

IMPLEMENTATION OF THE ASSESSMENT OF THE PANCASILA AND RAHMATAN LIL ALAMIN STUDENT PROFILE STRENGTHENING PROJECT IN GRADE V OF MIS HIDAYATUL MUHAJIRIN, PALANGKA RAYA CITY

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ABSTRACT

MIS Hidayatul Muhajirin Palangka Raya City as an Islamic educational institution has implemented the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project as part of the Merdeka Curriculum implementation. This study aims to describe the implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project assessment in grade V MIS Hidayatul Muhajirin Palangka Raya City using qualitative descriptive methods through interviews, observations, and documentation. Research instruments include interview guides, observations, and document analysis to gather information such as the planning process, assessment strategies, challenges, and learning outcomes. Data were analyzed through reduction, presentation, and verification and drawing conclusions, with triangulation of sources and techniques to ensure the data is valid. The results of the study indicate that the project assessment has been carried out in accordance with the guidelines of the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs through process observation, product assessment, and attitude assessment using a collaborative rubric, while the principal and parental involvement are the main supporting factors. The recycling theme encourages active student involvement in solving real problems and instilling moderate Islamic values and Pancasila. This study provides a concrete picture of the assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening project at the Madrasah Ibtidaiyah level and opens up opportunities for further research. These findings are expected to serve as a reference for other madrasahs in implementing more effective and sustainable project assessments.

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INTRODUCTIONS

Education plays a vital role in human social life, particularly in shaping individual character. As stipulated in Government Regulation No. 12 of 2025 concerning National Education Standards, the goal of national education is to develop skills and knowledge, while simultaneously shaping the nation's character and civilization. This process has a long-term impact on the nation's intellectual progress. The primary goal of education is to raise children who are religious, morally upright, healthy, mentally intelligent, creative, and independent, and who grow into democratic and responsible members of society (Permendikdasmen, 2025).

The curriculum is a reference for the implementation of education in Indonesia (Rahmawatie et al., 2025). If the circumstances and needs of students are studied in curriculum development, then the curriculum can be said to be high quality (Mujib et al., 2025). The Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim, conveyed this when inaugurating the Independent Curriculum as an improvement on the previous Independent Curriculum. The Independent Curriculum is based on a more flexible framework. This curriculum also aims to develop individual uniqueness and optimize the potential of each student (Rahayu et al., 2022). In the context of the Independent Curriculum, the government launched the Pancasila Student Profile Strengthening Project as an effort to instill Pancasila values in students through project-based learning activities (Wardi & Anissulalah, 2025).

Islam views education as the main basis for a person to be prioritized and respected. Islam has the most perfect moral example, namely the Prophet Muhammad SAW. This is confirmed by Allah SWT in the Al-Qur'an surah Al-Ahzab verse 21 which reads:

لَقَدْ كَانَ لَكُمْ فِي رَسُولِ اللَّهِ أُسْوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرْجُوا اللَّهَ وَالْيَوْمَ الْآخِرَ وَذَكَرَ اللَّهَ كَثِيرًا ﴿٢١﴾

Translation: "Indeed, there is in the Messenger of Allah a good role model for you, (namely) for those who hope for Allah's mercy and (the coming of) the Last Day, and they remember Allah a lot." (Al Ahzab: 21). Rasulullah SAW has set an example of noble morals that can shape a person's personality in the eyes of other people. Surah Al-Ahzab verse 21 can be used as a basis for developing Pancasila and Rahmatan Lil Alamin Student Profiles with an Islamic character (Ministry of Religion, 2022).

In the context of Islamic education, the implementation of the Rahmatan Lil Alamin Student Profile values plays an important role as a form of harmony between national education and Islamic values that are compassionate, peaceful, and inclusive of all of God's creatures (Sartika et al., 2025). The purpose of the Rahmatan Lil Alamin Student Profile program is for students to become competent and well-mannered students in accordance with the noble values of Pancasila (Alimuninggar et al., 2025). Students must develop a strong sense of social awareness, compassion, tolerance, and intellectual abilities, in accordance with the principles of Rahmatan Lil Alamin (Zulkarnaen & Ilyas, 2025). There are 10 elements, namely (1) Civilized (ta'addub), (2) Exemplary (qudwah), (3) Citizenship and nationality (muwāṭanah), (4) Taking the middle path (tawassut), (5) Balanced (tawāzun), (6) Straightforward and firm (I'tidāl), (7) Equality (musāwah), (8) Deliberation (shūra), (9) Tolerance (tasāmuh), (10) Dynamic and innovative (taṭawwur wa ibtikār) (Ramdhani, 2021:2).

Evidence on how this project's assessment is implemented practically remains limited, particularly in Islamic elementary schools (Madrasah Ibtidaiyah), and the challenges educators face in simultaneously assessing Pancasila and Islamic values (Handoko et al., 2024). While some have discussed the theoretical framework of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Projects separately (Mufid, 2023), there remains a gap in understanding the practical implementation of assessment strategies that effectively integrate both value systems. Most research focuses on general implementation without specifically examining assessment mechanisms. Numerous obstacles remain to be overcome in implementing project assessment (Khosiyatika & Kusumawati, 2023). These obstacles include teachers not collaborating effectively in developing assessment tools, students not fully understanding the rubric, and indicators that are inconsistent with learning objectives (Fauziah & Rohmawati, 2023).

The Pancasila and Rahmatan Lil Alamin Student Profile Program has been implemented in stages since the 2021/2022 academic year, based on interviews with Ms. N, the homeroom teacher of class V A, Ms. A, the homeroom teacher of class V B, and Ms. M, the homeroom teacher of class V C. The Pancasila and Rahmatan Lil Alamin Student Profile Program is designed to be flexible. Thus, the program can be adjusted to the current situation. To make students more active and involved in learning, the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project

encourages student participation in the learning process. The Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project for madrasahs is based on the Rahmatan Lil Alamin Student Profile concept which is based on Islamic concepts. Students are encouraged to internalize and apply Islamic teachings in their daily lives through teachings of tolerance, social awareness, and environmental awareness.

MIS Hidayatul Muhajirin Palangka Raya City as an Islamic educational institution strives to combine both profiles in learning activities, especially through the implementation of a project in grade V with the theme of sustainable lifestyle (Recycling) so that an assessment is necessary. Assessment into this project is very important to measure the level of understanding and application of the principles of Pancasila and Rahmatan Lil Alamin by students. Student involvement, mindset, and process are considered as important as the final result when assessing their results in a project.

Therefore, the researcher wants to know how MIS Hidayatul Muhajirin implements assessment in the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project for fifth-grade students. This research is important because MIS Hidayatul Muhajirin is a typical private madrasah in urban areas that faces practical challenges in balancing national curriculum requirements with Islamic educational values. By examining this specific context, the research addresses identified gaps and provides practical insights into assessment that can be adapted by madrasah institutions. In line with the madrasah's vision and objectives, this research is expected to provide a clear picture of effective assessment and practical recommendations for madrasahs and teachers.

METHOD

This study uses qualitative descriptive research to provide an overview of the assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project for fifth-grade students at MIS Hidayatul Muhajirin, Palangka Raya City. This method was chosen so that the researcher could observe the implementation of the project assessment at the madrasah. To obtain an overview of the phenomena encountered by the researcher, the researcher used a qualitative descriptive method. According to Nasution (2023), this method describes the event using words and language in its natural context.

The subjects in this study were the madrasah principal, the Deputy Head of Curriculum, and teachers. The object of the study was the Assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project, conducted in the fifth grade of MIS Hidayatul Muhajirin, Palangka Raya City. The research took place at MIS Hidayatul Muhajirin, located at Jl. Mendawai IV, RT 03 RW 6, Jekan Raya District, Palangka Raya City, Central Kalimantan, and lasted for two months.

The data collection techniques used in this study were observation, interviews, and documentation. Furthermore, to ensure the validity of the data, this study employed source triangulation and technical triangulation. Data analysis was conducted using the Miles and Huberman (1994) model, which consists of three stages: data reduction, data presentation, verification, and conclusion drawing.

RESULT AND DISCUSSIONS

A. Project for Strengthening the Profile of Pancasila and Rahmatan Lil Alamin Students

The research findings indicate that the Implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project is running effectively and in accordance with the guidelines set by the Ministry of Education, Culture, Research and Technology and the Ministry of Religious Affairs. Based on interviews with the Principal of the madrasah, the deputy head of curriculum, and homeroom teachers of VA, VB, and VC, namely Mrs. N, homeroom teacher of class V A, Mrs. A, homeroom teacher of class V B, and Mrs. M, homeroom teacher of class V C at MIS Hidayatul Muhajirin, Palangka Raya City, information was obtained that the madrasah has implemented this program by forming a facilitator team.

Before appointing the Facilitator Team for the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project, the Principal held a meeting with all teachers to discuss the readiness for the implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. In the meeting, the Principal explained that he had studied the guidelines for the Pancasila and Rahmatan Lil Alamin Student

Profile Strengthening Project. Then, several teachers provided input regarding the required facilitator criteria, such as communication skills, coordination, and commitment in assisting the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. Based on these considerations, the Principal appointed Mrs. N, the homeroom teacher of class V A, as the Chairperson of the Facilitator Team for the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project because she was considered to have the appropriate experience and abilities and was approved by all teachers present.

The Head of the Facilitator Team, appointed by the madrasah principal, is responsible for coordinating all teachers, ensuring the project runs according to guidelines, and holding weekly meetings to monitor progress and address challenges, demonstrating shared responsibility within the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. In carrying out their duties, the coordinator adheres to the guidelines outlined in the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project guidebook when developing dimensions and themes (Satria et al., 2022). The planning process takes into account relevant community issues, the madrasah's needs, resource availability, and the level of readiness for implementation (Betari & Rusman, 2024).

Interview results showed that at the beginning of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening project, teachers used several initial questions that were directly related to the project. Mrs. M, the homeroom teacher of 5th grade class C, said: "We started with initial questions such as 'Where is plastic waste thrown away?' and 'How can we turn waste into something useful?' These questions immediately caught the students' attention and made them curious to find solutions." This approach was useful in enabling students to achieve their goals and gain a clear understanding of the project's objectives.

Observations showed that students progressed through several distinct learning phases. Initially, the teacher introduced environmental issues through presentations and videos on a projector, followed by fieldwork. Ms. N, the 5th grade homeroom teacher, led a discussion in which students shared their observations: "The students were truly shocked by the amount of plastic waste in their environment. One student said, 'I never realized we throw away so many plastic cups every day!' This emotional connection was crucial to their engagement".

After identifying the problem, students were guided through the material selection process (Rahayu et al., 2025). Researchers observed a practical session where students learned to select suitable materials for recycling. Mrs. A, the homeroom teacher of 5th grade B, explained: "We taught them to choose clean, undamaged plastic cups. Students worked in groups to sort the waste materials and discussed which items could be turned into crafts".

The highlight of the fun activity was making flower curtains from plastic cups. Students applied their knowledge through hands-on production, demonstrating creativity in design and color combinations. Observations revealed high levels of collaboration, problem-solving, and student pride in their final product. This activity demonstrated the integration of environmental awareness with practical skill development.

B. Processing the Assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project

An important component in the implementation of project-based learning in grade V of MIS Hidayatul Muhajirin is the assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. This assessment aims to assess how effectively (Zou et al., 2024) students combine the values of Pancasila and the principles of Islam Rahmatan Lil Alamin. The role of the facilitator, who plans, supervises, and assesses the project at every stage. Kemendikbudristek 2022, Assessment not only considers the final results, but also how students work on the project and their mindset while working on it.

Mrs. N, the homeroom teacher of class V A, explained the assessment approach: "We don't just look at the final result. We assess the entire process, how students collaborate, solve problems, demonstrate creativity, and show concern for the environment. For example, when making flower curtains, we observe whether students help each other, how students manage recycled waste materials in a responsible manner."

In conducting assessments, teachers use various instruments, especially observation sheets and assessment rubrics. Mrs. A, the homeroom teacher of class V B, explained: "Our observation sheets are compiled based on

the dimensions of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. For example, in 'gotong royong', we observe whether students share tasks fairly, listen to others' ideas, and help friends who are having difficulties. In 'creativity', we look at design, problem-solving approaches, and willingness to experiment with various techniques."

Each assessment component is aligned with the dimensions of Pancasila and the values of Rahmatan Lil Alamin (the Right to the Universe). The theme of sustainable lifestyle (recycling) specifically combines Islamic principles of preserving nature with the critical thinking and independence dimensions of Pancasila. Ms. M, the homeroom teacher of 5th grade C, noted that "when students transform waste into beautiful products, they not only practice Islamic teachings about living a less wasteful life but also develop critical thinking about environmental issues and find creative solutions."

Assessments are conducted collaboratively across educators to ensure objective results. The three fifth-grade teachers regularly hold collaborative assessment sessions. Ms. N, the fifth-grade homeroom teacher, explained this process: "After each observation session, we meet to discuss our findings. Sometimes we have different opinions about students' work, so we review the evidence together—their work process, final results, and attitudes. This collaboration ensures our assessments are fair and consistent." This collaborative assessment approach increases student engagement and reduces individualized assessments. Furthermore, students' moral and spiritual development is also influenced by the assessment process, which is part of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project.



Figure 1. The process of making flower curtains from plastic cups

Figure 1 shows the process of making a flower curtain from recycled plastic cups by fifth-grade students. It begins by cutting the lip of the plastic cup and setting aside the bottom. Next, the open cup is cut into six pieces. After being divided into six parts, shape each piece like a flower petal by bending it until it looks blooming. The tip of each petal is then formed into a zigzag shape for variation. After that, color it using paint. When the paint begins to dry, arrange the petals lengthwise using a stapler to form the desired flower curtain.



Figure 2. Results of making flower curtains from plastic cups

Figure 2 represents a concrete result of the project implementation, showing a floral curtain made from recycled plastic cups by fifth-grade students. The diversity of designs, color combinations, and techniques seen in the image reflects the students' creativity. The success of transforming recycled waste materials into aesthetic decorative items demonstrates the students' application of environmental management values, which are at the core of the Rahmatan Lil Alamin profile. The collaborative nature of the production, as evidenced by a certain uniformity combined with creative variations, demonstrates effective peer learning and reciprocal cooperation during the project implementation.

Project assessment has various purposes beyond grading. Mrs. A, the homeroom teacher of class V B, explained: "We use the assessment results as a basis for providing feedback to students. We appreciate them, for example, by praising students' designs or excellent teamwork, while also providing guidance on areas of development, such as time management."

This assessment also serves as reflection data for teachers to continuously improve the quality of learning. Mrs. M, the homeroom teacher of class V C, said: "After completing each stage of the project, we analyzed the assessment data. For example, we saw that many students had difficulty in the initial planning phase, so we have now included more reference frames and planning templates in our next project." Nirwana & Hidayati 2024, This reflective practice is aligned with the quality improvement cycle in Education assessment.

By implementing a well-structured assessment system, MIS Hidayatul Muhajirin can ensure that its students maintain high moral standards and strive to uphold Islamic teachings characterized by love and the principles of Pancasila. Based on observations and interviews, it was found that the implementation requires optimization of partnerships to improve learning effectiveness. Mrs. N, homeroom teacher of class V A, homeroom teacher of class V A: "We involve parents who help students continue project activities at home to collect materials and practice techniques." The project report that has been prepared reflects the success of the implementation of the activity, while also describing the learning process and the results of student achievement assessments.

C. Supporting and Inhibiting Factors

The data shows that each project has supporting and inhibiting elements, including in the implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project. This project received a lot of support from various parties, such as educational institutions, teachers, madrasah staff, students, and parents who helped smooth the learning activities. Mrs. N, the homeroom teacher of class V A, emphasized that the full support of the madrasah principal was the most important factor, seen from her involvement in guiding teachers, directly monitoring project activities, providing encouragement to students, and celebrating their achievements in madrasah meetings.

Parental involvement emerged as another important supporting factor. Ms. M, the homeroom teacher of class V C, shared: "Many parents are actively involved. Some volunteer to collect plastic cups from their workplaces, others help students practice at home. This family involvement reinforces the values we teach and extends learning beyond school hours." Wahyuni et al., 2025, This supporting condition aligns with the success factors identified in the implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project.

Meanwhile, several inhibiting factors emerged during implementation. The most frequently mentioned challenge was students' failure to comply with instructions regarding material preparation. Ms. A, the homeroom teacher of class V B, explained: "Despite repeated reminders, some students still forgot to bring plastic cups or other materials we needed. This disrupted the flow of learning because we had to share limited materials with more students than planned." Another inhibiting factor was related to time management. Ms. M, the homeroom teacher of class V C, explained: "The project activities took longer than scheduled. Some students needed more time to develop their craft skills, and we wanted to ensure quality rather than rush."

Consistency in assessment also poses challenges. Ms. N, the homeroom teacher of grade 5A, admitted: "Initially, our assessment rubric wasn't entirely appropriate. We had to revise it several times to ensure it truly reflected the dimensions of Pancasila and Rahmatan Lil Alamin that we wanted to measure. This was a learning

experience for all of us." These implementation challenges mirror obstacles documented in other madrasah contexts.

CONCLUSION

The research findings indicate that the Implementation of the Assessment of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project in grade V at MIS Hidayatul Muhajirin, Palangka Raya City has been carried out in accordance with the guidelines set by the Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs. The facilitator team, with the Madrasah principal and all teachers who are jointly responsible, proved to be instrumental in ensuring orderly project implementation, problem solving, and consistent alignment with program objectives. The theme of the sustainable lifestyle project activity (recycling) of plastic waste into handicrafts, allows students to actively engage in problem solving related to the experience. The assessment used by the teacher, which includes process observation, product assessment, and attitude assessment through a collaboratively developed rubric, provides an appropriate picture of student development in both dimensions of Pancasila and Rahmatan Lil Alamin values. Strong institutional support from the madrasah leadership, combined with the active involvement of parents and the madrasah community, created a conducive ecosystem for implementation, despite challenges related to student compliance with material preparation instructions and time management limitations.

This research provides actionable insights for educators and madrasah principals. Collaborative facilitator teams have proven effective. Identifying enabling and inhibiting factors allows practitioners to prepare for challenges. For example, establishing a stronger communication system for material preparation, allocating flexible time schedules, and regular meetings can mitigate common barriers. This research underscores the importance of ongoing professional development for teachers in project-based assessment. The refinement of the assessment rubric by the teacher team at MIS Hidayatul Muhajirin illustrates the need for ongoing learning and collaborative reflection in implementing the curriculum effectively.

Future research is expected to advance understanding of the Implementation of the Pancasila and Rahmatan Lil Alamin Student Profile Strengthening Project Assessment in several directions. The documented collaborative facilitator team model was implemented in another madrasah context, with clear role definitions, regular meetings, and shared mechanisms. The development and refinement of the assessment rubric was treated as an ongoing professional learning process, with teachers periodically reviewing and revising the tool based on evidence of its effectiveness. Future implementation should also explore the possibility of integrating technology, including digital tools for documenting student work processes, online platforms for communication, and data management systems for tracking assessment results over time.

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