



ENHANCING STUDENT'S CHARACTER THROUGH INNOVATIVE CURRICULUM: A STUDY ON THE IMPLEMENTATION OF P5-PPRA IN MADRASAS

PENINGKATAN KARAKTER SISWA MELALUI KURIKULUM INOVATIF: KAJIAN IMPLEMENTASI PROGRAM P5-PPRA DI MADRASAH

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Abstract

The decline in student character requires an optimal solution. Strengthening the character of students is carried out in various ways, one of which is the independent curriculum innovation and 5PPRA. Madrasas try to instill various good characters that can become provisions for life in the future. This research aims to analyze the implementation of P5PPRA, the effectiveness of implementing P5PPRA, and the obstacles and solutions in the process of strengthening character with P5PPRA. This research is a critical literature review reviewing 25 articles from 2019 to 2024 and focuses on research progress regarding the independent curriculum and P5PPRA. The formulation and findings of this research are that the implementation of P5PPRA is carried out with maximum preparation and implementation, instilling character according to needs, and integration of intracurricular, extracurricular, and co-curricular, and innovative design.

The effectiveness of implementing P5PPRA has succeeded in instilling religious and social character, increasing creativity and learning outcomes. Barriers to implementing P5PPRA include a lack of teacher and madrasah readiness, inadequate facilities and infrastructure, and equitable distribution of education. The implications of this research show that innovation in strengthening character with P5PPRA must be accompanied by teacher and madrasah readiness and completeness of infrastructure. Full involvement in the three main points of character education, namely between family, school, and community, is recommended as a real effort to instill character values in the nation's future generations.

Keywords: curriculum innovation; P5 PPRA; character building; character education; educational innovation.

Abstrak

Penurunan karakter peserta didik membutuhkan cara penyelesaian yang optimal. Penguatan karakter peserta didik dilakukan dengan berbagai cara, salah satunya inovasi kurikulum merdeka dan 5PPRA. Madrasah berusaha untuk menanamkan berbagai karakter yang baik dan dapat menjadi bekal kehidupan di masa depan. Penelitian ini bertujuan menganalisis implementasi P5PPRA, efektivitas penerapan P5PPRA, dan hambatan serta solusi dalam proses penguatan karakter dengan P5PPRA. Penelitian ini merupakan tinjauan literatur kritis dengan melakukan review pada 25 artikel dari tahun 2019 sampai dengan 2024, dan fokus pada kemajuan riset tentang kurikulum merdeka dan P5PPRA. Formulasi dan temuan dari penelitian ini yaitu implementasi P5PPRA dilakukan dengan penyusunan dan pelaksanaan maksimal, menanamkan karakter sesuai kebutuhan, integrasi intrakurikuler, ekstrakurikuler, dan kokurikuler, dan desain yang inovatif. Efektivitas penerapan P5PPRA berhasil menanamkan karakter religius dan sosial, meningkatkan kreativitas dan hasil belajar. Hambatan penerapan P5PPRA yaitu kurangnya kesiapan guru dan madrasah, sarana dan prasarana yang kurang memadai, dan pemerataan pendidikan. Implikasi dari penelitian ini menunjukkan bahwa inovasi penguatan karakter dengan P5PPRA harus dibarengi dengan kesiapan guru dan madrasah dan kelengkapan sarana prasarana. Keterlibatan penuh tiga pokok pendidikan karakter yaitu antara keluarga, sekolah, dan masyarakat direkomendasikan untuk menjadi upaya nyata menanamkan nilai karakter kepada penerus bangsa. Program khusus yang melibatkan keluarga, sekolah, dan masyarakat direkomendasikan untuk masa depan

Kata kunci: inovasi kurikulum; P5 PPRA; pembangunan karakter; pendidikan karakter; inovasi pendidikan.

INTRODUCTION

Research on the theme of the Independent Curriculum and the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA) has been carried out from various points of view and study focus. This article focuses on discussing efforts to conduct a literature review analysis related to character cultivation innovations with the P5PPRA program in madrasahs. The urgency of this research is to analyze various existing research, especially related to the unity of student character formation with the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA). The Program for Strengthening the Pancasila

Student Profile and Rahmatan Lil Alamin Student Profile, hereinafter written as P5PPRA, is a renewable innovation in the implementation of the educational curriculum in the school environment under the Ministry of Religion. The P5PPRA program aims to improve the character of students by focusing on six dimensions, namely faith, global diversity, cooperation, independence, critical thinking, and creativity. Rahmatan Lil Alamin's Student Profile Dimensions focus on instilling moderate religious values such as justice, tolerance, courtesy, and citizenship (Hafriani & Fazila, 2024). The ultimate goal of this program is how to shape students into good and intelligent citizens.

The implementation of the Independent Curriculum will be carried out in 2022-2023, in the initial stages will be implemented in several schools or madrasas under the auspices of the Ministry of Education, Culture, Research and Technology and the Ministry of Religion. A new program related to the implementation of the Strengthening Pancasila Student Profile (P5) Project is being implemented by the Ministry of Education and Culture to strengthen student character. Based on the analysis, the Ministry of Religion needs to add religious teaching values which are then realized in the Rahmatan Lil Alamin Student Profile (PPRA).

The values of the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA) are based on the values of Pancasila and prioritize the value of tolerance, which the Ministry of Religion then added with values related to the Islamic religion. Dimensions of the Student Profile are: (1) Faithful, devout to God Almighty, and have noble morals, (2) Global diversity, (3) Working together, (4) Independent, (5) Reasoning critically, and (6) Creative, Apart from that, the values of Rahmatan Lil Alamin's Student Profile reflected in several characters such as Civility (Ta'addub), citizenship and nationality (Muwutanah), exemplary (Qudwah), Deliberation (Shura'), Balanced (Tawazun), Taking the middle path (Tawassut), Straight and firm (I'tidal), Equality (Musawah), Tolerance (Tasamuh), Dynamic and innovative (Tathawwur wa ibtikar). The values and characters contained in the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA) are characters that are studied, developed, and instilled in students so that students are formed who have moral character, and tolerance and become good Indonesian citizens (Nur'aini, 2023). By cultivating religious character, students are trained to have endurance and religious habits to face life's challenges in the future (Nashihin et al., 2023).

Character education for students must be adapted to the times and developments in knowledge and technology. Several student profile

competencies were developed, such as self-actualization, ideology, and national ideals as well as challenges in the 21st century such as Industrial Revolution 4.0 and religious moderation. The focus of education and strengthening student profiles focuses on developing the mental and character of students as part of Indonesian citizens and as part of global citizens, who must have values and character such as self-confidence, fear of God Almighty, and have noble personality; global diversity; have the nature of cooperation; self-confident; critical reasoning; creative; and innovative.

Decree of the Minister of Religion Number 347 of 2022 explains that the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) programs aim to produce the nation's generation into moderate individuals, useful in society, and active in defending the homeland or maintaining the integrity of the Republic of Indonesia. The P5PPRA project is implemented in madrasas with cross-disciplinary knowledge that tries to analyze existing problems and look for alternative solutions to strengthen student competencies. The problems used as part of the analysis originate from problems surrounding students and their respective schools. This will help students to be more connected to the learning process. The problems that exist around the madrasa and in the student environment provide diversity in learning. Learning no longer focuses on problems that students may not have previously imagined, but is more contextual and truly experienced around students. Alternative solutions resulting from the learning process with the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) projects can be directly implemented in everyday life by students. In its implementation, the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) are co-curricular activities that can be integrated into extracurricular and extracurricular activities (Sholikin & Prasetyo, 2023). The solution in the form of implementing P5PPRA is carried out to build character in students which is integrated into the entire learning and habituation process in madrasas. Character development requires effort and a long time to create good character.

The cultivation and habituation of character in students cannot be done quickly, but rather gradually and takes place over time and habituation in the madrasah, family, and community environment. Character cultivation with the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) programs has been proven to be able to improve student character (Aqra et al., 2024). Character education has an important role in moral formation. According

to Lickona (2019), good character comes from good knowledge, wanting good things, and doing good things, namely habits in thinking, habits in the heart, and habits in acting. This means that a person's character is not only focused on knowledge (that a thing or action is good) but must be realized in everyday actions and behavior. Character education is influenced by a person's knowledge and habituation in the surrounding environment. Parents and teachers have a very strong influence on character education in children (Aruan et al., 2020). This shows that character education programs must be implemented through collaboration between school partnerships and parents, to be able to build respect, respect, and self-esteem in students (Purwanto & Wibowo, 2019). Schools have a role in instilling character education in accordance with the values and norms that apply in Indonesia.

Students need to be instilled with character education values as a form of effort to shape student behavior based on the values and norms that exist in Indonesia by Pancasila values. Character education has three core components, namely knowing, loving, and doing good. A person who is said to have good character is not only limited to his knowledge, but must also love that goodness, and this is reflected clearly in every action and behavior every day. The values of character education are by the natural teachings of the Islamic religion, where a person must have a good relationship with Allah and also good behavior towards fellow humans and the natural environment.

To realize and instill this in students, cannot be done directly, or it can only be memorized. Character education is instilled continuously throughout the process of a person living and continuing to learn. The existing environment greatly influences the development of certain behaviors or characters in a person. Therefore, school as an environment for students to grow and develop has a great influence on instilling good character in students. School as a place for learning is not only focused on learning but also instills character education and good habits for students. This can be managed specifically by the madrasa, such as integrating the learning process, madrasa culture, and activities carried out at the madrasa (Ilyasin, 2019).

Instilling character values in students depends on innovations carried out by schools or madrasas, and cooperation between families, schools, and communities. Innovation in cultivating student character with a new program in the independent curriculum, namely, P5PPRA, depends on the readiness of the madrasah, teachers, and education staff, as well as adequate facilities and infrastructure (Imamah et al., 2023). Therefore, various methods must be taken

by the government, schools, and teachers to maximize the implementation of existing programs. All madrasa elements have a very important role in the successful formation of a religious character (Tajudin & Aprilianto, 2020). Therefore, strengthening the character of students must be carried out with full support and thorough preparation, both from the government in charge, namely the Ministry of Religion and the Ministry of Education and Culture, as well as madrasas as well as teachers and education staff. Apiyani (2022) mentions three ways, namely by invitation, training, and habituation to instill cultural and religious character in students. Teachers and madrasas design learning, build school habits and culture and become role models to instill character in students.

Good cooperation and a mature strategy are needed in implementing the P5PPRA program. As an innovation in cultivating character in students, full support is needed from teachers, education staff, parents, and the community. There is a research gap related to cultivating character values using the PPPRA program, where various schools focus on implementing it. The various challenges and problems faced may be the same and can affect other schools. Therefore, this article will aim to analyze how the implementation of the P5PPRA program in madrasas strengthens the character of students, the effectiveness of the P5PPRA program, and the obstacles and solutions during the implementation of P5PPRA in madrasas. This research has the scope of implementing the independent curriculum and the P5PPRA program implemented in madrasas. This will make it easier for madrasas and teachers to focus on strengthening student character according to their individual needs and strengths, as well as examining how the P5PPRA program can run optimally and strengthen student character well.

METHOD

This research uses a qualitative-descriptive method, with data collection using a library approach (Creswell & Miller, 2000). A literature review is used as a research method to obtain clear and concrete data. In this research, the theme analyzed is "character development with P5PPRA in madrasas". This aims to determine the development of research on the theme of character education with the P5PPRA program in madrasas. This research uses various articles published from 2019 to 2024, as an effort to analyze updated articles published in the last five years. Content analysis is a research technique that is usually applied to the social sciences and humanities (McMillan, 2012). Content analysis is a method that studies the content of written texts, artifacts, images and recordings

(Creswell, 2015). The terms used to search for scientific articles are "character improvement", "P5PPRA", "P5PPRA in madrasas", "innovative curriculum", "character education". All articles were accessed from 20 February 2024 to 20 March 2024 through various sources such as Google Scholars, ResearchGate, books, journals, and other relevant articles (conventional and online media) and collected from official government websites in the field of public administration (Miles et al., 2018). During the document analysis process, articles containing these keywords are downloaded and reviewed one by one by researchers. One hundred and twenty articles were found in the document search process (n= 120). Based on the review, several articles were removed from the study: 1. duplicate studies (n= 35); 2. Articles from proceedings, books, and book chapters (n= 26); 3. Articles not related to character development with P5PPRA (n= 34). Twenty-five articles focusing on character building through P5PPRA were thoroughly analyzed. The limitations of this research are the sources of information obtained and the limited knowledge of researchers. Therefore, further research can be carried out using different methods and various sources of information.

DISCUSSION

Implementation of P5-PPRA as a religious education curriculum innovation

The first discussion of this article is related to the implementation of the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) in madrasas. Researchers found that most of the 25 articles analyzed instilled character and values according to needs (Diagram 1). A more in-depth discussion will be explained in the next discussion.

Furthermore, several studies provide explanations that the implementation of the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) were carried out with maximum preparation and planning. Preparations were carried out well by madrasas and teachers to maximize the results of implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA). Planning is carried out in various ways, examples that can be observed are the preparations carried out by madrasas by providing several offline or offline training to teachers to provide maximum

results, providing appeals and suggestions for teachers to take part in activities or training held online. free and online by the Ministry of Religion, forming a special team to implement the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA), as well as providing and completing the facilities and infrastructure needed to support the successful implementation of P5PPRA.

Apart from the preparations carried out by the madrasah, teachers are also very important and play an active role in the success of the implementation of P5PPRA, several preparations are carried out such as attending training from the Ministry of Religion, being active offline training activities held by the madrasah, building and honing creative ideas for the Strengthening Project plan Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA), and analyzing the needs and potential of madrasas by the problems experienced by madrasas, the madrasa environment, and solving problems that are needed by madrasas.

The implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) was also carried out with integration between extracurricular, extracurricular, and co-curricular. Implementation of the Project Profile Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) was also carried out with various designs and innovations.

Implementation of the Merdeka and P5PPRA curriculum to improve the character of

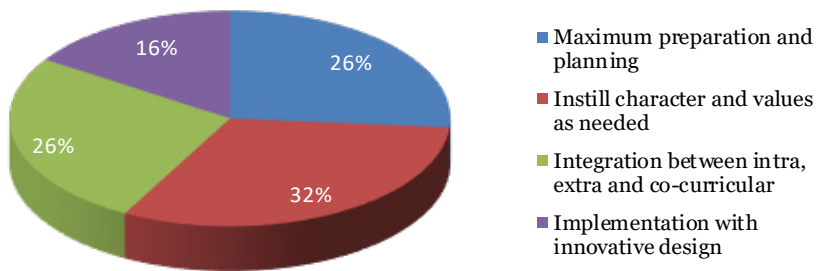


Diagram 1.

Implementation of the Merdeka and P5PPRA curriculum to improve the character of students in Madrasah

Source: processed by researchers, 2024

The implementation of the Independent Curriculum and the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA) is based on the Decree of the Ministry of Religion (KMA) Number 347 of 2022. Based on the analysis carried out by researchers, the implementation of the Independent Curriculum and P5PPRA is carried out in various ways and processes by various madrasas. First, maximum preparation and planning. The strategy for implementing the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) was carried out by following socialization from the Ministry of Religion carried out by teachers and education staff at madrasas.

In addition, madrasas advise teachers and education staff to take part in online training provided free of charge by the Ministry of Religion on various learning platforms. Apart from providing an appeal to take part in online training, madrasas also provide opportunities for teachers to take part in offline training. This can be done by each madrasa holding special training for teachers and education staff by bringing in direct resource persons. After carrying out various preparations and scientific provisions for teachers and education staff, madrasahs can develop a madrasah operational curriculum, forming a madrasah curriculum.

The development team develops learning and assessment plans as well as teaching tools, strengthen partnerships with parents, and strengthens religious moderation (Hidayati, 2023; Janah & Setyaningrum, 2024; Mufid, 2023). Learning plans and learning tools are prepared according to the characteristics and needs required by the madrasah. Partnership with parents then becomes important in implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) because this takes the form of a project and is an effort to instill character in students. This is done by madrasas to maximize the entire process of implementing the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA).

Cantika et al. (2023) stated that the implementation of P5PPRA can be carried out well and optimally by forming a team of P5PPRA facilitators, identifying madrasah readiness, and designing themes and teaching modules. This can then be analyzed that identifying and determining a theme that suits the needs of the madrasah is very important. The themes taken or used in the implementation of P5PPRA are the problems that exist around madrasas.

This provides diversity and differences between one madrasa and another. The environment in which the madrasah is located, students, and learning influence the problems that arise in the madrasah. Apart from that, teachers must be able to combine learning materials with the orientation of the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA) (Ramah & Rohman, 2023). The integration of learning with specified themes is very important to maximize the results of implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA).

Second, instill character and values according to needs. Research conducted by Aqra et al. (2024) stated that the implementation of the independence curriculum and P5PPRA opens up opportunities for students to study themes related to climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life which can be used as provisions for facing the challenges of various problems in life. The various existing themes were then analyzed by the madrasah team, and what was urgent and needed to be resolved. The problems faced by each madrasa will be very different from one madrasa to another. This is influenced by the environment in which the madrasah is located, the presence of students, the problems experienced, or the challenges of a madrasah.

Hasnah & Rayuda (2023) stated that the implementation of the independent curriculum and P5PPRA requires the formation of good character in students according to the needs of each madrasah. Application of four main pillars such as morals, entrepreneurship, logic, and leadership. These four pillars were then analyzed by the P5PPRA implementation development team, regarding what character they wanted to emerge or instill in students in the project being implemented. Apart from that, students can get learning opportunities such as learning to work together, increasing students' awareness of protecting the surrounding environment, discipline, and responsibility (G. E. Fauziah & Rohmawati, 2023; Fitriani et al., 2024). This character can be instilled in students because the projects carried out provide opportunities for students to be actively involved and work together to solve existing problems to build the character of cooperation. The environment is also one of the important points that are analyzed to instill the character of protecting the environment and protecting the environment in students. Discipline and responsibility are characteristics that are instilled in students, both discipline towards themselves, and others, and responsibility towards social life and the environment. The

implementation of the independent curriculum and P5PPRA is a form of innovation in instilling character values in students so that they can run well and optimally (Imron et al., 2023; Imron, 2023).

Third, integrated into extracurricular, extracurricular, and co-curricular activities. Strengthening and implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) is carried out by integrating extracurricular, co-curricular, and extra-curricular activities which are held in the form of the Strengthening the Pancasila Student Profile Project. This is done to build exemplary values and habits, carried out by integrating each subject, enforcing rules and madrasa culture (Habibah & Nurhidin, 2023; Muslimin, 2023; Sholikin & Prasetyo, 2023; Wulandari, 2023; Yani et al., 2024). The integration of the entire learning process and madrasa culture to instill character in students can provide maximum results. The same thing was also conveyed by Masrukhin et al., (2023) that the implementation of an independent curriculum is carried out by integrating character education in extracurricular, extracurricular, and P5 PPRA learning in the basic stage curriculum which is described according to topics, subtopics, and sub subtopics according to the needs of the madrasah. The themes or topics that have been previously determined by the P5PPRA implementation team are by the problems and needs of the madrasa, then integrated into extracurricular, extracurricular, and co-curricular activities. This shows that the implementation of the independent curriculum and P5PPRA is integrated into activities at the madrasah and is also implemented in every regulation and familiarized with the form of madrasa culture.

Fourth, the implementation of the independent curriculum and P5PPRA is carried out with innovative designs according to the policies of each madrasah. The implementation of P5PPRA is an innovation that provides special space by allocating separate time, which provides a wider space for teachers to innovate in project planning according to the character they want to develop in students (Nur'aini, 2023). Innovation that comes from teachers and madrasahs can provide different colors between madrasahs. This provides evidence that, with a determined theme or topic, madrasahs can still design and innovate the implementation of activities on the problems faced in the madrasah, the needs of the madrasah, and students. Elaboration and planning can be carried out by each madrasah which is outlined in annual programs and school programs, which are then developed into learning objectives and modules, and are more flexible to student characteristics and needs (Ariyanti et al., 2024; Fatimah &

Chamdani, 2023). The implementation time can be adjusted to the schedule that has been planned in the madrasah's annual program. Then, after preparing the schedule and program that will be carried out in the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA), the madrasah determines the character that it wants to instill and build in its students. This is formulated based on the needs of each student in each madrasah.

Based on the results of the discussion, it can be analyzed that the implementation of the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) was carried out in several ways: first, maximum preparation and planning. Second, build character according to the targets and needs of the madrasah. Third, integration between intracurricular, extracurricular and co-curricular. Fourth, Implementation (P5PPRA) is carried out with an innovative design.

The effectiveness of P5-PPRA as an innovative form of strengthening character education

Analysis regarding the effectiveness of implementing P5-PPRA as an innovative form of strengthening character education for students is discussed in this section. Several studies show that implementing P5PPRA can instill and strengthen the character of students in the madrasa environment. Efforts to combine P5PPRA with differentiated learning provide opportunities for students to have scientific experiences that can strengthen character and develop creativity and innovation through Pancasila values and religious teachings (Pranajaya et al., 2023).

Instilling character values in students can be carried out according to the needs of each madrasah. One of the character values that can be built into implementing P5PPRA is strengthening moderation and Pancasila values. With more humane and innovative learning, P5PPRA has succeeded in instilling the value of religious moderation and strengthening a sense of tolerance (Ariyanti et al., 2024; Cantika et al., 2023). This shows that P5PPRA can instill student character by the values themes and topics raised by the madrasah, by the results of the analysis of needs and problems that exist in the madrasah environment.

The implementation of the independent curriculum and P5PPRA is also able to increase students' creativity and quality of learning. Imron 2(023) stated that changes in learning methods were able to bring innovation and develop student independence, increase creativity and the quality of learning, and student learning outcomes. This shows that the independent curriculum and P5PPRA have a positive effect on the overall learning process in Madrasah.

Character values are very important to have and instill in students. Several character values such as example, politeness, communication, cooperation, independence, and civility have been successfully developed in students with P5PPRA. The effectiveness of implementing P5PPRA can grow and instill character by the goals to be achieved, such as instilling the character of cooperation, creativity, discipline, independence, exemplary, deliberation, and civility (N. N. Fauziah et al., 2023; Hafriani & Fazila, 2024). Apart from these values, Muslimin (2023) mentions the character values that are developed in students in the form of spiritual values and social values. Spiritual values relate to religious teachings, and social values relate to honest behavior, responsibility, caring for the environment, and respect for other people. The values of faith and loving the environment can be instilled in students with P5PPRA, which is not limited to material and learning but is also implemented in everyday life (Fitriani et al., 2024).

The values and character that are instilled in students are not only limited to material or learning. The projects implemented can provide opportunities for students to learn about the values of Pancasila and rahmatan lil alamin, as well as apply these values in everyday life (G. E. Fauziah & Rohmawati, 2023). P5PPRA accommodates cross-disciplinary knowledge which can teach students to be more adaptive to various life problems and more adaptive (Habibah & Nurhidin, 2023). By applying character values to learning in madrasas and P5PPRA, it is hoped that students will be better prepared to face life and the problems they face.

The implementation of the independent curriculum and P5PPRA shows good results. The effectiveness of its implementation is by the principles according to the Ministry of Religion guidelines (Wulandari, 2023). A very important and significant role in supporting national education goals and continuing the character-strengthening program that has been carried out previously, to create a good and intelligent society by Pancasila values (Yani et al., 2024). Furthermore, to obtain maximum results in instilling values and character in students, cooperation is needed between all parties, between schools, parents,

and the community to realize maximum P5PPRA results (Fatimah & Chamdani, 2023).

Obstacles and solutions to implementing P5-PPRA in religious education policy

The independent curriculum for the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) is a new curriculum that has been implemented for approximately the last two years. In the process of implementing and implementing P5PPRA, there are several obstacles and challenges faced by schools, teachers, and students. This research seeks to discuss in detail several obstacles experienced during the process of implementing P5PPRA in madrasas.

The author tries to map the obstacles experienced in the process of implementing the independent curriculum of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA), which are obstacles that come from within and outside. Three obstacles were found, namely the first is the readiness of teachers and madrasas, the second is the inadequate availability of facilities and infrastructure, and the third obstacle is the lack of equality and improvement in the quality of education. These three obstacles are then analyzed and solutions are analyzed to solve them.

The first obstacle is the readiness of teachers and madrasas (Anidar et al., 2023; Ariyanti et al., 2024; Ramah & Rohman, 2023). Because this curriculum is new and is being implemented for the first time by several schools, teachers do not have sufficient experience. Some examples of obstacles experienced by teachers include teacher creativity that has not been honed, difficulties in mapping school needs with themes in the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) and determining projects that are appropriate and interesting for students according to their level. and interest.

Apart from that, schools are also still trying to adapt to the previously implemented curriculum. This then became the biggest obstacle experienced by several schools in implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA). Schools need to prepare teachers as coordinators for the implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA), teachers involved in implementing the project, and adequate

facilities. Several schools are implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) as and when possible. This is done as a form of program implementation and as a lesson for later follow-up and evaluation of improvements. The evaluation carried out helped the madrasa to improve the performance and implementation of the Strengthening Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) Project.

This problem requires a real and best solution to maximize the results of implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA). Some solutions that were then implemented by schools and teachers were increasing creativity in implementing P5PPRA and learning to adapt by attending several trainings. The solution that can be taken to overcome these obstacles is the need for training and face-to-face meetings accompanied by direct practice, as well as support from schools regarding the implementation of the independent curriculum and P5PPRA (Anidar et al., 2023; Imamah et al., 2023; Lisan et al., 2023). Several trainings were provided by the government to support the implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA). Some training is carried out online and offline.

Examples of training that teachers can take part in are smart training held by the Ministry of Religion, online training or seminars, and independent study using several sources such as YouTube and others. Apart from online training, teachers can also carry out offline training held by madrasas or the government. In particular, offline training can be held by madrasahs periodically to help teachers understand more about the Project for Strengthening the Pancasila Student Profile and the Rahmatan Lil Alamin Student Profile (P5PPRA). The solution that can be taken by madrasas to overcome the problem of readiness by teachers and madrasas is to provide a special budget to provide direct training for teachers and teaching staff. This needs to be done to maximize the results of online training. Direct training and practice are more beneficial for teachers, which provides real experience and practice. This shows that madrasas and teachers need to work together to understand the independent curriculum and the implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) as a whole to obtain maximum results as expected.

The second obstacle in implementing the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) is inadequate facilities and infrastructure. Facilities and infrastructure are important in the learning process in madrasas. Lack of learning resources, experience related to independent curriculum and P5PPRA, and lack of school facilities and learning media result in the implementation of P5PPRA not being optimal (Fatimah & Chamdani, 2023; Imron, 2023; Ramah & Rohman, 2023). Because the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) is a new curriculum, it is also necessary to prepare facilities and infrastructure that can support the successful implementation of this program.

For example, a lack of learning resources (some schools are constrained by the availability of networks, computers, and other learning resources). Learning media is also very useful for the successful implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA). The solution that can be taken by schools and the government is to allocate special funds to repair and complete the facilities and infrastructure in madrasas. Therefore, the government and schools must make efforts to improve and provide adequate facilities and infrastructure. stakeholder involvement is also necessary for the successful implementation of P5PPRA (Imron et al., 2023). The involvement intended for the government includes providing funding allocations for improving facilities and infrastructure in madrasas. For schools, they can collect data on facilities and infrastructure that require repair and new procurement. Apart from that, madrasahs can also utilize the richness or uniqueness of their respective regions as tools or facilities and infrastructure to help the successful implementation of the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA).

The third obstacle is the lack of equality and improvement in the quality of special education for students with special needs (Wulandari, 2023). Improving the quality of education at every level and madrasa level needs to be carried out so that the implementation of the independent curriculum and the Project for Strengthening the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile (P5PPRA) can run optimally. This needs to be done so that there is no drastic educational inequality between schools and levels of education. It is important to involve policymakers, teachers, and parents to maximize the implementation of the independent curriculum and P5PPRA to

realize the cultivation of good character and Pancasila values. so that in the future we can give birth to the nation's next generation who are intelligent and have good character. Collaboration between the government, schools, students, and parents is an important key to realizing character cultivation that meets expectations.

Based on the results of the analysis, the obstacles experienced in the process of implementing P5PPRA are divided into three parts. First, the lack of readiness of teachers and madrasas. Second, inadequate facilities and infrastructure. Third, equal distribution and improvement of the quality of special education for students with special needs. Solutions to resolve various existing obstacles include providing training to teachers and madrasas, completing facilities and infrastructure, as well as equalizing and improving the quality of education.

RECOMMENDATION

Strengthening the character of students can be done in various ways. Innovation or renewal is always needed to be able to instill karate well and optimally. One of the innovations made to strengthen karate students is the P5PPRA program in the independent curriculum. Based on the results of the analysis, the implementation of the P5PPRA program was carried out with maximum preparation and implementation, instilling character according to needs, and integration of intracurricular, extracurricular, and co-curricular, and innovative design. The effectiveness of implementing P5PPRA has succeeded in instilling religious and social character, increasing creativity and learning outcomes. Barriers to implementing P5PPRA include a lack of teacher and madrasah readiness, inadequate facilities and infrastructure, and equitable distribution of education.

The implications of this research show that innovation in strengthening character with P5PPRA must be accompanied by teacher and madrasah readiness and completeness of infrastructure. Several recommendations that can be given to maximize the final results of the P5PPRA program are as follows:

Madrasahs must be able to design and compile the P5PPRA program optimally and innovatively. This is done with careful planning and analysis of needs and problems in each madrasah to find solutions and improvements. This can be done by forming a special team to implement P5PPRA. The design and preparation of the P5PPRA program is based on an analysis of needs

and problems in each madrasah to find solutions and improvements. The P5PPRA team can collaborate based on the results of the analysis of madrasah problems, designing innovative programs according to the interests and needs of students.

Supporting facilities and infrastructure are needed to get maximum results. This can be provided by the madrasah, with a proposal to the party that oversees the madrasah, in collaboration with teachers, students, and parents.

The process of implementing P5PPRA to improve student character must be carried out carefully, one of which is evaluating the implementation of activities. Evaluation and monitoring of P5PPRA activities is needed to determine the extent of the effectiveness of the activities. This can be done by compiling a matrix for assessing students' character development (according to the character they want to develop), self-assessment, and carrying out regular reviews carried out by the teacher to identify parts that are less than optimal and need to be improved in subsequent activities.

Teachers and education personnel must continue to learn and upgrade skills related to technological advances, learning innovations, and implementation of the P5PPRA program. This can be done by participating in various special trainings which are held free of charge or paid. Madrasahs can facilitate this by holding regular training related to improving pedagogy. Free training platforms such as "pintar" provided by the Ministry of Religion are very useful for increasing teacher competency.

As an alternative activity, madrasahs can involve active participation from parents and the community around the school for the success of the P5PPRA program. This can be done as a follow-up to the implementation of the P5PPRA program. For parents, madrasahs can provide information regarding the implementation of P5PPRA and provide follow-up guidance to be implemented in the home environment. For the community around the madrasah, they can contribute to solving a problem that is being analyzed and a solution developed within the P5PPRA theme being carried out. This includes solving waste problems, living sustainably, and the community being able to attend and witness the results of students' projects. Full involvement in the three main points of character education, namely between family, school, and community, is recommended as a real effort to instill character values in the nation's future generations.

CLOSING

Innovations in strengthening the character of students carried out by implementing the independent curriculum and p5-ppra in madrasas can be the answer to current character problems. This research aims to analyze the implementation of the independent curriculum and P5PPRA, the effectiveness of implementing P5PPRA, and obstacles and solutions in the process of strengthening character with P5PPRA. This research is a critical literature review reviewing 25 articles from 2019 to 2024 and focuses on research progress regarding the independent curriculum and P5PPRA. Implementation of P5PPRA is carried out with maximum preparation and implementation, instilling character according to needs, integration of intracurricular, extracurricular, and co-curricular, and innovative design. The effectiveness of implementing P5PPRA has succeeded in instilling religious and social character, increasing students' creativity and learning outcomes, and fostering the character of cooperation, discipline, responsibility, tolerance, civility, and values by Pancasila. Barriers to implementing P5PPRA include a lack of teacher and madrasah readiness, inadequate facilities and infrastructure, and equitable distribution of education. The implications of this research show that innovation in strengthening character with P5PPRA must be accompanied by teacher and madrasah readiness and completeness of infrastructure. Recommendations that can be given are madrasahs can form special teams to implement P5PPRA and prepare evaluation matrices to get maximum results. Improving facilities and infrastructure can also support the success of strengthening character with P5PPRA. Further research can be carried out by analyzing madrasah readiness and evaluating madrasahs in implementing P5PPRA. Further research can formulate a special program that can involve three character education centers, namely family, madrasah and community. This research has limited research sources, so further research can use different research methods such as qualitative and mixed methods to complement the results of this research.

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