

EXPLORATION OF PROJEK PENGUATAN PROFIL PELAJAR (P5) PANCASILA AS AN EFFORT TO STRENGTHEN CHARACTER VALUES IN ISLAMIC EDUCATION

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Abstract:

This research aims to explore the implementation of the Pancasila Student Profile Strengthening Project (P5) in strengthening Islamic character values at SMAN 1 Tegaldlimo. A qualitative approach with case study methods is used to understand implementation in depth. Data was collected through observation, interviews, and documentation, then analyzed using descriptive methods to identify strategies, challenges, and outcomes of P5 implementation. The results of the study show that P5 is able to integrate Islamic values such as honesty, responsibility, cooperation, and tolerance through Interdisciplinary Collaboration, Daily Activity-Based Learning for Strengthening Values of Politeness in the Pancasila Student Profile Strengthening Project, Islamic Character Development through Organizational Projects. The implementation of P 5 at SMAN 1 Tegaldlimo not only increases students' understanding of Islamic values, but also builds a holistic character that is intellectually, morally, and spiritually intelligent. This study provides new insights into the integration of Islamic values in general education based on the Independent Curriculum, while underlining the importance of strengthening policies and training of educators to maximize the potential of P5 in building a profile of Pancasila students that is in line with Islamic values.

Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi implementasi Proyek Penguatan Profil Siswa Pancasila (P5) dalam penguatan nilai-nilai karakter Islami di SMAN 1 Tegaldlimo. Pendekatan kualitatif dengan metode studi kasus digunakan untuk memahami implementasi secara mendalam. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan metode deskriptif untuk mengidentifikasi strategi, tantangan, dan hasil implementasi P5. Hasil penelitian menunjukkan bahwa P5 mampu mengintegrasikan nilai-nilai Islam seperti kejujuran, tanggung jawab, kerjasama, dan toleransi melalui Kolaborasi Interdisipliner, Pembelajaran Berbasis Aktivitas Sehari-hari untuk Penguatan Nilai-Nilai Kesopanan dalam Proyek Penguatan Profil Siswa Pancasila, Pengembangan Karakter Islami melalui Proyek Organisasi. Implementasi P 5 di SMAN 1 Tegaldlimo tidak hanya meningkatkan pemahaman siswa terhadap nilai-nilai Islam, tetapi juga membangun karakter holistik yang cerdas secara intelektual, moral, dan spiritual. Kajian ini memberikan wawasan baru tentang integrasi nilai-nilai Islam dalam pendidikan umum berbasis Kurikulum Mandiri, sekaligus menggarisbawahi pentingnya penguatan kebijakan dan pelatihan pendidik untuk memaksimalkan potensi P5 dalam membangun profil peserta didik Pancasila yang sejalan dengan nilai-nilai Islam.

KATA KUNCI

Eksplorasi P5, penguatan nilai karakter, pendidikan Islam

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INTRODUCTION

Education has a very important role for humans because it provides various benefits. Through education, the young generation is prepared to face various challenges and developments that occur in the current era of globalization (Hernawati & Mulyani, 2023). Therefore, to create quality education and increase the capacity of human resources, it is necessary to make maximum efforts in the implementation of education. Education is inseparable from the learning process that involves components that interact with each other, such as the relationship between teachers and students, between students, and with the learning environment. Learning is seen as a system designed to educate students. This process includes various activities involving important elements such as teachers, students, learning objectives, materials, methods, media, and evaluation systems (Mea, 2024). The Pancasila Student Profile is an ideal description of Indonesian students who have global competence and behave according to Pancasila values. To realize this, the Ministry of Education, Culture, Research, and Technology initiated a program *Pancasila Student Profile Strengthening Project* (P5) as part of the Independent Curriculum. P5 is a series of project-based activities designed to provide contextual learning experiences to students in order to internalize key values such as mutual cooperation, independence, global diversity, critical reasoning, creativity, and noble character. P5 is not just an additional program, but a transformative learning approach that focuses on strengthening students' character and competencies holistically. Through project activities designed according to local themes and contexts, students are expected to be able to develop critical thinking skills as part of *soft skills* relevant to the challenges of the 21st century. Therefore, the development of project activities in P5 needs to be systematically designed so that learning objectives can be achieved optimally.

The implementation of the Pancasila Student Profile Strengthening Project is not only aimed at practical thematic learning (Solehudin et al., 2022). However, it is also oriented towards internalizing Islamic character values that build a holistic personality of students. The implementation of the Pancasila Student Profile Strengthening Project is designed to integrate character values through a thematic project approach (Raman & Khan, 2024). In the context of Islamic Education, Islamic character values such as honesty, responsibility, and cooperation can be systematically instilled through project themes that are relevant to daily life (Aderibigbe et al., 2023). This approach aims to shape the personality of students who are not only intellectually intelligent, but also strong in moral and spiritual aspects (Harisa, 2019).

The integration of Islamic values into P5 has become a concern for academics because of its relevance to the Independent Curriculum. Sutrisno and Rofi'ah

(2023) emphasized the importance of integrating Islamic values in building the nation's character based on religious teachings. In addition, Hamzah et al. (2022) found that P5 has a positive impact on the formation of Islamic-based student character, while Lestari et al. (2022) identified that P5 is a new paradigm in realizing the profile of Pancasila students in Islam-based schools. In the Independent Curriculum, the Pancasila Student Profile Strengthening Project is designed to strengthen the character dimension through real activity-based learning that is in line with the goals of Islamic education to form people (Aulia et al., 2024). Therefore, the implementation of the Pancasila Student Profile Strengthening Project is not only designed to support applicative thematic learning (Utari & Afendi, 2022), but integrating Islamic character values such as honesty, responsibility, and cooperation, so as to form the personality of students who are intellectually intelligent and strong in moral and spiritual aspects, in line with the goal of Islamic education to give birth to a good human being. Research on the Exploration of the Pancasila Student Profile Strengthening Project as an Effort to Strengthen Character Values in Islamic Education has been conducted by several researchers regarding the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education has become the concern of many academics because of its relevance to the Independent Curriculum which focuses on the formation of Pancasila student profiles. In addition, the integration of Islamic values into the implementation of the Pancasila Student Profile Strengthening Project is a strategic issue in building the nation's character based on religious teachings (Sutrisno & Rofi'ah, 2023). This attracted the interest of researchers to explore various approaches, strategies, and impacts in the world of Islamic education (Raman & Khan, 2024).

Educational institutions such as the Ministry of Religious Affairs and non-governmental organizations that support Islamic education have released research reports on the impact of the Pancasila Student Profile Strengthening Project on the formation of Islamic-based student character (Hamzah et al., 2022). (TRI REJEKI et al., 2024) shows that the Pancasila Student Profile Strengthening Project is a new paradigm in realizing Pancasila student profiles, including in Islamic-based schools that highlight moral values. Therefore, research on the exploration of the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education has been carried out by many academics, along with its relevance to the Independent Curriculum and the importance of integrating Islamic values in the formation of student character based on religious teachings (Supadi & Fauzi, 2024). This study aims to describe the exploration of P5 as an effort to strengthen character values in Islamic Education at SMAN 1 Tegaldlimo because the implementation of the Pancasila Student Profile Strengthening Project in the school has strategic potential in shaping student character. As part of the Independent Curriculum, the Pancasila Student Profile Strengthening Project is designed to build a Pancasila student profile that is in line with Islamic values, such as honesty, responsibility, cooperation, and tolerance. The

focus at SMAN 1 Tegaldlimo allows the implementation of this program to be studied in the context of general education that systematically integrates Islamic values. Projects carried out by students at SMAN 1 Tegaldlimo such as mutual cooperation and waste management based activities held a Pancasila Student Profile Strengthening Project event with the theme of genduren which provides opportunities to instill Islamic values such as responsibility, trust and togetherness. Therefore, this study aims to describe the exploration of the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education at SMAN 1 Tegaldlimo which utilizes mutual cooperation activities, waste management and genduren-themed events to systematically instill Islamic values such as responsibility, trust and togetherness in the context of the Independent Curriculum. The exploration of the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education aims to integrate Islamic values through project-based learning to form students with holistic personalities, intellectual intelligence, and moral and spiritual superiority.

The exploration of P5 as an effort to strengthen character values in Islamic Education is important because Islamic values such as honesty, responsibility, cooperation, and tolerance are very relevant to form students who are not only academically intelligent, but also have strong moral and spiritual characters. Project-based learning provides space for learners to apply these values in real life, making them more effective in building holistic personalities (M. I. Saputra, 2024). Case studies in various schools that carry out the Pancasila Student Profile Strengthening Project show that students involved in projects based on Islamic values show increased honesty, care for the environment, and respect for differences which are indicators of holistic personality. Therefore, the Exploration of the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education aims to integrate Islamic values through project-based learning that effectively forms the holistic personality of students through increasing intellectual, moral, and spiritual intelligence.

RESEARCH METHODS

This research was carried out at SMAN 1 Tegaldlimo because the school is one of the educational institutions that has implemented an Independent Curriculum with a focus on the Pancasila Student Profile Strengthening Project. The selection of this location is based on the school's strategic potential in integrating Islamic values into various project-based learning activities. In addition, the diversity of student backgrounds at SMAN 1 Tegaldlimo provides an opportunity to explore the application of the Pancasila Student Profile Strengthening Project in shaping student character holistically, including intellectual, moral, and spiritual dimensions.

The school's commitment to supporting Islamic character education is an important factor in supporting the goals of this research. This study uses a qualitative method with a case study approach to gain an in-depth understanding of the implementation of the Pancasila Student Profile Strengthening Project as an effort to strengthen character values in Islamic Education (E. Saputra & Ali, 2024;

Tharaba & Wahyudin, 2024). This approach allows for a detailed exploration of phenomena occurring in real contexts, with an emphasis on the experiences, views, and practices carried out by principals, teachers, students, and parents. Data collection techniques include interviews, observations, and document analysis, which are designed to produce valid and comprehensive findings. Interviews were conducted with various parties, including school principals, Islamic Religious Education (PAI) teachers, and teachers of the Pancasila Student Profile Strengthening Project. The principal was interviewed to explore the strategic policies that support the implementation of the Pancasila Student Profile Strengthening Project, while PAI teachers provided insight into the integration of Islamic values in each project theme. Teachers supporting the Pancasila Student Profile Strengthening Project were interviewed to find out the project management, challenges, and successes experienced in implementing Islamic character values through the Pancasila Student Profile Strengthening Project.

Observations were made to directly observe the interaction in the Pancasila Student Profile Strengthening Project activities such as istighosah, local culture-themed art projects, and waste management. The document analysis includes the curriculum, lesson plans, and the implementation report of the Pancasila Student Profile Stabilization Project which provides a comprehensive overview of school policies. Data analysis was carried out using the Miles and Huberman model which includes data reduction, data presentation, and conclusion drawing (Ridder, 2014; Romlah, 2021). Data reduction helps filter out relevant information, while presenting data in the form of tables or diagrams makes it easier to identify patterns. Conclusions were drawn iteratively to produce an in-depth interpretation of the effectiveness of the Pancasila Student Profile Strengthening Project in strengthening students' Islamic character values. The combination of these methods allows research to produce valid and reliable findings.

RESULTS AND DISCUSSION

Interdisciplinary Collaboration

The implementation of the Pancasila Student Profile Strengthening Project based on Islamic values through cross-disciplinary collaboration, such as the integration of religious learning with social and art subjects, which strengthens the values of mutual cooperation and diversity (Arwitaningsih et al., 2023). The implementation of the Pancasila Student Profile Strengthening Project based on Islamic values through cross-disciplinary collaboration is important because it can create holistic, interactive, and relevant learning to students' daily lives (Rizal & Nur, 2024). This approach allows students to see the interconnectedness between various disciplines, such as religion, art, and social, so that they can internalize Islamic values more deeply. This integration also supports project-based learning, which provides students with real-life experiences to develop values such as mutual cooperation and diversity. In the context of Islamic education, mutual cooperation is one of the implementations of Islamic brotherhood values (*ukhuwah Islamiyah*) that can be applied in various aspects of life.

These values become more meaningful when combined with social and art

learning, where students learn to work together, appreciate differences, and create harmony in diversity. As part of the Independent Curriculum, this approach is in line with the goals of the Pancasila Student Profile Strengthening Project, which is to produce students who have a Pancasila profile with dimensions of divinity, humanity, and global diversity (Zahra Asiyfa, 2023).

"In the implementation of the Pancasila Student Profile Strengthening Project based on Islamic values, we use a cross-disciplinary collaborative approach by combining religious, social, and artistic learning. For example, the students were invited to create art projects with the theme of local cultural diversity, which were associated with Islamic values such as ukhuwah Islamiyah, gotong royong, and genduren events. This approach not only provides a more interactive and relevant learning experience, but also helps students understand the interconnectedness of interdisciplinarity. In the process, students learn to work together, respect differences, and create harmony in diversity. With this method, we hope to build the character of students who have divine values, humanity, and global diversity, in accordance with the goals of the Pancasila Student Profile Strengthening Project and the Independent Curriculum." (Interview source: December 21, 2024)

Based on the results of the interviews, the implementation of the Pancasila Student Profile Strengthening Project based on Islamic values was carried out through a cross-disciplinary collaborative approach that combines religious, social, and artistic learning. One example of its application is an art project with the theme of local cultural diversity associated with Islamic values such as ukhuwah Islamiyah, mutual cooperation, and local traditions such as genduren. This approach provides an interactive and relevant learning experience, while helping students understand the relationships between different disciplines. In the process, students are taught to work together, respect differences, and create harmony in diversity. Through this method, it is hoped that student character will be formed that reflects the values of divinity, humanity, and global diversity, in accordance with the objectives of the Pancasila Student Profile Strengthening Project in the Independent Curriculum.

Figure 1. Interdisciplinary Collaboration Activities



Source : <https://sman1tegaldlimo.sch.id/>

Based on the image, the activity of "Title of Work P5" at SMAN 1 Tegaldlimo with the theme "Local Wisdom (Genduren)" highlights efforts to preserve local culture while still combining the values of togetherness and gratitude. The genduren tradition which comes from the word "gondo rasa" (meaning story or vent) is a learning medium for students to understand the importance of being grateful for blessings, asking for protection and blessings, and strengthening social relationships. This activity supports the implementation of the Pancasila Student Profile by prioritizing the dimensions of local culture, mutual cooperation, and Islamic values in education. The integration of religious and art learning in secondary schools is able to increase students' awareness of cultural diversity while still strengthening tolerance and mutual cooperation (Nur et al., 2024; Raman & Khan, 2024). The Pancasila Student Profile Strengthening Project with the theme of social conflict management in one of the Islamic-based high schools showed positive results in building harmony between students with diverse cultural backgrounds. Therefore, the implementation of the Pancasila Student Profile Strengthening Project based on Islamic values through cross-disciplinary collaboration, such as the integration of religious learning with art and social studies, has proven to be effective in creating holistic, interactive, and relevant learning, which not only internalizes Islamic values such as mutual cooperation and diversity, but also strengthens social harmony.

Daily to Strengthen the Value of Simplicity in the Pancasila Student Profile Strengthening Project

Learning based on daily activities such as shaking hands, pushing bicycles as a form of ta'dzim to teachers, and istighosah before learning plays an important role in strengthening the values of politeness and Islamic character of students in the Pancasila Student Profile Strengthening Project. The handshake activity describes the adab ta'dzim taught in Islam, which teaches students to respect teachers and friends, creating an atmosphere of mutual respect and respect (Al Hadiq, 2022). Encouraging bicycles to show the value of care and responsibility, namely teaching students to carry out tasks with respect and patience, as well as honing an attitude of caring for the environment and others (Drury, 2024). Meanwhile, istighosah as part of learning activities teaches students to always rely on the guidance and pleasure of Allah, strengthening discipline and a sense of responsibility for their duties (Nisa, 2023). These activities complement each other in shaping the character of students who are not only intellectually intelligent, but also have integrity, discipline, and empathy which are part of Islamic values in learning the Pancasila Student Profile Strengthening Project. According to the interview data obtained with the source:

"Learning based on daily activities such as shaking hands, guiding a bicycle, and istighosah before learning is very effective in strengthening the values of politeness and Islamic character of students in the Pancasila Student Profile

Strengthening Project. The activity of shaking hands teaches deep adab ta'dzim, which is an activity that teaches students to respect teachers and friends, so as to create an atmosphere of mutual respect. Cycling teaches the value of care and responsibility, which shapes students to carry out tasks with respect and patience, as well as care for the environment. Meanwhile, istighosah, as an activity before learning, strengthens students' discipline and sense of responsibility for their duties, by teaching the importance of relying on the guidance and pleasure of Allah. All of these rituals complement each other in forming the character of students who are not only intelligent, but also have integrity, discipline, and empathy, in accordance with Islamic values applied in the learning of the Pancasila Student Profile Strengthening Project. (Interview source: December 21, 2024)

Based on the results of the interviews that have been explained above, learning based on daily activities such as shaking hands with teachers, guiding bicycles, and istighosah before learning has a very important role in shaping better students' characters. The handshake activity teaches students about manners, ta'dzim or respect, which is an important value in Islam, where students learn to respect their teachers and friends. This creates an atmosphere of mutual respect and appreciation in the school environment. Encouraging bicycles is also no less important because it teaches the value of care and responsibility. Students are taught to carry out tasks with respect, patience, and concern for the surrounding environment. On the other hand, istighosah before learning teaches students to ask for guidance and blessings from Allah, strengthening discipline and a sense of responsibility for their duties. All of these activities complement each other in shaping the character of students who are not only intellectually intelligent, but also have integrity, discipline, and empathy. Therefore, this daily activity is very effective in strengthening the values of politeness and Islamic character of students, which is part of the learning objectives of the Pancasila Student Profile Strengthening Project which is oriented towards the formation of quality students, both academically and morally. Here is the proof of documentation:

The conclusion of the image showing SMAN 1 Tegaldlimo students shaking hands with teachers and pushing bicycles gives a strong picture of the application of Islamic adab values in daily life at school. Shaking hands every morning is a form of respect (ta'dzim) for teachers, who teach students to respect their elders and create mutually respectful relationships. In addition, pushing a bicycle is also a symbol of students' care and responsibility towards teachers and others, teaching them to act respectfully and be considerate of the needs of others. These two activities complement each other in shaping the character of students, internalizing deep Islamic values such as politeness, discipline, and empathy, and building an atmosphere of mutual respect in the school environment. This simple ritual shows how moral and spiritual values can be integrated into the daily lives of students at school. Research by Fauziyah and Hidayati (2022) shows that integrating simple rituals in school activities, such as shaking hands with teachers or friends, has been proven to increase students' awareness of the importance of mutual respect. Rituals

like these, although seemingly simple, create interactions that teach students about deep Islamic manners. In the context of Islamic education, politeness is a highly emphasized value, and through these rituals, students are indirectly trained to apply the principles of politeness in daily life, both inside and outside the school environment. Therefore, daily activity-based learning, such as shaking hands with the teacher every morning, is effective in reinforcing the value of politeness in learning the Pancasila Student Profile Strengthening Project because this ritual teaches students to respect others and internalize the principles of Islamic manners in daily life.

Development of Islamic Character through Organizational Projects

The development of Islamic character through organizational projects makes it easier for students to apply Islamic values in a real and interactive context, outside the classroom (Nurdiana et al., 2023). In organizational activities, such as student council or social projects in schools, students are given certain responsibilities and roles that allow them to implement and reinforce values such as honesty, discipline, and trustworthiness. This is much more effective than just teaching theory in formal education, as students can experience firsthand the challenges and consequences of applying those values.

"School organizations, such as student councils or social services, are very effective in shaping the Islamic character of students. These activities provide students with real responsibilities and roles that allow them to implement values such as honesty, discipline, and trust. For example, in student council elections, students learn transparency through campaign fund reports, while in LDKS, they are trained to adhere to schedules, follow rules, and complete tasks with discipline. This process is much more meaningful than simply teaching theory in class, because students directly face the challenges and consequences of applying those values" (interview source, December 21, 2024)

Based on the results of the interviews that have been presented above, school organizations such as the Student Council and social project activities have an important role in shaping the Islamic character of students. Through this activity, students are not only taught theory, but also given the opportunity to practice Islamic values in a real context. For example, in the election of the student council, students are trained to be honest and transparent through the management of campaign funds and the delivery of the vision and mission in an accountable manner. Meanwhile, in the Basic Student Leadership Training (LDKS) activity, students are taught discipline by obeying schedules, implementing regulations, and completing tasks systematically. This experience makes students able to face challenges and understand the consequences of applying values such as honesty, discipline, and trust. Thus, learning through school organizations becomes more meaningful and effective than just learning theory in the classroom, because students are directly involved in the process of character formation through real responsibility,

cooperation, and leadership.

Organizational activities are one of the effective means to develop Islamic character such as honesty, discipline, and trust through real experience (Khaidir & Suud, 2020). For example, in the student council elections, students are trained to be honest through the transparency of campaign fund reports and the delivery of accountable vision and mission. In the implementation of the LDKS program, student discipline is honed through compliance with the schedule and rules that have been set, so that students understand the importance of time management and responsibility (Nudin et al., 2024). In addition, confidence is also built in social activities such as fundraising or social service, where students learn to manage funds and resources responsibly, and understand that confidence is the key to the success of activities and trust from other parties (Klein & Yogi, 2022). This process shows that the formation of Islamic values depends not only on formal education, but also on its application in organizational activities involving cooperation, responsibility, and leadership (Maidugu & Isah, 2024). Therefore, organizational projects become an effective means for students to implement Islamic values, such as honesty, discipline, and trustworthiness, through real-life experiences involving responsibility, cooperation, and leadership, so that the formation of Islamic character depends not only on theory in the classroom but also on its application in a real context.

CONCLUSION

The implementation of the Pancasila Student Profile Strengthening Project based on Islamic values through various cross-disciplinary collaboration approaches, daily activity-based learning, and character development through organizational projects is an effective effort in shaping the Islamic character of students. Cross-disciplinary collaborative approaches, such as the integration of religious, social, and artistic learning, create a holistic and relevant learning experience. Students not only understand the values of mutual cooperation, diversity, and Islamic ukhuwah, but also internalize these values through projects that raise local culture, such as genduren. This approach supports cultural harmonization while building a Pancasila student profile based on the values of divinity, humanity, and global diversity.

Learning based on daily activities, such as shaking hands, guiding a bicycle, and istighosah before learning, strengthens the values of politeness, discipline, and concern of students. This simple activity teaches students to respect teachers, be responsible, and lean on God's guidance, so that they grow into individuals with integrity and empathy. These activities create an atmosphere of mutual respect in the school environment and strengthen the Islamic character of students in real terms. The activities of school organizations, such as the Student Council and LDKS, are also an effective means for the development of Islamic character. Through the real responsibilities given, students can practice values such as honesty, discipline, and trust. For example, the management of campaign funds in the student council election teaches openness, while compliance with the schedule in LDKS trains discipline. This process is more meaningful than just theory in the classroom because students face challenges and consequences in applying those values.

By combining these three approaches, students not only become intellectually intelligent, but also have a strong Islamic character, high tolerance, and a sense of responsibility. This approach is in line with the goals of the Independent

Curriculum and Pancasila Student Profile, which is to form a generation with noble character, ready to face global diversity, and able to make a positive contribution to society.

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