

## Implementation Of P5RA In Improving The Character And Competence Of MAN 2 Pangandaran Students

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**To cite this article:** Rohman, RI., Nurjanah, A., Nurhida, D., Maulana, H., (2025). Implementation of P5RA in Improving The Character and Competence of MAN 2 Pangandaran Students. OASES: International Journal of Education, Culture, Society and Management, Vol 1 No 3. Hal: 129-137

### Abstract (10 pt)

This study aims to describe the implementation of the Proyek Penguatan Profil Pelajar Pancasila Rahmatan lil 'Alamin (P5RA) in enhancing the character and competencies of students at MAN 2 Pangandaran. P5RA is a strategic initiative by the Ministry of Religious Affairs that integrates the values of Pancasila and the Islamic principle of rahmatan lil 'alamin (mercy to all creation), aligning with the goals of character education and religious moderation. This research uses a qualitative descriptive method with data collected through observation, interviews, and documentation. The findings show that P5RA is implemented through thematic activities grounded in Islamic values, mutual cooperation, independence, and social responsibility. These activities enable students to explore their potential, develop critical thinking, and strengthen values such as religiosity, tolerance, and accountability. The study concludes that P5RA plays a significant role in holistically shaping student character and competencies. It recommends continuous teacher training and increased collaboration between schools and parents to ensure the sustainability of the program.

### Article History

Received: 1 October 2025  
Revised: 10 October 2025  
Accepted: 31 October 2025

### Keywords:

P5RA,  
Student Character,  
Competency,  
Madrasah Education,  
Pancasila Values

## 1. Introduction

Education holds a fundamental and strategic position in shaping future generations who are not only intellectually proficient but also possess a solid moral foundation and the competencies required to face the rapidly changing demands of the 21st century. Within Islamic thought, the pursuit of knowledge is inseparable from the

cultivation of character and spiritual integrity. This perspective is clearly reflected in Qur'an, Surah Al-Mujadilah (58:11), which states:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا  
يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

This verse highlights the integral relationship between faith and learning, underscoring that education should nurture both intellectual excellence and inner ethical strength.

In Indonesia, this holistic understanding of education is embodied in the national initiative to strengthen the Pancasila Student Profile, a comprehensive framework defining the characteristics expected of Indonesian learners. These characteristics include being faithful and pious, noble in character, independent, cooperative, critical in thinking, creative, and able to engage with global societies. Such qualities are deeply aligned with Islamic teachings, particularly those conveyed in Qur'an, Surah Luqman (31:17–19), where Luqman advises his son to uphold moral virtues, practice patience, maintain humility, and interact ethically within society. These teachings form a strong philosophical foundation for character education in the Indonesian context.

o further integrate these values within Islamic educational institutions, the Ministry of Religious Affairs introduced the Project for Strengthening the Pancasila Student Profile Rahmatan lil 'Alamin (P5RA) specifically for madrasah schools. This program seeks to harmonize national educational ideals with the Islamic worldview of rahmatan lil 'alamin, a principle emphasizing that Islam should serve as a source of compassion and goodness for all creation. This concept is explicitly affirmed in Qur'an, Surah Al-Anbiya' (21:107): "And We have not sent you (O Muhammad) except as a mercy to all the worlds." Grounded in this principle, P5RA encourages the development of students who embody religious moderation, social responsibility, interfaith tolerance, and essential life skills that prepare them for real-world challenges.

MAN 2 Pangandaran, as one of the distinguished Islamic senior high schools in its region, has embraced the P5RA program through a variety of learning activities, project-

based experiences, and student development initiatives. The institution strives to create an environment where students can strengthen their academic abilities while also cultivating moral values, leadership skills, and practical competencies. However, as with any educational innovation, the extent to which P5RA is effectively implemented requires systematic evaluation. Understanding its impact is crucial not only for continuous improvement within the school but also for offering insights that may benefit other madrasahs seeking to adopt or refine similar programs.

Therefore, this study seeks to examine the implementation of P5RA at MAN 2 Pangandaran, exploring the strategies employed, the challenges encountered, and the outcomes achieved in shaping students' character and competence. Through this analysis, the research aims to contribute to a deeper understanding of how Islamic-based character education can be effectively integrated within contemporary educational systems to support the holistic development of learners.

## **2. Material and Methods**

This research utilized a descriptive qualitative method to investigate how the Proyek Penguatan Profil Pelajar Pancasila Rahmatan lil 'Alamin (P5RA) is implemented and how it influences the development of students' character and competencies at MAN 2 Pangandaran. The descriptive qualitative approach was selected because it enables the researcher to obtain a detailed and comprehensive picture of activities, interactions, and meanings as they naturally occur in the school setting. Through this method, the study focuses on understanding participants' experiences, perceptions, and responses without manipulating the research environment. Data were gathered through observations, interviews, and documentation to capture authentic practices and real-life dynamics within the P5RA program. This approach allows the researcher to describe the implementation process holistically, identify emerging patterns, and interpret how P5RA contributes to students' moral, social, and academic development.

### **3. Results**

The findings of this study reveal that the implementation of the *Proyek Penguatan Profil Pelajar Pancasila Rahmatan lil 'Alamin (P5RA)* at MAN 2 Pangandaran has had a positive impact on both the character development and competency improvement of students. The implementation is carried out through structured thematic projects integrated into the curriculum as well as extracurricular activities. These projects emphasize religious values, mutual cooperation (*gotong royong*), independence, creativity, critical thinking, and social responsibility.

#### **3.1. Character Development**

P5RA activities at MAN 2 Pangandaran have significantly contributed to the cultivation of key character traits among students. Observations and interviews with teachers and students indicated that values such as religious devotion, tolerance, discipline, honesty, and environmental awareness were consistently emphasized. For example, in projects related to environmental care, students not only learned the importance of stewardship but also actively participated in tree-planting, school clean-up campaigns, and waste management. These actions were aligned with Islamic teachings and the spirit of *rahmatan lil 'alamin*.

#### **3.2. Enhancement of Student Competence**

The program also fostered various 21st-century skills, particularly collaboration, communication, critical thinking, and creativity. Through group-based projects and reflective discussions, students were encouraged to explore problems, propose solutions, and present their ideas. One notable example involved students working in teams to develop community service initiatives, such as organizing free tutoring sessions for local elementary school students or running donation drives during Ramadan. These activities not only developed practical competencies but also instilled a strong sense of empathy and civic responsibility.

#### **3.3. Teacher Involvement and Support System**

The successful implementation of P5RA was also supported by the active role of teachers as facilitators and mentors. Teachers received regular training and guidance

from the madrasah leadership, which helped align instructional strategies with the objectives of P5RA. In addition, collaboration with parents and the local community played a vital role in reinforcing values learned at school.

### **3.4. Challenges in Implementation**

Despite the successes, several challenges were noted. These included time constraints due to overlapping academic schedules, varying levels of teacher readiness, and limited resources for project execution. However, most teachers and students perceived these challenges as manageable and expressed a strong commitment to sustaining the program.

## **4. Discussion**

The findings of this study demonstrate that the implementation of the Proyek Penguatan Profil Pelajar Pancasila Rahmatan lil 'Alamin (P5RA) at MAN 2 Pangandaran has contributed meaningfully to students' character formation and competency development. These results are in line with the goal of P5RA, which integrates Pancasila values with the Islamic principle of rahmatan lil 'alamin, thereby supporting a holistic approach to education. The thematic and project-based learning model used in the program reflects the shift from traditional teacher-centered instruction to more participatory and experiential learning, a shift supported by theories of progressive education (Dewey, 1938).

### **4.1. Character Development**

Character formation emerged as one of the most significant outcomes of P5RA implementation. Students demonstrated discipline, honesty, responsibility, tolerance, and religious devotion—traits frequently highlighted in character education literature. Lickona (1991) argues that character education is most effective when values are learned through active participation and lived experiences, a pattern echoed in this study. Environmental projects conducted by students align with Islamic teachings on stewardship of the earth (Tafsir, 2013) and reinforce the moral dimension of rahmatan

lil 'alamin. These findings indicate that P5RA successfully integrates both national and Islamic frameworks for character development, consistent with studies by Zuchdi (2015) on value internalization in Indonesian schools.

#### **4.2. Enhancement of Student Competence**

P5RA also strengthened students' 21st-century competencies, including collaboration, communication, creativity, and critical thinking. These competencies are emphasized in global education standards (Trilling & Fadel, 2009) and are widely associated with project-based learning (Thomas, 2000). The students' involvement in community outreach activities reflects the effectiveness of experiential learning, which Kolb (1984) describes as a process that generates deep cognitive and socio-emotional development. Students' engagement in real-life community service also aligns with research highlighting the role of service learning in fostering empathy and civic responsibility (Eyler & Giles, 1999).

#### **4.3. Role of Teachers and Support Systems**

Teacher involvement was essential to the success of P5RA. Teachers served as facilitators and mentors, consistent with constructivist pedagogical approaches. Their participation in professional development programs echoes findings by Guskey (2002), who notes that teacher training is key to successful curriculum implementation. Support from parents and the community also strengthened the program, consistent with Epstein's (2001) model of school-family-community partnerships.

#### **4.4. Challenges Encountered**

Despite its successes, several challenges were documented, including time constraints, varying teacher readiness, and limited resources. These challenges mirror findings in studies of project-based learning implementation, which highlight the need for careful planning and support systems (Krajcik & Blumenfeld, 2006). Nevertheless, teachers and students demonstrated commitment to sustaining the program, suggesting strong internal motivation and shared ownership.

#### **4.5. Overall Interpretation**

Overall, the findings suggest that P5RA at MAN 2 Pangandaran effectively supports holistic student development by integrating national values and Islamic principles. Strengthening resources, continuous teacher development, and expanding collaboration with stakeholders will further enhance the program's sustainability and impact.

## **5. Conclusion**

The implementation of the Proyek Penguatan Profil Pelajar Pancasila Rahmatan lil 'Alamin (P5RA) at MAN 2 Pangandaran has proven to be an effective strategy for enhancing both the character and competencies of students. Through thematic, value-based projects rooted in Islamic teachings and the principles of Pancasila, students have developed stronger religious values, social awareness, and essential 21st-century skills such as critical thinking, creativity, collaboration, and communication.

## **6. Acknowledgments**

The authors would like to express their deepest gratitude to the head of MAN 2 Pangandaran, the P5RA program coordinators, teachers, and students who participated in this research. Their openness, cooperation, and valuable insights greatly contributed to the completion of this study. Special thanks are also extended to the Ministry of Religious Affairs for initiating the P5RA program and providing a framework that supports holistic student development. Lastly, the authors acknowledge the support of colleagues and academic mentors who provided guidance and feedback throughout the research process.

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