiences of teachers and didk participants in the innovative defense process in PAI learning through the strengthening of P5PPRA (Creswell, J. W., & Poth, C. N., 2021).

This type of research is a case study conducted to describe and analyze the process of PAI learning innovation through the strengthening of P5PPRA in MIMA 01 KH. Shiddiq Jember. The data sources in this study consist of primary and secondary data. Primary data was obtained from direct observation of learning activities, in-depth interviews with teachers, principals, and students who were actively involved in project activities. Meanwhile, secondary data was obtained from supporting documents such as project activity reports, as well as visual documentation.

The data collection techniques used included participatory observation, semi-structured interviews, and documentation studies. Observations were

carried out to see firsthand the learning practices of the project, interaction between students and the implementation of moral values and Pancasila interviews were carried out openly but directed to obtain in-depth information about the perceptions and experiences of teachers and students. Documentation studies are used to examine the suitability between the plan and implementation of learning innovations. Data analysis was carried out using an interactive model from Miles and Huberman, which consisted of three stages, data reduction, data presentation, and conclusion drawn. All data were analyzed thematically to identify patterns that emerged related to the implementation of P5PPRA, the integration of Rahmatul Lil Alamin values, and their impact on students' character and understanding in PAI lessons. Validity is maintained through triangulation of sources and techniques, as well as member checking with the main informant source.

C. Results and Discussion

Results

1. Learning Planning for the P5PPRA Program in PAI Subjects at MIMA 01 KH. Shiddiq Jember

Learning planning for the P5PPRA program in PAI Subjects at MIMA KH. Shiddiq is a systematic process of setting goals, selecting materials, methods, media, and evaluation tools in order to achieve effective and efficient learning outcomes. Mrs. Lathifatul Azizah, S.Pd (30/5/2025). as the Head of Madrasah Mima 01 KH. Shiddiq Jember explained that the planning of the P5PPRA project must be in accordance with the material. Especially in the planning of the P5PPRA program project, PAI Subject teachers discuss with students about the implementation that will be implemented. The teacher gave an explanation of how the project would be held in the classroom or outside the classroom..

Mr. M. Nor Hakim S.Pd.I (22/7/2025) Teacher of Al Qur'an Hadith and Moral Faith Subject said: "The Moral Faith and Qurdist lessons for this independent curriculum, the learning plan has been arranged in a teaching module, which this teaching module will make it easier for us, the subject teachers, to develop learning, and make projects". So, P5PPRA activities in the Moral Faith and Qurdist lessons have been arranged in a teaching module. This will make it easier for subject teachers to develop learning and create P5PPRA projects.

Likewise, learning planning in the P5PPRA program in SKI subjects. Mrs. Khusnul Khotimah (23/7/2025) SKI Subject Teacher explained: "SKI learning must be planned appropriately, in order to achieve the goals of the learning, it

must be neatly arranged in the teaching module". This interview shows that in order for the P5PPRA program in SKI subjects to achieve its learning objectives, it is neatly arranged in the teaching module.

Fiqh Subject Teacher Mrs. Iin Muthmainnah S.Pd.I (22/7/2025), added:

"The right learning model in the delivery of fiqh material, for example, we use a *cooperative learning* model where children are involved in small groups to achieve learning goals and all of them have been arranged in teaching modules". The interview description shows that in the learning planning of the P5PPRA program in Fiqh subjects, teachers choose a *cooperative learning* model to include a learning plan in the form of learning modules. In the model, children can be involved in small groups to achieve the expected learning goals.

The results of the above interview are strengthened by documentary evidence in the form of lesson plans/learning modules in which there are activities to strengthen the P5PPRA project.



Picture 1 PAI Learning Module Containing P5PPRA Strengthening Activities

Picture 1 above shows that the PAI learning module containing P5PPRA strengthening activities has been well and neatly prepared by PAI teachers at MIMA 01 KH. Shiddiq Jember.

a. Implementation of P5PPRA Program Learning Planning in PAI Subjects at MIMA 01 KH. Shiddiq Jember

The implementation of learning in the P5PPRA program at MIMA KH. Shiddiq has been carried out in accordance with the learning plan that has been prepared. Mrs. Lathifatul Azizah, S.Pd. (30/5/2025) as the Head of Madrasah Mima 01 KH. Shiddiq Jember says:

"In determining and running the P5PPRA project, full authority is given to teachers of Moral Faith Subjects and teachers of other subjects, as teachers who teach the lessons, because the Subject teachers who play an active role in assisting students in planning and implementing the project, the madrasah will facilitate what is needed when the project is held. And it needs to be underlined, the P5PPRA

project does not have to be in the form of performances or bazaars, projects can also be held in the classroom or in the field.”

The above interview shows that the determination and implementation of the P5PPRA project at MIMA KH. Shiddiq is given full authority to teachers of Moral Faith Subjects and other subject teachers. The subject teacher plays an active role in assisting students in planning and implementing the project. Lembaga MIMA KH. Shiddiq will facilitate what is needed when the project is held. The P5PPRA project does not have to be in the form of a performance or bazaar, but the project can also be held in the classroom or in the field

In its implementation, Mr. M. Nor Hakim S.Pd.I (22/7/2025) Teacher of Hadith and Moral Faith explained:

“For the Akidah Akhlak or Al Qur'an lesson which is in the 3rd hour, we always start with ice breaking. In addition to ice breaking as a prelude, ice breaking is also to restore the enthusiasm of students, it is also intended to refract children's focus after attending other lessons in the 1st and 2nd hours. After that, it enters the core, namely astudents read, observes or observes the images contained in the material. After that, the teacher explains the material, interspersed with simple questions related to the material, or events that occur around them, by asking students to tell about the events around us, related to the material. This has shown that they observe, understand, and tell stories with meaning, which is a feature of the supporting features contained in P5PPRA”.

The description of the data above shows that for the Akidah Akhlak or Al Qur'an lesson which is in the 3rd hour, the subject teacher always starts the P5PPRA learning activity with ice breaking. In addition to ice breaking as an introduction, ice breaking is also to restore the enthusiasm of students and is intended to refresh children's focus after attending other lessons in the 1st and 2nd hours. After that, it enters the core, namely students reading, observing or observing the images contained in the material. Then the teacher explains the material that exists, interspersed with simple questions that concern the material or events that occur around them. Students are also asked to tell stories about events around them related to the material. This has shown that they observe, understand, and tell stories with meaning. This activity is one of the supporting features contained in P5PPRA.

Teacher of Moral Faith Subject Mr. Moh. Nor Hakim S.Pd.I (28/5/2025) added the following:

"As for the purpose of learning in this material, students are expected to be able to understand and analyze good manners in hospitality, students are able to apply good manners, and students carry out guest manners as a reflection of faith in Allah SWT, later we will make this material a joint project, which previously we involved children to discuss good and bad attitudes when visiting"

"Repeating the material that has been given a little, aims to make the children remember the important points in the material, after that it is continued with the children showing how to be a good guest by starting to say hello and knock on the door of the house slowly, waiting patiently until the door of the house opens and is welcome to enter, as for when given a banquet to take enough without scrambling, When you are a guest, you should maintain the comfort of the host as well and when you return home, don't forget to say goodbye in a good way too."

The description of the data above shows that one example of the learning material in the P5PPRA learning activity is about "Adab Barat". The objectives of learning in this material: 1) students are expected to be able to understand and analyze the manners of the guest, 2) the students are able to apply good manners, and 3) the students carry out the manners of the guest as a reflection of faith in Allah SWT. This material will be made a joint project and students are involved to discuss good and bad attitudes when visiting. In the P5PPRA learning activity, the first step is to repeat the material that has been given. This aims to make children remember the important points in the previous material. After that, the next activity is for the children to show how to be a good guest by starting to say hello and knock on the door of the house slowly, waiting patiently until the door of the house opens and is welcome to enter. As for when given a banquet, students take enough without scrambling. In addition, when guesting, students should maintain the comfort of the host as well and when returning home, students should not forget to say goodbye in a good way as well.

The above interview is strengthened by the results of the documentation below about the delivery of adab material in guest and children's involvement in the discussion of the project event:



Picture 2 Presentation of Manners Material in Guest

Picture 2 above shows that the teacher delivered the adab material in the guest and the students listened carefully. This material will later become material in P5PPRA learning activities.



Picture 3 Children's Involvement in Project Discussions

Picture 3 above shows that teachers involve children in project discussions in P5PPRA learning activities.

Meanwhile, the Fiqh Subject Teacher, Mrs. Iin Muthmainnah, S.Pd.I (22/7/2025), explained as follows:

"During fiqh learning, we just take the buying and selling material, after we discuss the material with the students, in addition to making student worksheets, to see if their skills are also developing, we invite them to hold a buying and selling project in the school canteen, by holding a project in the canteen you can see cognitive development, social emotional development and the development of educational skills"

The interview data above shows that the implementation of the P5PPRA learning program is also carried out in fiqh learning, such as in buying and selling materials. The teacher and the students discuss the material together and then instruct the students to make a worksheet. To see whether students' skill achievements have developed or are not developing, teachers invite students to hold a buying and selling project in the school canteen. By holding projects in the canteen, teachers can see the cognitive development, social emotions and skills of students.

Meanwhile, the implementation of the P5PPRA learning program in SKI learning, Mrs. Khusnul Khotimah (23/7/2025) SKI Subject Teacher explained:

“SKI lessons are an exemplary history lesson of great scholars, at the beginning of the meeting we greet students with greetings, it is appropriate that the SKI lesson is in the first hour, then we start by praying together, the presence of our students is checked, the above is an introduction to learning, then enter the core of learning, by inviting students to observe, observe the readings and pictures in the handbook, Students are also free to communicate their own conclusions, seek information about attitudes or role models; The material discussed, after the core of learning is completed, entered in the closing session the teacher and students conclude, evaluate and one of the students reflects on the learning that is carried out”

The interview data above shows that one of the materials in the SKI Subject is related to the history lesson of the example of great scholars. The beginning of the implementation of the P5PPRA learning program in SKI learning begins with greetings, praying together and checking the attendance of students. In the core of learning, the teacher invites students to observe and observe the readings and pictures in the handbook. Students are also free to communicate their own conclusions and seek information about attitudes or role models in the material discussed. In the closing part, the teacher and students concluded, evaluated and one of the students reflected on the learning carried out.

From some of the above interviews, it was emphasized by MIMA KH. Siddiq named Zahira Taftahani Salim. He said: "After understanding the Adab material when visiting and demonstrating it (project), I have a good understanding of how to sit correctly when visiting, why not to be noisy when visiting, in the future I will maintain an attitude when visiting". The description of this interview shows that after students understand the material "Adab When Visiting" and then students demonstrate it (project). From the activities of the P5PPRA learning program, students become well understood when visiting about the correct way to sit, not to be noisy when visiting, and maintaining other attitudes.

The same was conveyed by a student named Wazirz Huwaidah Aqla. He said: "Earlier, when I was asked by the teacher to practice (the project) of buying and selling in the school canteen, I just found out that when buying and selling, I had to say I sold to the seller, and the buyer said I bought". This interview shows that when students are asked by teachers to practice

buying and selling (projects) in the school canteen, then students only know that when buying and selling, students have to say I sell to the seller, and the buyer says I buy.

The various data from the results of the above research is strengthened by the results of the documentation below about the books used in the P5PPRA learning program activities:



Picture 4 Books Used in the P5PPRA Learning Program

Picture 4 above shows that PAI teachers use various textbooks that serve as guidelines in P5PPRA learning activities. Below is also documentation data related to P5PPRA learning activities

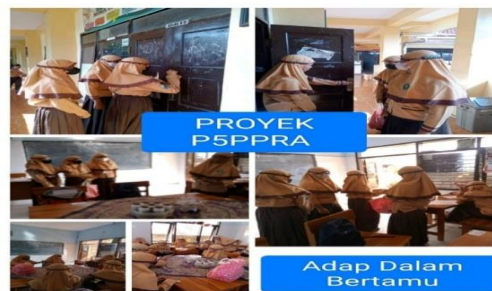


Picture 5 Teachers delivering material in the P5PPRA Learning Program. Picture 5 above shows that one of the PAI teachers delivered material related to the P5PPRA Learning Program



Picture 6 Preparation for project events

Picture 6 above shows that the students prepare the P5PPRA learning program in the classroom by arranging the benches used in the activity.



Picture 7 Activities When Students Carry Out P5PPRA Learning Projects

Picture 7 above shows that the students carried out the P5PPRA learning program in class with the theme of manners in visitation.

The above documentation is strengthened by the results of observations that show that the implementation of the project is in accordance with the planning that has been carried out. The implementation of the P5PPRA Learning Project is carried out in the classroom using desks and benches. Both are arranged to resemble guest tables and chairs. After that, the teacher asked the students to draw a lottery to take the serial number of which group would practice how to be a guest. Before starting the project, the teacher invites students to re-understand the procedures for good guest as taught.

b. Evaluation of Learning Planning of the P5PPRA Program in PAI Subjects at MIMA 01 KH. Shiddiq Jember

Evaluation in the implementation of the Pancasila Rahmatat Lil Alamin Student Profile Strengthening Project (P5PPRA) was applied to find out the effectiveness of the program. Mr. M. Nor Hakim S.Pd.I (22/7/2025) Teacher of Hadith and Moral Faith said:

"The evaluation in the Pancasila Rahmatat Lil Alamin Student Profile Strengthening Project (P5PPRA) is a benchmark for the effectiveness of the program in shaping the character of students according to the values of Pancasila with moderate Islamic principles. This evaluation assesses several aspects such as the assessment of understanding carried out by giving questions, social attitudes carried out by direct observation and skills by practicing (project). The three aspects of the assessment above are assessed with the aim of measuring the extent of student development in the P5PPRA dimension...When students hold projects, we can observe the extent of the understanding of the material and the concept of manners in real visitation," said Mr.

Moh.Nor Hakim S.Pd.I as a teacher of the Subject of Moral Beliefs...The results of the assessment did not all children meet the Learning Goal Achievement Criteria (KKTP). Not all children have very good grades, there are some children who cannot achieve complete grades. The obstacle of not achieving all students achieving completeness grades is because some students have difficulty collaborating with other friends, either because they are introverts or because of various models of understanding students that are different, from one to another, such as some children whose learning speed is not the same. We cannot deny that not all children will achieve the value of completeness, however, for the value of not achieving that completeness, there will be enrichment and remedial, as a follow-up to the non-achievement of the completeness”

The description of the data above shows that the evaluation of learning in P5PPRA activities is a benchmark for the effectiveness of the program in shaping the character of students in accordance with the values of Pancasila with moderate Islamic principles. This evaluation assesses several aspects such as the assessment of understanding carried out by giving questions, social attitudes carried out by direct observation and skills by practicing (project). The three aspects of the assessment above are assessed with the aim of measuring the extent of students' development in the P5PPRA dimension. In addition, the assessment process is carried out by observing or observing when students are holding projects and practicing directly. The assessment is carried out to measure the extent of the understanding of the material or concepts that students have learned in real life, such as one of them is about understanding the implementation of the material "adab in guesting". The results of the assessment are that not all children achieve the Learning Goal Achievement Criteria (KKTP) and not all children have very good grades. The obstacle to the failure of all students to achieve completeness scores is caused by: 1) some students have difficulty collaborating with other friends, because these students have an introverted attitude and so on; 2) various understanding abilities of students are different from each other, such as some children have different learning speeds than others. PAI teachers realize that not all children will achieve completeness scores, however, for the scores of students who do not achieve the completeness of learning, enrichment and remedial will be held, as a follow-up to the non-achievement of completeness.

In line with Mr. Nor Hakim's explanation, Fiqh Subject Teacher Mrs. Iin Mutmainah (22/7/2025) also said: "Remidial or enrichment is carried out to pursue the incompleteness of student achievements". This interview shows that in order to pursue the incompleteness of students' achievements, the Fiqh Subject teacher conducts remedial or enrichment.

Meanwhile, the SKI Subject teacher, Mrs. Khusnul Khotimah, S.Pd.I (23/7/2025) added: "For students who have not reached complete scores, enrichment and remedial will be carried out, either in the form of individual guidance or group study guidance". Thus, in the SKI Subject, for students who have not reached the complete score, the teacher will carry out enrichment and remedial, either in the form of individual guidance or group study guidance.

Some of the interviews above are strengthened by the results of interviews with a student named Dyah Sekar Gayatri. He said: "When I and some friends could not pronounce a verse of the Qur'an correctly, the teacher taught us to recite the verse correctly". Sandrina Maya Salsabila also added: "When my UTS score got a bad score, my teacher invited me to do remedi". The two interviews show that when some students cannot pronounce a verse of the Qur'an correctly, PAI teachers teach some of the students to recite the verse correctly. Likewise, when the UTS score of a student gets a bad score, the PAI teacher invites the student to do remedi.

The results of the interviews above are strengthened by the results of documentation on the results of the evaluation of the implementation of P5PPRA activities below:

LEMBAR PENCAPAIAN KELAS V
MIPA 10 KIR. SMAN 02 JEMBER
Kelas : V
Tahun Pembelajaran : 2024/2025

1. Menuliskan dan mengoreksi hasil ulangan harian
2. Menuliskan hasil ulangan yang baik dan benar
3. Menuliskan hasil ulangan sebagai catatan belajar untuk Alif SWT

NO	NAMA	TP1	TP2	TP3
1	ABYAH NABUDDI SIBUHAN	85	85	85
2	ALYAR SHAKILA ELZATI	85	85	85
3	AMIRATI PUTRI KIANI	85	85	85
4	ANNISA RIZKANA MAHESWARI	85	85	85
5	ARISILA FERYA SHAKITA	85	85	85
6	AZZAHRA PUTRI CHORUNINGSA	85	85	85
7	CHL KURNIA AYUHAL	85	85	85
8	DIZAHRA APTIANI KAHLE	85	85	85
9	IRALINDA FARANDA	85	85	85
10	PANI FAURA NAFISA	85	85	85
11	FATIMATUL ZAHRO	85	85	85
12	FIKRA ALDI PRYANA	85	85	85
13	KHATILIA FANITA AYRA RANMA	85	85	85
14	INDAH RIZ KURNIAATI USMAN	85	85	85
15	KHANZA KANDITA AGGARITA	85	85	85
16	KANILA KANILA KANILA	85	85	85
17	NATASATI HANI AZZAHRA	85	85	85
18	NAYRA AULIA SHAGRITA	85	85	85
19	NAYRA AYU MAJALIDA	85	85	85
20	RYKA KANITA AGGARITA	85	85	85
21	RYKA AYU MAJALIDA	85	85	85
22	RYKA AYU MAJALIDA	85	85	85
23	RYKA AYU MAJALIDA	85	85	85
24	RYKA AYU MAJALIDA	85	85	85
25	RYKA AYU MAJALIDA	85	85	85
26	RYKA AYU MAJALIDA	85	85	85
27	RYKA AYU MAJALIDA	85	85	85

PERILAIAN
MR - Tidak Berprestasi
MB - Kurang Berprestasi
MS - Cukup Berprestasi
MT - Sangat Berprestasi

Picture 8 Results of Learning Evaluation of P5PPRA activities

Picture 8 above shows that PAI teachers conduct learning evaluations after conducting the P5PPRA learning program. The majority of students managed to achieve the expected grades or reached the standard of Learning Goal Achievement Criteria (KKTP).

KEMENTERIAN AGAMA REPUBLIK INDONESIA
MIMAS PAI KH. SHIDDIQ
Jl. KH. Shiddiq No 42 Kelurahan Jember Kidul
Kecamatan Jember Kidul - Jember Timur

NAMA: NURUL JANNAH
NIP: 197801010100000000
Mata Pelajaran: PAI KH. SHIDDIQ
Kelas: V
Semester: I
Tahun Pelajaran: 2023/2024

RAPOR PROSES PENILAIAN PROSES
PELAJAR PANCASILA RAHMATAN LIL'ALAMIN

Profil 1. Anak Dalam Rangkaian
Profil 1. Anak Dalam Rangkaian
Profil 1. Anak Dalam Rangkaian
Profil 1. Anak Dalam Rangkaian
Profil 1. Anak Dalam Rangkaian

Profil 1. Anak Dalam Rangkaian	Materi	Metode	Berkaitan	Sikap
Profil 1. Anak Dalam Rangkaian				
Profil 1. Anak Dalam Rangkaian				
Profil 1. Anak Dalam Rangkaian				
Profil 1. Anak Dalam Rangkaian				
Profil 1. Anak Dalam Rangkaian				

Picture 9 P5PPRA Assessment Results Report

Figure 9 above shows that PAI teachers fill out the P5PPRA Assessment Results Report as a form of learning evaluation after conducting the P5PPRA learning program.

The results of the above documentation are strengthened by observation results that show that the implementation of learning evaluation in P5PPRA activities has been carried out during the learning process. The evaluation is carried out so that teachers can find out which ones need to be improved to be improvements in the future and can also find out which students have had a positive impact or good grades. For children who need remidi, they are given questions again with varying levels of difficulty. The P5PPRA assessment includes civilized, citizenship and nationality, taking a middle path, balanced, straight and firm, deliberative, tolerant, dynamic and innovative. To cover the assessment of the overall features of the P5PPRA feature, the assessment process starts from MB (Starting to Develop), SB (Developing), BSH (Developing as Expected) and SAB (Very Developing).

Discussion

1. P5PPRA Program Learning Planning in PAI Subjects

Learning planning for the P5PPRA program in PAI Subjects at MIMA KH. Shiddiq is a systematic process of setting goals, selecting materials, methods, media, and evaluation tools in order to achieve effective and efficient learning outcomes. P5PPRA learning activities in PAI subjects such as Faith-Morals, Al-Qur'an-Hadith, Fiqh and Islamic Cultural History (SKI) have been planned and arranged in a teaching module. This will make it easier for PAI Subject teachers to develop learning and create P5PPRA projects. With good planning, the implementation of P5PPRA is expected not only to help students learn about Pancasila and Islam Rahmatan Lil'alam, but also help them apply the

principles of Pancasila and Islam Rahmatan Lil'alam in their daily lives (Muthoharoh, 2024).

In addition, the learning plan related to the P5PPRA program is focused on the development of Pancasila and Islamic values of Rahmatan Lil'alam, making learning environmentally friendly, the methods used must be varied so that they can be understood by students, making meaningful learning interesting and not limited to space, place and time, learning models that use IT enhancements and make learning assessments that are fixated on the scientific approach (Sari and Mardianto, 2024). Meanwhile, in the research study of Ilham et al. (2025), all planning is outlined in a project module. The project module serves as a guideline in carrying out P5-PPRA. The components contained in the project module contain: a) theme/title of the module, phase, duration of time, b) objectives (mapping dimensions, elements, subelements, value of Rahmatan lil alamin, achievement rubric), c) project activity flow of student profiles along with detailed explanations of the stages of activities, and d) assessments that contain assessment results management instruments.

Specifically, in the learning planning of the P5PPRA program in PAI Subjects at MIMA KH. Shiddiq, sometimes teachers choose a *cooperative learning* model to include a learning plan in the form of learning modules. In this model, children can be involved in small groups to achieve the learning objectives of the P5PPRA program in PAI Subjects. Especially when PAI Subject teachers and students want to carry out P5PPRA learning activities during classroom learning, PAI Subject teachers discuss with students about the implementation to be implemented. The teacher gave an explanation of how the project would be held inside or outside the classroom.

2. Implementation of P5PPRA Program Learning in PAI Subjects

The implementation of learning in the P5PPRA program in PAI Subjects is seen and based on the nation's ideals that have the hope of creating future generations with the character of Pancasila student profiles and rahmatan lil alamin student profiles (Hafiyah, 2024). At MIMA KH. Shiddiq, the implementation of learning in the P5PPRA program in PAI Subjects has been carried out in accordance with the learning plan that has been prepared. The P5PPRA project was carried out to provide opportunities for students to learn about the values of Pancasila and Rahmatan Lil Alamin, as well as to apply these values in their daily lives (Fauziah and Aulia, 2023). MIMA KH. Shiddiq facilitates everything needed when the project is held. The P5PPRA project does not have to be in the form of a performance or bazaar, but the project can also be held in the classroom or in the field.

At MIMA KH. Shiddiq, the PAI Subject Teacher is given full authority to carry it out properly. The subject teacher plays an active role in assisting students in planning and implementing the project. The role of teachers in these activities is not only to carry out their duties and functions as a person who is an expert in science (*transfar of knowledge*) but a teacher can function to be able to instill value and be able to build the character of students in a sustainable and sustainable manner (Arfandi and Mohamad, 2021).

The initial activity of implementing learning in the P5PPRA program in PAI Subjects at MIMA KH. Shiddiq is carried out in various ways or strategies, one of which is by the way PAI Subject teachers start P5PPRA learning activities with an ice breaking strategy. This strategy serves to restore students' enthusiasm and refresh the child's focus after attending other lessons. The core activities of the implementation of learning in the P5PPRA program at MIMA KH. Shiddiq is carried out by students reading, observing or observing the images contained in the material. Then the teacher explains the material at hand, interspersed with simple questions about the material, or events that occur around them. Students are also asked to tell stories about events around them related to the material. This has shown that they observe, understand, and tell stories with meaning. Mahiratin (2024) explained that the implementation of these learning activities creates meaningful learning. The P5PPRA learning program will have a great impact through the right model. The right model will have an effect on improving students and have an impact on children's knowledge and learning experience.

In addition, the application of P5PPRA learning provides innovation in the world of education, including Islamic religious education. According to the Independent Curriculum Development Team (Cantika and Muhammad, 2023), the Pancasila student profile is a description of Indonesian students who are lifelong learners who are competent, characterful, and behave in accordance with the values of Pancasila and rahmatan lil 'alamiin. Student Profile Rahmatan Lil Alamin is a Pancasila student who is pious, noble in character, and moderate in religion. The values developed in the student profile of Rahmatan Lil Alamin are Civilized (ta'addub), Exemplary (qudwah), Citizenship and nationality (muwāṭanah), Taking the middle way (qudwah), Balanced (tawāzun), Straight and firm (I'tidāl), that is, putting things in their place and exercising their rights and fulfilling obligations proportionately. Equality (musāwah), Deliberation (syūra), Tolerance (tasāmuh), Dynamic and innovative (tathawwur wa ibtikâr).

At MIMA KH. Shiddiq, one example of the implementation of learning in the P5PPRA program in PAI Subjects is as follows. *First*, the material for the Subject of Beliefs and Morals with the theme, "Adab Visitamu". The objectives of learning in this material: 1) students are expected to be able to understand and analyze the manners of the guest, 2) the students are able to apply good manners, and 3) the students carry out the manners of the guest as a reflection of faith in Allah SWT. This material will be made a joint project and students will be involved to discuss good and bad attitudes when visiting. In the P5PPRA learning activity, the first step is to repeat the material that has been given, so that the children remember the important points in the previous material. After that, the activities carried out were the implementation of the P5PPRA learning project which was carried out in the classroom using desks and benches. Both are arranged to resemble guest tables and chairs. After that, the teacher asked the students to draw a lottery to take the serial number of which group would practice how to be a guest. Before starting the project, the teacher invites students to re-understand the procedures for good guest as taught. After that, the next activity is for the children to show how to be a good guest by starting to say hello and knock on the door of the house slowly, waiting patiently until the door of the house opens and is welcome to enter. As for when given a banquet, students take enough without scrambling. In addition, when visiting, students should maintain the comfort of the host as well and when returning home, students should not forget to say goodbye in a good way as well.

Second, Fiqh Subject material with the theme, "Buying and Selling". The teacher and the students discuss the material together and further instruct the students to create a worksheet. To see whether students' skills have developed or not, teachers invite students to hold a buying and selling project in the school canteen. By holding projects in the canteen, teachers can see the cognitive development, social emotions and skills of students.

Third, the SKI Subject material with the theme, "The History of the Example of Great Scholars". The beginning of the implementation of the P5PPRA learning program in SKI learning begins with greetings, praying together and checking the attendance of students. In the core of learning, the teacher invites students to observe and observe the readings and pictures in the handbook. Students are also free to communicate their own conclusions and seek information about attitudes or role models in the material discussed. In the closing section, the teacher and students concluded, evaluated and one of the students reflected on the learning carried out.

3. Evaluation of P5PPRA Program Learning in PAI Subjects

The evaluation process or assessment in P5PPRA activities is a form of responsibility and accountability for student learning outcomes in P5-PPRA. Through the reflection of the funding, the school can assess the students' achievements in achieving the dimensions of the Pancasila profile and the values of Rahmatan Lil Alamin which are the focus of the project. In addition to providing feedback for students, this process also plays an important role in providing information to interested parties, including parents, teachers, and schools who can monitor student development holistically (Cantika and Muhammad, 2023). At MIMA KH. Shiddiq, the evaluation or assessment of P5PPRA learning in PAI Subjects has been implemented to find out about the effectiveness of the program. The evaluation of learning in the P5PPRA activity is a benchmark for the effectiveness of the program in shaping student character in accordance with the values of Pancasila with moderate Islamic principles. The evaluation is carried out to measure the extent of the understanding of the material or concepts that students have learned in real time. In addition, the evaluation is also carried out so that PAI teachers can know which ones need to be improved to be improvements in the future and can also find out which students have had a positive impact or good grades.

In particular, the evaluation or assessment of P5PPRA learning is about assessing several aspects of students' abilities such as assessment of comprehension carried out by giving questions, social attitudes carried out by direct observation and skills by practicing (project). The three aspects of the assessment above are assessed with the aim of measuring the extent of student development in P5PPRA learning activities. The P5PPRA assessment on the aspect of character formation is related to civility, citizenship and nationality, taking a middle path, balanced, straight and firm, deliberation, tolerance, dynamic and innovative. To provide an overall assessment of the P5PPRA feature features, the assessment process starts from MB (Starting to Develop), SB (Developing), BSH (Developing as Expected) and SAB (Very Developing). This evaluation is in accordance with the results of research by Wildan Habibi and Binti Qumiyatul Lailiyah (Habibi and Binti, 2025) which shows that the evaluation of P5PPRA includes an attitude assessment by measuring the achievement of character and diversity of Rahmatan Lil'Alamin students which are categorized into several levels: MB (starting to develop), B (developing), BSH (developing as expected), and SB (very developed).

The P5PPRA learning assessment process uses special sheets. The special sheet will show the achievements that have been obtained by students

in participating in P5PPRA learning in PAI Subjects at MIMA KH. Shiddiq. This is in accordance with the results of research by Hikmatu Ruwaida and Siti Asiah Hamidy (Ruwaida and Siti Asiah, 2024) who stated that the evaluation of the P5PPRA project was carried out using a special assessment sheet that was directly entered into the student score recap book.

The results of the P5PPRA learning assessment in PAI Subjects at MIMA KH. Shiddiq is that not all students achieve the Learning Goal Achievement Criteria (KKTP) and not all students have very good grades. The obstacle to the failure of all students to achieve completeness scores is caused by: 1) some students have difficulty collaborating with other friends, because the students have an introverted attitude and so on; 2) various understanding abilities of students that are different from each other, such as some children have different learning speeds than others.

PAI subject teachers realize that not all students will achieve completeness grades. Student scores that do not meet the standard of completeness score criteria can occur during the assignment of daily learning assignments and during mid-semester exams. For the value of students who do not achieve the completeness of learning, the teacher will hold an enrichment and remedial process, either in the form of individual guidance or group tutoring. Another form of remedi is that students are given questions again with varying levels of difficulty.

4. Conclusion

Implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Program (P5PPRA) in the subject of Islamic Religious Education (PAI) at MIMA KH. Shiddiq has been carried out systematically and comprehensively starting from planning, implementation, to evaluation. *First*, learning planning. P5PPRA learning planning is well integrated in PAI subjects such as Faith-Morals, Al-Qur'an Hadith, Fiqh, and SKI. Teachers use teaching modules that are structured and contain important components such as objectives, activity flows, and assessments. The approach used reflects the values of Pancasila and Islam Rahmatan Lil Alamin and is designed to make learning interesting, contextual, and environmentally friendly. Learning models such as cooperative learning are often used to encourage cooperation between students.

Second, the implementation of learning. The P5PPRA program is carried out with a variety of methods and strategies, including ice breaking, discussions, image observation, and hands-on practice. Projects are carried out not only outside the classroom but also inside the classroom, adapting to the theme raised. Learning activities

reflect character values such as manners, cooperation, responsibility, and example. The role of teachers is very important in accompanying students, both as facilitators of knowledge and character builders. Teachers are given full freedom and support from the school in the implementation of the project. *Third*, learning evaluation. The evaluation is carried out holistically by assessing aspects of knowledge, skills, and attitudes. Character assessment uses indicators that are in accordance with the values of Pancasila and Rahmatan Lil Alamin, such as tolerance, deliberation, civility, and moderation. The results of the evaluation showed that not all students achieved the Completeness Criteria, which was caused by differences in learning ability and difficulties in collaborating. To overcome this, teachers provide guidance, remedial, and enrichment questions.

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