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## STRENGTHENING CHARACTER WITH INTEGRATION OF PANCASILA STUDENT PROFILE STRENGTHENING PROJECT (P5) IN LESSONS AT MAN MATARAM CITY

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### Kata Kunci:

Memperkuat Karakter; Integrasi Mahasiswa Pancasila; Proyek Penguatan (P5) di MAN Kota Mataram.

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### ABSTRAK

Penelitian ini menggambarkan pembentukan karakter di SMA Islam Negeri di Kota Mataram dengan desain pembelajaran, implementasi, evaluasi dan hasil efektivitas pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Hasil penelitian menunjukkan desain pembelajaran dengan Habituation; komunikasi yang menghormati anak-anak; pengembangan bakat dan kemandirian anak; panutan yang baik; disiplin; sesuai petunjuk teknis dan Profil Mahasiswa Pancasila. Materi Karakter Profil Mahasiswa Pancasila, pengembangan soft skill, kebebasan berpikir kritis. Pelaksanaan dilakukan dengan Pembiasaan: Tadarrus Al-Qur'an, sholat dhuha berjamaah, sholat zuhur berjamaah, menerapkan kebiasaan tersenyum, menyapa, sopan, dan bersikap sopan. Identifikasi kebutuhan mahasiswa, tujuan pembelajaran yang jelas, penelitian materi pembelajaran, menjadi contoh (panutan). Diferensiasi, Pembelajaran berbasis masalah, Berpusat pada siswa, praktik langsung, Integrasi materi dengan Profil Siswa Pancasila, pembelajaran berbasis proyek, pembelajaran kolaboratif, simulasi, studi kasus, kerja kelompok, diskusi, panutan guru, budaya karakter Profil Siswa Pancasila, integrasi intrakurikuler, ekstrakurikuler dan kokurikuler, penguatan media literasi dan teknologi informasi. Hasil evaluasi menunjukkan penguatan karakter Pengabdian kepada Tuhan Yang Maha Esa, dan karakter mulia, keberagaman global, gotong royong, kreativitas, berpikir kritis, kemandirian, tanggung jawab. Kebebasan, Partisipasi (Peduli), kreativitas, toleransi, karakter Profil Mahasiswa Pancasila. Kesimpulan menunjukkan efektivitas penguatan karakter melalui desain pembelajaran, implementasi pembelajaran, dan evaluasi.

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**Keywords:**

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*Strengthening Character; Integration of Pancasila Student; Strengthening Project (P5) at MAN Mataram City.*

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**ABSTRACTS**

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*This study describes character building at State Islamic Senior High Schools in Mataram City with learning design, implementation, evaluation and results of learning effectiveness. The study used a descriptive qualitative approach. The results showed a learning design with Habituation; communication that respects children; development of children's talents and independence; good role models; discipline; according to technical instructions and the Pancasila Student Profile. Character Material Pancasila Student Profile, soft skill development, freedom of critical thinking. Implementation is carried out with Habituation: Tadarrus Al-Qur'an, congregational dhuha prayer, congregational zuhur prayer, applying the habit of smiling, greeting, greeting, being polite, and being polite. Identification of student needs, clear learning objectives, research on learning materials, being an example (role model). Differentiation, Problem based learning, Student-centered, hands-on practice, Integration of materials with the Pancasila Student Profile, project-based learning, collaborative learning, simulation, case studies, group work, discussion, teacher role models, Pancasila Student Profile character culture, intracurricular, extracurricular and co-curricular integration, strengthening literacy and information technology media. The evaluation results show strengthening of the character of Devotion to God Almighty, and noble character, global diversity, mutual cooperation, creativity, critical thinking, independence, responsibility. Freedom, Participation (Caring), creativity, tolerance, Pancasila Student Profile character. The conclusion shows the effectiveness of strengthening character through learning design, learning implementation, and evaluation.*

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## **A. INTRODUCTION**

The Kurikulum Merdeka is a project-based curriculum with structure and content, emphasizing student learning activities by completing projects as a reference for learning in educational units. The Kurikulum Merdeka is designed according to the needs and potential of students to maximize learning effectiveness (Novianto & Abidin, 2023). The Pancasila Student Profile Strengthening Project is often abbreviated as P5. is a teaching module that contains scientific exploration activities by students by carrying out various activities directly in understanding the meaning of the process to achieve a learning outcome, the learning outcomes are then embedded in students in the form of character values. Education is basically an effort to educate students and form character (Nasihatin, 2019).

Our education is currently undergoing a transformation through the Kurikulum Merdeka which is equipped with the Independent Teaching Platform (PMM). PMM is an integral part of improving the quality of education, designed to support the improvement of the ability, professionalism and skills of teachers in carrying out their functions as educators through the implementation of the Kurikulum Merdeka . Curriculum implementation includes teaching styles, new demands for designing, teacher interaction with students and learning experiences that must be obtained by students (Fauzan & Arifin, 2022).

The implementation of the Kurikulum Merdeka and the Independent Teaching Platform in the form of applications is a concrete effort to empower educators to optimally utilize learning technology that can improve the quality of Indonesian education. Improving teacher competence through the Independent Teaching Platform

(PMM), includes pedagogical competence, personality competence, social competence, professional competence and mastery of information technology (Aulia et al., 2023).

To obtain good quality education, Indonesia must be able to build human resources through education, education builds skills, knowledge, and character. The Kurikulum Merdeka aims to reconstruct the learning approach to be inclusive, flexible, and consider the needs and interests of students. The Independent Learning Curriculum provides students with the freedom to choose learning methods, places, media, and learning times in a more flexible and varied way (Novianto & Abidin, 2023).

Optimization of the implementation of the Kurikulum Merdeka is hampered by the difficulty of changing previous habits, including only using the lecture method, whereas for the formation of student character, the Kurikulum Merdeka can be applied with an approach of integrating national values (Ima et al., 2023).

The implementation of the Kurikulum Merdeka contains characters formulated in the Pancasila Student Profile, the previous curriculum strengthened character by inserting character values into subjects, the Kurikulum Merdeka is more applicable in addition to character content in lessons, now character is emphasized in the process of completing projects, so that students do their own projects so that the embedded values become rooted as behavioral guidelines because students actively gain experience directly, both individually and in groups.

Project-based learning in achieving the Pancasila Student Profile is based on content standards, process standards, and assessment standards. These standards are the main reference in the curriculum structure, Learning Outcomes (CP), learning principles, and assessments (Mulyasa, 2023). In the Kurikulum Merdeka, teachers carry out intracurricular learning in a variety of ways, with more optimal content so that students have enough time to deepen concepts and strengthen competencies. Teachers are freer to choose their teaching tools and learning is adjusted to the psychological development, interests, talents, and learning needs of students (Fauzi, 2022).

The role of teachers is very central in implementing the Kurikulum Merdeka program, as the main pillar in designing, preparing, evaluating and determining the effectiveness of learning. Teachers are the main drivers in independent learning, a teacher is required to be active, creative, skilled and innovative as a facilitator for positive change in schools (Arviansyah & Shagena, 2022).

The complexity of the Kurikulum Merdeka content is not necessarily ideal and optimal in the implementation process. In fact, understanding the Independent Learning Platform, Pancasila Student Profile, project-based learning, and teacher competency are challenges in implementing the Kurikulum Merdeka. The Kurikulum Merdeka in character development includes learning and instilling Pancasila values, namely nationalism, tolerance, mutual cooperation, so that students not only improve the quality of learning but also strengthen character that can make a positive contribution to society (Atmojo et al., 2024). At the Madrasah Aliyah in Mataram City, the implementation of the Kurikulum Merdeka is more optimal by planning learning properly, implementing the curriculum according to the situation and conditions of students, and conducting measurable evaluations so that learning and strengthening the character of the Pancasila student profile and the rahmatan lil alamin student profile takes place effectively.

The novelty of P5 lies in the project-based learning approach that is separate from the curriculum, focusing on local contexts and current issues, cross-disciplinary

integration, holistic character strengthening, and implementation flexibility. The implications are that P5 enhances students' critical thinking skills, strengthens character and Pancasila values, develops students' competencies, encourages active engagement in learning, and expands the role of teachers. Ultimately, P5 enhances the quality of education and prepares the next generation of the nation to be competent, character-driven, and to behave in accordance with the values of Pancasila.

## **B. METHOD**

The research method used is Qualitative. Qualitative methods describe and understand the dynamics of a phenomenon with a focus on research questions about the factors that exist when the phenomenon occurs, as well as the scenario of the research subject entering the phenomenon and the attitude of the subject through the research phenomenon being carried out (Patton, 2014).

Likewise, it is explained that qualitative research is research used by someone to understand how humans deal with reality, qualitative research allows researchers to conduct in-depth studies on topics and the freedom to determine interesting topics, not tightly bound to certain topic boundaries (Yin, 2009). Qualitative research is used to conduct research flexibly and can develop research directions based on various phenomena that occur without being limited to just one symptom.

The type of research used is Descriptive. Descriptive research aims to explain the state or phenomenon according to the actual state, researchers do not manipulate and provide treatment to the object of research, the events that occur are described originally (Sudaryono, 2016). In line with that, descriptive research is a research technique to describe the object of research according to the data obtained (Sugiyono, 2013). Descriptive research type allows researchers to broadly reveal the phenomena that occur in the field. Data sources consist of the Principal of Madrasah in Mataram City, teachers, and education personnel. Data collection techniques with Observation, interviews, and documentation, data analysis techniques using steps namely: data reduction, data display, data verification, and conclusions.

## **C. RESULT AND DISCUSSION**

Strengthening character through the Pancasila student profile strengthening project (P5) at the State Islamic Senior High School in Mataram City, namely MAN 1, MAN 2, and MAN 3 Mataram, combined with strengthening the Rahmatan Lil Alamin Student Profile (P2RA). There is a unique character strengthening at the State Islamic Senior High School in Mataram City, the uniqueness is in the religious values that are deeply rooted in the culture of the Sasak tribe or the Lombok community.

### **1. Kurikulum Merdeka Learning Design at State Islamic Senior High School 1 Mataram**

In learning planning in the Kurikulum Merdeka, teachers have the freedom to create, choose, and modify the available teaching modules according to the characteristics of diverse students, contexts, and needs of students, so that the learning process is more meaningful and enjoyable. The design of the implementation of the Kurikulum Merdeka as a fun learning strategy is indicated by the activeness of students in the form of discussions and exploration of learning activities (Alfaiz et al., 2023).

Learning design by paying attention to the development of children's talents and independence; good role models; discipline; according to technical instructions, in

accordance with the Pancasila Student Profile, including the Pancasila Student Profile in the lesson. Child-centered learning, material and containing the Character of the Pancasila Student Profile, soft skill development, critical thinking freedom.

The program in the Kurikulum Merdeka has been designed according to the interests, abilities, and talents possessed, the goal is that the learning can be implemented into real action. Creating a lesson design that adapts to the character of the Pancasila student profile listed in the curriculum, namely: faithful, devoted to God Almighty, and noble, globally diverse, collaborative, creative, critical thinking, and independent. The success of the learning design in accordance with the independent learning platform is greatly influenced by the cooperation and comprehensive support of the school community (Wahidah et al., 2023).

The implementation of the curriculum that has a significant impact is through habituation. Habit formation is one of the effective ways in the process of character building in children. Habituation is a relatively stable attitude and behavior through a repetitive process. Good habits will also have a positive impact on the child's future. The implementation of the Merdeka Curriculum is carried out by applying habits such as: Tadarrus Al-Qur'an, congregational Dhuha prayers, congregational Zuhr prayers, and the application of the 5 S habits (smile, greeting, salutation, politeness, courtesy). These habits gradually become ingrained in the students' character, attitudes, and behavior, so it is hoped that these habits will be applied in the future.

The strategies implemented for the Kurikulum Merdeka also refer more to environmental conditions that enable the execution of learning and are in accordance with the students' abilities. Some of the teacher's learning strategies in character building for students are: (a) communication that respects children as individuals; (b) paying attention to the development of children's talents and independence; (c) providing good role models; (d) instilling disciplined habits. Teachers facilitate students according to their needs, so each student has different learning conditions and methods (Fauzia & Ramadan, 2023). The strategy for implementing the Merdeka Curriculum also involves aligning the delivered material with the Pancasila Student Profile. MAN 1 Mataram conducts the activity of reading Surah Yasin every Friday morning, followed by short lectures from teachers in rotation. The lectures include religious material and study motivation for the students. The activity also includes practice lectures by previously selected students. This activity is to encourage students to read the Qur'an every day and to advise each other.

The previous curriculum still influences the teachers' way of thinking. Therefore, the implementation of the Merdeka Curriculum is carried out with good cooperation among all elements that synergize and complement each other, maximizing the execution of the Merdeka Curriculum. synergy between all components of education, namely parents, teachers, peers, social media, with students who possess intelligence and a sense of responsibility. In addition, learning is carried out integrated with P5P2RA and through direct project activities.

The principles of learning and the principles of learning assessment The Merdeka Curriculum is designed with consideration of the development, achievement levels, and needs of the students. At MAN 1 Mataram, the evaluation results of the implementation of the Merdeka Curriculum indicate that there have been significant changes in the behavior and attitudes of students for the better. These changes will impact the

formation of a young generation with a positive mental attitude, responsibility, creativity, and good social skills.

Changes can be seen in the aspects of attitude, knowledge, and skills of the students. The aspect of attitude is demonstrated by self-confidence, understanding one's own strengths and weaknesses, and an increased practice of religious teachings in accordance with each student's developmental stage. The evaluation of the Merdeka Curriculum learning is conducted by considering the principles of learning that encourage students to actively learn, think critically, and creatively, as well as taking into account the local context.

Evaluation is conducted on the curriculum components at educational units implementing the Merdeka Curriculum, which includes: Curriculum Structure, Learning and Assessment, Use of Teaching Devices, and Operational Curriculum of the Educational Unit. The Merdeka Curriculum is very appropriate to be implemented as an effort to build students' character, and the time required is very adequate to understand and delve into the concepts, materials, and competencies needed in the implementation of the Merdeka Curriculum.

Vision and Mission of MAN 1 Mataram "The realization of madrasah education administration reflects efforts to strengthen the character of students who are religious, ethical, accomplished, healthy, skilled, and have a sense of nationalism (Relaxation of the Heart)" and among its missions is to instill the education of faith and Islam through the habituation of religious practices in daily life.

Based on that, it can be said that character strengthening begins with the instillation of faith and moral values. The manifestation of that vision is implemented through the habituation of worship practices, religious values that are carried out daily in building relationships with others. The connection between that vision and mission with the Pancasila student profile, the character contained in the Pancasila student profile concept is integrated with various religious activities and the habituation of applying noble morals.

The implementation of the Merdeka Curriculum is quite effective. The effectiveness of the implementation of the Merdeka curriculum is supported by activities and actions that provide good examples, teach manners, promote honesty and openness, give rewards and appreciation to deserving students, and always include moral messages in every learning process. The Merdeka Curriculum has had a positive impact on students' learning experiences, creating a more positive and challenging learning environment, encouraging critical thinking skills, and enabling personalized learning experiences. The implementation of the Merdeka Curriculum is carried out through good cooperation among all elements that synergize and complement each other, allowing the Merdeka Curriculum to be maximized, although the previous curriculum still influences teachers' thinking paradigms.

The Merdeka Curriculum is a curriculum implemented through various types of intramural learning, with the content of the Merdeka Curriculum being more optimal so that students have sufficient time to understand and actualize concepts and competencies. The diverse intramural learning processes in the Merdeka Curriculum aim for students to have a more optimal understanding of concepts and to strengthen their competencies. The curriculum has been implemented in schools and madrasahs since 2022. The implementation of the Merdeka Curriculum requires more extensive socialization and guidance to ensure that the learning process achieves optimal results.

the implementation of the Merdeka curriculum Learning The socialization needs to go through a seminar properly so that the curriculum can be implemented as best as possible.

The Kurikulum Merdeka has a character dimension known as the Pancasila Student Profile and the Rahmatan lil Alamin Student Profile (P5RA). The Pancasila Student Profile includes 1) being faithful, devout to God Almighty, and having noble character, 2) being independent, 3) being cooperative, 4) being globally diverse, 5) being critical thinkers, and 6) being creative. Meanwhile, the Rahmatan Lil Alamin Student Profile (PPRA) is a holistic and innovative educational program aimed at producing students who are of noble character, possess extensive knowledge, and have skills relevant to the demands of the times.

## **2. Kurikulum Merdeka Learning Design State Islamic Senior High School 2 Mataram**

Strengthening the character of the Pancasila Student Profile of students by creating lesson designs that are in accordance with the character of the Pancasila student profile stated in the curriculum, namely: believing, being devoted to God Almighty, and having noble character, being globally diverse, working together, being creative, thinking critically, and being independent. The Merdeka Mengajar Platform is utilized in an effort to implement the Merdeka Curriculum (Defa et al., 2023).

The Merdeka Curriculum Implementation Design is also carried out through the process of Mapping interests, planning, implementing, evaluating and innovating. In the Merdeka Curriculum, teachers have enough time to develop character, competence, creativity, and innovation in implementing learning and other educational services in schools (Mulyasa, 2023). Teacher needed creativity to accommodate providing useful learning for students in achieving student competencies. Therefore, providing extensive opportunities for flexible group work, such as working together based on shared interests (Purwowidodo & Zaini, 2023).

The learning in the Merdeka Curriculum is designed by analyzing competencies, understanding the individual characteristics of students, creating existing indicators, providing students with opportunities to think critically and creatively, maximizing the available facilities at the school, and setting learning objectives. The holistic and integrated approach emphasizes the aspect of Problem-Based Learning (PBL), integrated education in subjects that foster the development of a positive environment, and authentic assessment. The holistic approach considers that everyone has unique potential. An educator should help students recognize their talents and interests, support, and develop the potential they have (Wulandari et al., 2021).

Learning design for students to behave in accordance with the values of Pancasila, be it divinity, humanity, having a sense of unity, developing the value of deliberation in solving problems and having a spirit of social justice that balances rights and obligations for the sake of social justice, in accordance with technical instructions requiring guidance and assistance for the principal and teachers, guidance aims to maximize its implementation.

Technical guidance for principals and teachers at MAN Mataram as a reference in adjusting the Kurikulum Merdeka at the madrasah, because of course the existing instructions and conditions at the Madrasah are not the same so that the principal can adjust the materials, methods, and approaches used, this reflects the success of achieving the Pancasila Profile Character according to local wisdom. Learning is carried

out more flexibly, by considering student abilities, available resources, and the availability of other supporting factors. Local wisdom is one of the learning outcomes that needs to be continuously developed and disseminated. Local wisdom is easy to actualize because it is a local culture, so that the cultural heritage from generation to generation remains sustainable and maintained.

The implementation of the Merdeka Curriculum, in its learning process, uses a more differentiated approach, while a specific feature of this curriculum to clearly demonstrate its differentiation position is grouping students' learning achievements based on the child's growth phase. One form of implementing the Pancasila student profile is a student who consistently practices the values of Pancasila, devout to God Almighty by performing worship according to their religion, with the curriculum designed according to the abilities and relevant conditions of the students at MAN 2 Mataram.

Learning strategies in the Merdeka curriculum take into account the multiple intelligences of students and use dynamic material targets that adjust to the school's conditions. Determining the character, talents, and interests of students. Habitualizing experience-based learning, collaborative learning, modeling-based learning, and implementing character formation is designed so that the learning aligns with the talents, interests, and potential of the students and develops character in accordance with the principles of Pancasila. A holistic and integrated approach that emphasizes the aspects of Problem-Based Learning (PBL), integrated education in the subject of positive environmental development, and conducting authentic assessments.

Building the character of students in the Kurikulum Merdeka learning involves (1) Providing good examples, as teachers are the parents of students at school, (2) Embedding moral messages in every lesson, (3) Giving rewards and appreciation, (4) Being honest and open, (5) Teaching manners, and (6) Providing inspiration. The steps taken to develop teaching materials for teachers are: Identifying student needs, clear learning objectives, researching learning materials, selecting appropriate teaching methods, integrating educational technology, creating engaging and relevant materials, testing, and evaluation.

The implementation of the Merdeka Curriculum at MAN 2 is guided by and involves creating modules for the Pancasila Student Profile Strengthening Project (P5), with coordinators and facilitators for the Pancasila Student Profile Strengthening Project (P5). The strategy for implementing character education through habituation activities is carried out by making the following efforts: (1) routine habituation, (2) spontaneous habituation, (3) exemplary habituation, and (4) conditioning. Habitualization of experience-based learning, collaborative learning, modeling-based learning.

Several strategies to succeed in the Kurikulum Merdeka include socialization, the development of collaborative schools, the development of learning resources, fostering student discipline, autonomy for school principals, the teacher driving program, and the empowerment of educational and teaching staff. These strategies were well implemented at MAN 2 Mataram, resulting in the learning outcomes of the Merdeka Curriculum positively impacting the improvement of student behavior compared to before.

The implementation of the Kurikulum Merdeka with integrated learning incorporating Lombok's local values so that students actively explore environmental



issues to support the development of the Pancasila Student Profile character. Strengthening the nation's character can be achieved by instilling and re-emphasizing the actualization of local wisdom values in the world of education and learning.

The results of the implementation of the Kurikulum Merdeka in shaping students' character have shown good outcomes, making it a consideration for education stakeholders. Effectiveness evaluation is one type of policy evaluation that assesses the results and impact of a policy program as expected, the goals to be achieved can be realized, and the expected impact is proportional to the efforts made. Evaluation in the Kurikulum Merdeka learning can use several factors from practice, tests, attitudes, and morals. This curriculum evaluation includes the evaluation of objectives, systems, and special evaluation (esoteric evaluation). There are stages in conducting an evaluation, namely: designing, preparing, collecting information, analyzing, drawing conclusions, making recommendations, and utilizing the results of the evaluation of the process and student character.

Based on the evaluation results of the learning process, students have the freedom to actively participate in every learning activity/independence. Evaluation is conducted on the curriculum components in educational units implementing the Merdeka Curriculum, namely starting from: Curriculum Structure, Learning and Assessment, Use of Teaching Devices, and Operational Curriculum of the Educational Unit. The factors influencing the success of the curriculum include the leadership of the principal, teachers, student activities, facilities and learning resources, as well as the school committee. Factors that influence the success of the curriculum must minimize negative factors.

The results of the implementation of the Kurikulum Merdeka in shaping students' character were good, so it can be considered by education stakeholders. Effectiveness evaluation is one type of policy evaluation that assesses the results and impact of a policy program as expected, the goals to be achieved can be realized, and the expected impact is proportional to the efforts made. Evaluation in the Kurikulum Merdeka learning can use several factors from practice, tests, attitudes, and morals.

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Effectiveness The strengthening of students' character at MAN 2 Mataram can be seen from the results of the summative assessment in the form of a Report Card. The report card is an assessment instrument for teachers to reflect on the success of learning conducted over a semester. The report card is a summary of the teacher's assessment during the learning process or the implementation of the Kurikulum Merdeka, so the

report card is a reflection of the changes in knowledge, attitudes, and skills of students after they undergo the learning process.

The Merdeka Curriculum allows for the growth of religious values, facilitated through religious education conducted with repeated habituation, direct experience, and a positive educational environment. strengthening student independence: learning approach The Kurikulum Merdeka is implemented by focusing on the interests, potential, and needs of the students, so that students are encouraged to be more active and enhance their independence. Enhancing the potential for critical thinking.

The Merdeka Curriculum is oriented to encourage students to conduct in-depth and comprehensive analyses of various issues in the learning process and daily life. Fostering social moral values. Learning The Kurikulum Merdeka develops the values of honesty, empathy, tolerance, and care for others, as well as care for the environment. Students are directed to adopt a positive attitude in facing life, interacting, socializing, and communicating well and politely with the community. The Merdeka Curriculum fosters innovation and creativity: Learning in the Merdeka curriculum is oriented towards the development of creativity and the ability to innovate for students, learning to think outside the box, solving problems creatively, and being able to create new things. Developing a leadership spirit: the Kurikulum Merdeka directs students in developing a leadership spirit, leadership in oneself, leadership in groups, and leadership in society, becoming visionary, resilient, and wise leaders.

MAN 2 Mataram is an educational institution with the vision: The realization of a Madrasah that produces Islamic, Innovative, Achieving, and Populist generations. This vision serves as a reference in the implementation of education. In line with this, the vision of MAN 2 Mataram to create an Islamic generation serves as a barometer in the implementation of the Kurikulum Merdeka learning with the Pancasila Student Profile program. An Islamic generation is a generation that possesses noble character, is creative, and has character in accordance with religious teachings. With this, the character contained in the Pancasila student profile can be achieved, as the Pancasila student profile aligns with Islamic teachings and the guidance of the Prophet Muhammad SAW, who was sent for the perfection of his people's morals.

### **3. Kurikulum Merdeka Learning Design State Islamic Senior High School 3 Mataram**

The Kurikulum Merdeka at State Islamic Senior High School 3 Mataram is designed to provide as much space as possible for children to learn, child-centered learning, so that learning is carried out so that students obtain knowledge that is in accordance with their needs and education to develop their character, namely the character contained in the Pancasila Student Profile.

The design of the implementation of the Kurikulum Merdeka in the formation of student character (Pancasila Student Profile) involves the preparation of learning materials that integrate Pancasila values, the use of learning methods that emphasize character strengthening, and the development of evaluations that reflect the achievement of student character. In learning the Kurikulum Merdeka, teachers choose themes that are in accordance with the Pancasila Student Profile, for its implementation students are directly involved and practice in the learning process. The Kurikulum Merdeka is implemented by managing the objectives, content and learning processes that will be followed by individuals at each stage of educational development. The designs that are usually carried out are character education, soft skills development,

effective learning methods, evaluation and feedback, application of technology and counseling guidance. The Kurikulum Merdeka Gives students the freedom to think critically in accordance with existing guidelines.

Planning is very important to do before starting learning, planning to control and be a guideline in implementation, in order to achieve targets appropriately. Planning is a tool to determine and determine steps in efforts to be made to achieve educational goals (Hadian et al., 2022). In general, learning designed to achieve the character of the Pancasila Student Profile can be implemented well and with significant results. In the Kurikulum Merdeka, teachers design the learning process by integrating subject matter with character education.

The implementation of the Merdeka Curriculum at Madrasah Aliyah Negeri 3 Mataram integrates intramural and extracurricular learning at the school. The strategies used in the implementation of the Merdeka Curriculum for character development of students (Pancasila Student Profile) include the application of project-based learning, collaborative learning, as well as the use of case studies or simulations to strengthen the understanding of Pancasila values. The formation of students' character is also carried out by maximizing subjects that have character values, namely Religious Education and Citizenship Education. The implementation of the Kurikulum Merdeka with integrated learning incorporating local Lombok values enables students to actively explore environmental issues to support the development of the Pancasila Student Profile character. Strengthening the nation's character can be achieved by instilling and re-emphasizing the actualization of local wisdom values in the world of education and learning.

The strategy used involves forming a P5 team to determine the project theme, socializing the theme, and ultimately having students create a real project related to that theme. In the project creation, student characters such as responsibility, mutual cooperation, and teamwork will be formed. The Merdeka Curriculum learning is directed towards student-centered learning by exploring the ability to work in groups more, as an effort to cultivate the spirit of mutual cooperation, through a holistic approach that involves all aspects of students' lives.

The implementation of the Merdeka Curriculum in learning is designed to prepare attitudes and characters that are favored by students in accordance with the Pancasila profile guidelines of *rahmatan lil alamin*, through discussions. The strategies and approaches in implementing character education are as follows: 1) integrating values and morals into subjects, 2) assimilating positive traits instilled in all school individuals (head, educators, and guardians), 3) presentation and preparation, 4) providing exemplary and good examples, 5) creating a character climate in the school, and 6) cultural embedding. Integrating intramural learning (classroom learning and practice) with extracurricular and co-curricular activities (such as the Quran Literacy program, Saturday Literacy Movement, and strengthening media and information technology/ ICT).

The implementation of the Merdeka Curriculum encourages students, teachers, and schools to adopt independent learning in accordance with the Merdeka Belajar platform to improve the quality of education and minimize learning problems. The Merdeka Mengajar Platform (PMM) can enhance teachers' competencies, including pedagogical competence, personal competence, social competence, professional competence, and information technology (Aulia et al., 2023). An Kurikulum Merdeka is

a solution for improving the quality of education in Indonesia (Novianto & Abidin, 2023). The Merdeka Curriculum is based on Information Technology and the extensive use of media as sources in learning, but teachers' ability to utilize media varies greatly (Mubarak, 2022).

The evaluation results of the Merdeka Curriculum Learning cannot be measured solely in cognitive aspects but also through non-cognitive activities with the existence of P5 and PPRA reports. The evaluation results of the implementation of the Merdeka Curriculum in strengthening students' character can be seen from the understanding and application of character values, positive behavioral changes, student participation, as well as the perceptions of teachers and parents. The results of the evaluation of the process and end of the character strengthening curriculum learning show adherence to God Almighty, noble character, global diversity, mutual cooperation, creativity, critical thinking, independence, responsibility, freedom, autonomy, participation (care), attitude change, personality, creativity, tolerance, mutual cooperation, and the character of the Pancasila Student Profile.

Results of the Kurikulum Merdeka Evaluation Quite good in terms of ability, attitude, and personality aspects, students are able to keep up with the times and be creative in completing projects. So far, the Kurikulum Merdeka has had a positive effect in developing a tolerant attitude and a spirit of mutual cooperation. The evaluation results show positive developments in behavior and attitudes, as well as an increase in social skills.

The evaluation results obtained from the implementation of the Merdeka Curriculum are quite significant, including the flow of learning objectives, criteria for achieving learning outcomes, teaching modules, and designing Pancasila profile projects. The implementation carried out has been quite good, namely by adhering to the principles of the Merdeka curriculum learning, and also by character building in accordance with the Pancasila student profile.

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implementation carried out has been quite good, namely by adhering to the principles of the Merdeka Curriculum learning, and also by character building in accordance with the Pancasila Student Profile.

The Pancasila Student Profile is an effort to internalize Pancasila values into the learning process. Overall, character strengthening in the context of the Kurikulum Merdeka is not only related to the development of intellectual aspects but also refers to the development of moral, social, and spiritual aspects of students. Thus, students will become resilient individuals with strong character, capable of making positive contributions to society.

The implementation of the Kurikulum Merdeka is very effective, supporting the guarantee of teacher teaching hours and teacher professional allowances. In addition to supporting the guarantee of teaching hours and teacher professional allowances in implementing the Kurikulum Merdeka, it is also supported by the independent learning platform. The learning of the Kurikulum Merdeka effectively strengthens character, and this effectiveness is supported by the learning process conducted at the right time. The implementation of the Kurikulum Merdeka cannot fully support character building 100%, as it still requires supervision from guidance and counseling teachers and homeroom teachers, as well as other supporting activities to achieve student character development.

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## **Discussion**

The effectiveness of learning is obtained from the Evaluation system to acquire accurate information regarding the implementation process of learning and the success of character education programs. The effectiveness of the Merdeka Curriculum in strengthening students' character is carried out through strategies such as being role models, embedding moral messages in every learning process, creating a learning environment, freedom, independence, curriculum structure, learning and assessment, the use of teaching tools, and the operational curriculum of educational units, based on students' needs, implementing the Merdeka Curriculum platform, timely learning, focusing on essential materials, and group learning. The role of teachers in strengthening the character of students with high morality, their responsibility in character strengthening alongside cognitive aspects, therefore teachers must be able to become the main role models and be of integrity because teachers interact directly with students.

The effectiveness of learning at MAN 1 Mataram through moral messages in every learning process, the teacher does this by linking the material or teaching materials and then emphasizing the philosophical values contained in that material, students are also given the opportunity to explicitly convey those character values.

To realize this Vision, MAN 2 Mataram translates it into four missions, the first mission being to realize the understanding and practice of religious values for the madrasah community, and the second mission being to prepare the madrasah community to master science and technology based on Faith and Piety. Based on these two missions, MAN 2 Mataram strives to strengthen the character of its students and equip them with the practice of religious teachings, as well as the mastery of science and technology, which must be grounded in the values of faith and piety. The practice of religious teachings, especially in the madrasah environment, is the duty of all madrasah members. Teachers, as the spearhead of educational success in the madrasah, serve as role models for the students.

The implementation of the Merdeka Curriculum in strengthening students' character is very effective according to process evaluation and outcome evaluation. Based on the report of learning achievement outcomes mentioned above, in the subject of Akidah Akhlak, students are concluded to have good behavior in relation to morals and conduct towards parents, and to exemplify the obligatory attributes of Allah, while in the subject of Pancasila, it is concluded that students behave well as an embodiment of nationalism and develop local wisdom. On another occasion, as part of the Pancasila student profile strengthening project, students were assigned to create a *dulang penamat* as one of the local wisdoms of the Lombok community, thereby instilling in the students a love and motivation to participate in the preservation of local culture.

The Merdeka Curriculum has a positive impact on the character of students at Madrasah Aliyah Negeri 2 Mataram. With a focus on character development, this curriculum aims to shape a generation of young people who possess a positive mental attitude, responsibility, creativity, and good social skills. Students in their daily lives are able to develop attitudes that align with the Pancasila Student Profile and the *Rahmatan lil'Alamin Student Profile (P5RA)*.

The implementation of the Merdeka Curriculum effectively strengthens the character of the Pancasila Student Profile, and the success of Pancasila implementation is due to evaluations focusing on the process rather than just the results. Learning will be effective if the process to achieve learning objectives can be accomplished in a timely manner. Not only for students, the effective learning process also needs to be understood by teachers. Effective learning can be one of the factors that determine the success or failure of a learning process. Therefore, teachers must be able to design an effective learning process in order to improve the quality of education.

The effectiveness of the Merdeka Curriculum learning includes independence, responsibility, creativity and innovation, cultural values, and students have the freedom to actively participate in every learning activity/independence. The implementation of the Merdeka Curriculum is carried out through good cooperation among all elements that synergize and complement each other, so that the implementation of the Merdeka Curriculum can be maximized. However, the previous curriculum still influences the teachers' mindset.

A conducive learning environment is known as one of the factors that support the success of learning. The Merdeka Curriculum, with its characteristic of differentiated learning, emphasizes a conducive learning environment. Students receive learning not only in the classroom; teachers are not the only source of learning. Learning can also take place outside the classroom, utilizing the environment as a maximum source of learning.

The Kurikulum Merdeka is very effective in strengthening character, the Kurikulum Merdeka Focus on essential materials so that learning is deeper, with more time for the development of competencies and character through group learning around real contexts. The effectiveness of the implementation of the Merdeka Curriculum in strengthening students' character can be assessed by the level of understanding and application of Pancasila values, positive changes in behavior, and active participation in activities that support character formation.

The implementation of the Merdeka Curriculum policy Learning has had a positive impact on increasing student participation in the learning process. Students gain the freedom to determine their learning patterns according to their talents, interests, and personal needs. The Merdeka Curriculum also encourages students to use learning technology, allowing them to access a wide and diverse range of learning resources.

Indicators of the Effectiveness of the Merdeka Curriculum in Strengthening Student Character include students' polite behavior, honesty and openness, critical thinking, improved student attitudes, self-confidence, self-awareness, active learning, creativity, participation (Care), tolerance, mutual cooperation, and the Pancasila Student Profile character. The effectiveness of the Merdeka curriculum learning can last long with the synergy between schools and families. The main characteristic of the Merdeka Curriculum is to provide space for character development in integrated learning activities within the intramural, co-curricular, and extracurricular spheres, with projects to strengthen the Pancasila student profile, as well as the use of technology through the Merdeka Mengajar platform (Putri et al., 2023).

## **CONCLUSION**

Based on the presentation of data and data analysis, the researcher draws several conclusions, namely: The design of the Merdeka Curriculum learning in strengthening the character of students at MAN Mataram is structured with habituation for students, emphasizing the development of talents and interests, student-centered learning, and exemplary behavior. The implementation of the Merdeka Curriculum in strengthening the character of students at MAN Mataram includes habituation of religious activities, providing good examples, differentiation, problem-based learning, direct practice, student-centered learning, integration of lesson materials with the Pancasila Student Profile character, integration of intra-curricular, extracurricular, co-curricular, and literacy strengthening. The evaluation results of the Merdeka Curriculum in strengthening the character of students at MAN Mataram showed an improvement in the character of the Pancasila Student Profile, being devout to God Almighty, having noble morals, embracing global diversity, being cooperative, creative, critically thinking, and independent. The implementation of the Merdeka Curriculum effectively strengthens the character of the Pancasila Student Profile with indicators of student attitudes such as being faithful and devout to God Almighty, having good morals, being polite, courteous, honest, critical, actively learning, creative, caring, tolerant, and embodying the Pancasila Student Profile.

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