

IMPLEMENTATION OF THE INDEPENDENT CURRICULUM IN CHARACTER EDUCATION THROUGH P5-P2RA ON STUDENTS' LEARNING BEHAVIOR AT MTS CINA

PENERAPAN KURIKULUM MERDEKA DALAM PEMBELAJARAN BERKARAKTER P5-P2RA PADA PERILAKU BELAJAR SISWA DI MTS CINA

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ABSTRACT

This study discusses the implementation of the independent curriculum that integrates P5-P2RA character learning at MTs Cina and its influence on students' learning behavior. In the context of current national education, the independent curriculum is expected to be able to encourage the development of character, creativity, and independence of students in the learning process. The implementation of the project-based learning model and P5-P2RA character values including believing in God Almighty and having noble character, global diversity, independence, mutual cooperation, critical and creative reasoning are the main focuses in efforts to foster an independent attitude in students. The method used is a qualitative approach with a descriptive design, which includes data collection through observation, in-depth interviews with teachers and students, and documentation studies related to the ongoing learning process. The results of this study indicate that the implementation of the independent curriculum and P5P2RA character learning at MTs Cina is actively able to improve students' independent character, as seen from the high motivation to learn, flexibility in thinking, and the ability to think critically and creatively when solving various learning challenges.

Keywords: P5-P2RA; Independent Curriculum; Madrasah

ABSTRAK

Penelitian ini membahas tentang penerapan kurikulum merdeka yang mengintegrasikan pembelajaran berkarakter P5-P2RA di MTs Cina serta pengaruhnya terhadap perilaku belajar siswa. Dalam konteks pendidikan nasional saat ini, kurikulum merdeka diharapkan mampu mendorong pengembangan karakter, kreativitas, serta kemandirian peserta didik dalam proses pembelajaran. Penerapan model pembelajaran berbasis proyek dan nilai-nilai karakter P5-P2RA meliputi beriman kepada Tuhan Yang Maha Esa dan berakhlak mulia, berkebhinekaan global, mandiri, gotong royong, bernalar kritis dan kreatif menjadi fokus utama dalam upaya menumbuhkan sikap mandiri pada siswa. Metode yang digunakan adalah pendekatan kualitatif dengan desain deskriptif, yang meliputi pengumpulan data melalui observasi, wawancara mendalam kepada guru dan siswa, serta studi dokumentasi terkait proses pembelajaran yang berlangsung. Hasil dari penelitian ini menunjukkan bahwa penerapan kurikulum merdeka dan pembelajaran berkarakter P5P2RA di MTs Cina secara aktif mampu meningkatkan karakter mandiri siswa, terlihat dari tingginya motivasi belajar, keluwesan dalam berpikir, serta kemampuan berpikir kritis dan kreatif saat menyelesaikan berbagai tantangan belajar.

Kata Kunci: P5-P2RA; Kurikulum Merdeka; Madrasah

1. INTRODUCTION

Learning within the Merdeka Curriculum framework is designed to shape the character of students that reflects the Pancasila Student Profile. Referring to Regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020–2024, it is stated that the Pancasila Student Profile is a representation of lifelong Indonesian students who have global competence and strong character rooted in Pancasila values (Nurul Sadah Agustina et al. 2022). The concept of independent curriculum learning influences a change in the educational paradigm, which supports a more student-oriented approach and their freedom in planning, implementing, and evaluating learning.

Based on the Decree of the Minister of Religious Affairs of the Republic of Indonesia Number 347 of 2022, it stipulates guidelines for implementing the independent curriculum in the madrasa environment as a reference in planning, implementing, and evaluating contextual learning that is oriented towards strengthening the character of students will help in implementing the independent curriculum (Ministry of Religious Affairs of the Republic of Indonesia). Self-development by students can be carried out through the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin Student Profile, known as P5-P2RA, which is a strategic initiative in strengthening the character of students. The Pancasila Student Profile was introduced by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2021 as a replacement for character education in the 2013 Curriculum. Meanwhile, the integration between the Pancasila Student Profile and the Rahmatan lil 'Alamin Student Profile began to be introduced by the Ministry of Religious Affairs in 2022 as an effort to strengthen character in line with Islamic and national values in the context of madrasas. (Siti Mahdzuroh, 2023).

The curriculum is a set of educational programs designed and organized to be given to students in an educational unit. In the context of the national education system, the curriculum is understood as a set of plans and arrangements regarding the objectives, content, and learning methods used as guidelines in organizing the teaching and learning process. Referring to Omar Hamalik's view, the curriculum includes a comprehensive design regarding the content and learning approach that is the basis for implementing educational activities in school institutions. (Oemar Hamalik, 2005). The values contained in Pancasila are reflected in the six main characters that are the basis for forming the character of students. These characteristics include: faith and devotion to God Almighty and noble morals, independence, creativity, critical thinking skills, a spirit of mutual cooperation, and an open attitude towards diversity in a global context. (Muhammad Ali Ramdhani et al. 2022)

As a state effort that continues to make breakthroughs in developing learning design, Indonesia at least since the beginning of independence, the education system in Indonesia has experienced more than ten curriculum changes that have influenced the approach and style of learning in schools. Starting from the 1947 Learning Plan to the emergence of the concept of "Independent Learning" which has become the main discourse in contemporary education reform. The idea of Independent Learning, initiated by the Ministry of Education and Culture under the leadership of Nadiem Anwar Makarim, reflects the dynamics of national education policy. In less than a decade, there have been three curriculum updates in response to the development of the needs of the times and global challenges. This effort aims to meet the needs that change along with the progress of the times and to achieve learning goals, both in terms of strategy, methods, and administrative aspects and the design of learning implementation is systematically arranged to achieve national education goals. Through this approach, it is hoped that Indonesia will be able to produce students who have superior competence and high competitiveness in facing future challenges.

Merdeka Belajar is a policy initiative launched by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) under the leadership of Minister Nadiem Anwar Makarim. This policy is presented as a response to the urgency of improving the quality of

national education. One of the main bases for launching this program is the results of the 2019 Programme for International Student Assessment (PISA) study, which showed that the performance of Indonesian students is still ranked low globally—ranking 74th out of 79 countries in terms of literacy and mathematics. This finding reflects the need for more transformative education reforms oriented towards developing 21st-century competencies.

In response to the condition of national education achievement, the Ministry of Education and Culture through Minister Nadiem Anwar Makarim introduced a minimum competency assessment policy consisting of three main components: literacy, numeracy, and character survey. Literacy in this context does not only assess reading ability, but also includes the skills of analyzing information, understanding implied meanings, and critically evaluating reading content. Meanwhile, numeracy is directed at measuring students' ability to apply basic mathematical concepts and skills in everyday life situations, not solely in an academic context. The third component, namely the character survey, is not in the form of a test but is an evaluative instrument to identify the extent to which moral, religious values, and Pancasila principles are internalized and manifested in student behavior. (Siti Mustaghfiroh, 2020)

Based on the new Permendikbud regulation and taking into account various problems that have developed so far, the Directorate of Curriculum, Facilities and Infrastructure, Institutions and Students of the Ministry of Religious Affairs of the Republic of Indonesia (KSKK) is currently trying to develop an independent curriculum that is easily transferred between state schools and religious schools/madrasas with the support of the Ministry of Religious Affairs (H. A. Umar, 2021). Strengthening the concept of the Pancasila Student Profile has been developed through the integration of Islamic values based on the principle of *Rahmatan lil 'Alamin*. This integration gave birth to a new approach known as the Pancasila Student Profile Strengthening Project and the *Rahmatan lil 'Alamin* Student Profile (P5-P2RA), hereinafter referred to as the student profile. The implementation of this program has begun to be tested in a number of madrasas since the 2022/2023 academic year, as an effort to strengthen holistic and contextual character education in accordance with national and religious values.

The *Rahmatan lil 'Alamin* Student Profile Strengthening Project is an interdisciplinary learning approach designed to encourage students to observe, analyze, and formulate solutions to problems that occur in their environment. Through this activity, students not only hone their academic competencies, but also develop critical thinking skills, social empathy, and sensitivity to local contexts. Although classified as a co-curricular activity, this project can be flexibly integrated into intra curricular and extracurricular activities. The main purpose of this integration is to strengthen the character formation of students. In addition, the implementation of this project is adaptive, both in terms of activity content and time management. In its implementation, madrasas are also given space to establish strategic partnerships with the community and the business world in order to encourage more optimal cross-sector collaboration. (Hanun Asrohah, 2022).

This activity is designed to provide a holistic approach in the process of character building and strengthening the spiritual dimension of students. Through the integration of the noble values of Pancasila with Islamic teachings based on the principle of *Rahmatan lil 'Alamin*, this program is expected to be able to produce a generation that not only has a strong character and mature personality, but also has strong faith and has a broad national insight. This approach emphasizes the importance of harmony between moral, spiritual, and social dimensions as a foundation in forming a complete and contextual student profile according to the needs of the Indonesian nation in the future. Through P5-P2RA, the government agrees to foster a young generation of Indonesia not only to excel in academics, but also to have moral integrity, social responsibility, and realize the important role of efforts to build the nation and maintain its integrity. The ideology of Pancasila and Islamic teachings are *Rahmatan Lil 'Alamin*.

Based on this, the researcher draws a conclusion to implement and study the implementation of the independent curriculum in P5-P2RA character learning as a study of

student learning behavior at MTs Cina. Based on the results of observations and observations reviewed by researchers regarding the implementation of the independent curriculum in the context of education in P5-P2RA character learning as a study of student learning behavior at MTs Cina, it is relatively new and actual, no similar research has been found discussing the object of the study. Based on these facts, the researcher will study more deeply about the independent curriculum with project-based learning. Therefore, the researcher took the initiative to conduct a series of studies on "Implementation of the Independent Curriculum in P5-P2RA Character Learning (student learning behavior study at MTs Cina), with a constructivist theoretical basis based on the assumption that the learning process is centered on students.

2. LITERATURE REVIEW

Based on the previous explanation, the scope is described in relation to the theory that underlies the author in discussing the discussion. is an integral part of a scientific work that functions as a conceptual foothold and scientific foundation for understanding, analyzing, and interpreting the phenomena being studied. This study presents a systematic description of the theories, concepts, and findings of previous research that are relevant to the focus of the study. Through theoretical studies, researchers construct a deep understanding of the issues or problems raised, while placing their research in a broader scientific context.

In a theoretical study, the author not only describes the theory descriptively, but also conducts a critical synthesis to identify research gaps, build a framework for thinking, and formulate assumptions or hypotheses (if necessary). Thus, a theoretical study acts as a conceptual foundation that strengthens the validity and credibility of the research. The following are the foundations of this research, namely:

2.1. Independent Curriculum Concept

The curriculum is a set of teaching materials that are designed and systematically arranged to be delivered in the formal education process under a structured institutional framework. The word *merdeka* in KBBI means free, not bound, standing alone (Language Center of the Ministry of National Education). However, Ki Hajar Dewantara explained the meaning of the concept of *merdeka* that does not mean being free from the orders or control of others. In this context, the meaning of 'merdeka' refers to students who are able to stand independently (*zelfstanding*), do not depend on others (*onafhankelijk*), and have the ability to organize and direct themselves responsibly (*vrijheid zelfbeschikking*) (Nurul IstiqFaroh, 2020).

Independent curriculum is a learning curriculum to deepen and strengthen students' competencies by providing space for freedom in learning according to their interests. Ki Hajar Dewantara in his educational concept provides space for educators and students to develop creativity according to their learning interests (Garin Ocshela et al. 2022). In addition, the idea of education according to Ki Hadjar Dewantara is based on the principle of freedom, which means that every individual has the freedom to optimize their potential while managing their life independently based on their abilities and talents. Thus, teachers have the freedom to be creative and students have the space to express their ideas, thoughts and innovations through the development and improvement of their skills ((Gregory Bambang Nugroho, 2023)

2.2. Student Profile Concept Blessing for the Universe (P2RA)

Based on the Decree of the Minister of Religion (KMA) Number 347 of 2022 concerning Strengthening the Profile of Pancasila and Rahmatan Lil 'Alamin Students (P5-P2RA) in madrasas, there are two main aspects that are the focus, namely: (1) Pancasila Student Profile and (2) Rahmatan Lil 'Alamin Student Profile (Ministry of Religion of the Republic of Indonesia, 2022). The Rahmatan Lil 'Alamin Student Profile is a flagship program in the Independent Curriculum which is exclusively implemented in madrasa environments. This program is a development of the Pancasila Student Profile dimensions, which include characteristics such as

independence, tolerance, competence, critical thinking skills, and a moderate attitude in dealing with diversity. As a characteristic of madrasas, the Rahmatan Lil 'Alamin Student Profile describes the identity of Indonesian Islamic students who are expected to be able to realize superior quality in accordance with Islamic and national values. (Siti Nur'aini, 2023).

3. METHODS

This research is field research (field research). Field research is a type of research that seeks to find out about problems related to the real situation and conditions of individuals or groups who are the objects of research, and how they interact with the environment in which they live or work (Sudaryono, 2017). The purpose of this study is to conduct an in-depth investigation into the implementation of P5-P2RA character-based independent curriculum learning. The research method is carried out intensively, in detail, and in depth in examining this problem. The approach used is a pedagogical approach, an approach that analyzes problems from an educational perspective. In this study, a pedagogical approach is used because humans as God's creatures are born with the potential to be educated and can also educate, so that they are able to become caliphs on this earth (Sugiono, 2014). The data used are primary data and secondary data that refer to data that has been obtained either in the form of publications or documentation that has been issued previously. The main indicator in the research explored by the researcher is P5-P2RA learning correlated with student learning behavior. So that in this study involved the P5-P2RA coordinator and facilitator to be interviewed in order to obtain valid and credible data.

4. RESULTS AND DISCUSSIONS

4.1. Implementation of Independent Curriculum at MTs Cina

The curriculum is the main system that regulates the learning process in an educational institution. So the Ministry of Education, Culture, Research and Technology initiated a new curriculum to replace the 2013 curriculum which has been implemented at every level and level in educational institutions in Indonesia. Thus, this curriculum provides flexibility for educators and students in designing and implementing a more flexible learning process. This curriculum is called the independent curriculum. Based on the instructions of the Ministry of Education, the implementation of the independent curriculum in junior high schools (SMP) has been implemented and inaugurated since early 2022.

The independent curriculum at every level of education including Madrasah Tsanawiyah as a new curriculum replacing the 2013 curriculum has been implemented with a dual curriculum model. Likewise, the implementation of the independent curriculum at the SMP/MTs level has been running and implemented at grades 7 and 8. However, the implementation of this independent curriculum has not been maximized due to the lack of intensive socialization for educators in implementing the independent curriculum. As the data in the interview guideline in the first item of question number 1 that the researcher dug up information through Mr. Muhammad Agus as the head of the madrasah stated that:

"The implementation of the independent curriculum implemented at MTs Cina is running smoothly well in accordance with expectations and the implementation conditioning process curriculum from the 2013 curriculum to the independent curriculum".

In relation to the first item of question number 1 in the interview guidelines, something similar was conveyed by Ahmad Takwin as the deputy head of curriculum for MTs Cina, stating that:

"The implementation of the independent curriculum at MTs Cina has gone well and the teachers have formulated and implemented the preparation of the syllabus and adapt the curriculum to students' needs.

In relation to the first item of question number 1 in the interview guidelines, a similar thing was conveyed by Mrs. Harnida as the P5-P2RA facilitator regarding the independent curriculum, stating that:

"The concept of an independent curriculum from the P2-P2RA perspective is These characteristics focus on competency development and strengthening student character through group learning activities carried out in the context of the real situation around him."

Based on the explanation, it can be understood that the implementation of the independent curriculum at MTs Cina has been carried out based on the conditions of the students, the availability of facilities and in accordance with the capacity of the educators. However, the implementation of this independent curriculum has not been maximized because it is still in the stage of adjusting to the new curriculum. In addition, educators are not yet fully capable of operating the learning process in the independent curriculum optimally.

This includes various aspects, such as teacher readiness, student understanding of the material, and active participation from the school and the role of parents. This success also indicates that the transition process from the 2013 curriculum to the independent curriculum has been carried out effectively. Schools are able to condition various supporting elements, such as the preparation of learning tools, teacher training, and adjustments to teaching methods to comply with the principles of the independent curriculum which is more flexible and centered on students.

In addition, the success of the implementation can also be seen from the positive response of students who are more active in learning, increased creativity in the learning process, and the use of various learning methods that are more contextual and project-based. Thus, this curriculum change is not only implemented administratively, but also really has a positive impact on the learning process in schools.

The implementation of the independent curriculum at MTs Cina has been implemented, but in the process of implementing this curriculum it has not been maximized as data obtained by researchers shows that the implementation of the curriculum has been running gradually at grades VII and VIII. This is conditioned by the condition of the school and supporting facilities in implementing the independent curriculum.

4.2. Implementation of P5-P2RA Learning

The implementation of P5-P2RA in MTs Cina obtained from the results of observations and interviews with several informants proves that the implementation of P5-P2RA character learning has been carried out well but has not been fully implemented in all classes. Based on the data obtained, it is stated that only classes VII and VIII implement P5-P2RA learning. From the results of observations made regarding the implementation of P5-P2RA learning, researchers found data on activities programmed by the madrasah to support and internalize the values of P5-P2RA.

These values consist of habits. The habituation begins when students come to school, there are teachers who faithfully wait and welcome the arrival of the students. Greeted with a smile and greeting to students and students of MTs Cina. Based on the results of observations by researchers, this madrasa has a very good tradition, namely shaking hands between students and teachers every morning at around 07:00 as part of the madrasa culture that encourages good relationships between students and educators. The teachers at the madrasa have been waiting with a friendly smile starting with saying hello. Shaking hands is done by boys with male teachers, as well as girls shaking hands with female teachers. If with the opposite sex, it is enough to use hand sign language.



Figure 1. Madrasah Culture Handshake between students and teachers

Source: Private

After entering their respective classrooms, before learning begins, all students are required to pray first before starting the learning process. The implementation of P5-P2RA learning at MTs Cina is carried out with initial planning by starting:

1) Forming a P5-P2RA facilitator team

The initial stage implemented in the planning of the P5-P2RA learning program is the formation of a facilitator team. According to the results of the interview with Mrs. Harnidah, S.Pd, she said that:

"The initial step is to form a facilitator whose role is to help students if they experience difficulties and learning and also give students the freedom to experiment. Steps taken by determining the project theme, compiling project planning, creating schedules, monitoring project implementation, testing and assess project results and evaluate learning outcomes"

The above explanation shows that before the implementation of the Pancasila and Rahmatan Lil 'Alamin Student Profile Strengthening Program (P5-P2RA), the madrasah first formed a facilitator team that had a strategic role in coordinating the implementation of the program at MTs Cina. This facilitator team consists of homeroom teachers who implement the Merdeka Curriculum as the main reference in the learning process. Each homeroom teacher is assigned to form a group of facilitators at each class level, namely classes VII and VIII. Referring to the P5-P2RA Development Guidelines issued by the Ministry of Religion of the Republic of Indonesia, the formation of a facilitator team is the responsibility of the head of the madrasah.

2) Determine the dimensions, themes and time allocation in implementing P5-P2RA

After the formation of a team of facilitators responsible for managing and implementing the project, the initial step taken was to identify the level of readiness of the madrasah. This step aims to ensure that the educational environment has adequate capacity to implement the profile strengthening project. Furthermore, the results of the study showed that the dimensions focused on in the project came from the Pancasila Student Profile, while the values in the Rahmatan Lil 'Alamin Student Profile were integrated into the Operational Curriculum of the Education Unit (KOSP).

The dimensions and themes of the project were selected selectively by considering the contextual conditions and specific needs of the madrasah. The Guidebook for the Pancasila and Rahmatan Lil 'Alamin Student Profile Strengthening Project outlines eight main themes that encompass a variety of strategic values and concepts, including environmental sustainability,

local wisdom, Bhineka Tunggal Ika, Pancasila democracy, development of physical and spiritual potential, technological and engineering innovation in the development of the Unitary State of the Republic of Indonesia, entrepreneurship, and employment. The selection of these themes aims to integrate national and Islamic values holistically in learning, while also responding to challenges and opportunities in the madrasah environment.

MTs Cina takes 2 themes, namely entrepreneurship and sustainable living. In its stages, each class has been determined by its theme. Research indicates that each class level is given the freedom to choose 1 project each. For example, for the theme of local wisdom, each class level makes a project about making traditional Bugis cakes such as *asl'm* going to go to the barongko and various other traditional Bugis cakes. For the theme of sustainable living, each grade level makes 1 project. For example, making and processing organic used materials into useful and economical materials. For example, making eco bricks from used bottles, making pencil cases, and various accessories whose main material is used bottles.

Time allocation is a crucial aspect in planning and implementing these projects. In this context, MTs Cina allocates the time provided to reach around 20–30% of the total teaching hours during one school year. The selection of two themes in one school year, with a priority of one theme in each semester, reflects a structured and systematically planned time allocation policy. This approach aims to ensure that the development of profile projects can be implemented comprehensively and effectively.

The final results of the implementation of these projects are reflected in the formation of student character, which is measured and evaluated at the end of the semester according to the predetermined time period. This finding confirms the importance of strengthening the Pancasila and Rahmatan Lil 'Alamin Student Profile as a central aspect in developing student character and not solely focusing on project implementation as a learning method, but also on character changes that can be identified and evaluated systematically.

3) The preparation of learning modules and project modules to strengthen the Pancasila Student Profile and Rahmatan Lil 'Alamin is an important step in the learning process.

The learning module has different characteristics from the Pancasila Student Profile and Rahmatan Lil 'Alamin modules. The learning module is a document that contains learning objectives, implementation steps, learning media, and assessment instruments needed for one topic based on the Learning Objective Flow (ATP). This module is designed to assist teachers in planning learning and assessment processes that are in accordance with the needs of students in order to achieve the learning objectives that have been set. The preparation of the module refers to the learning outcomes (CP) at the relevant phase, which are described in detail through the ATP. The responsibility for the preparation and implementation of this module lies with the homeroom teacher and the related subject teachers.

The Pancasila and Rahmatan Lil 'Alamin Student Profile Module includes learning objectives, implementation steps, learning media, and assessment instruments needed in project implementation. Educators are given the freedom to compile, select, or modify project modules according to the context, characteristics, and needs of students. This module is designed as a guide for teachers in planning profile projects using strategic themes that are cross-disciplinary, and are adjusted to the potential and contextual problems that exist in the school environment. The compilation of this module is based on the Pancasila and Rahmatan Lil 'Alamin Student Profile, including the dimensions, elements, and sub-elements contained therein. The implementation of the module is supported and facilitated by the project facilitator team.

The learning modules at MTs Cina are systematically arranged by outlining the learning objectives, implementation steps, learning media, and assessment instruments that are adjusted to the Learning Objective Flow (ATP). The implementation of strengthening the

Pancasila and Rahmatan Lil 'Alamin Student Profile (P5-P2RA) is carried out through structured planning, which refers to the principles of the Tyler Model. In its implementation, the madrasah carries out a series of stages in an organized and systematic manner to ensure the effectiveness of the learning process.

The initial planning stage begins with the formation of a project facilitator team consisting of homeroom teachers who use the Merdeka Curriculum as the main reference in the learning process. Each homeroom teacher forms a working group with other homeroom teachers who teach at the same grade level, for example a facilitator team for grades VII and VIII.

The next step is to identify the level of readiness of the madrasah in implementing project-based learning. The head of the madrasah together with the facilitator team conducts a joint reflection to evaluate and determine the level of readiness of the madrasah based on three categories, namely the initial stage, the developing stage, and the advanced stage.

In the third stage, the facilitator team determines the dimensions, themes, and time allocation that will be used in the implementation of the project. The selection of a project theme that is in line with the values of Pancasila and the principle of Rahmatan Lil 'Alamin shows conformity with the principles of integrated and character-oriented learning planning.

The final stage in this process includes the preparation of learning modules and project modules. Learning modules consist of documents containing learning objectives, activity steps, learning media, and assessment instruments relevant to each topic according to the learning objective flow. Meanwhile, the project module contains a guide that includes objectives, implementation procedures, learning media, and assessment instruments used in the implementation of the project.

As stated by the head of the madrasah, Mr. Muhammad Agus, as the head of the madrasah, stated that:

"The implementation of P5-P2RA learning begins with forming a team planning, determining project themes, preparing implementation schedules projects, designing and designing learning activities, preparing learning media and conducting outreach to teachers, students and parents so that they understand the flow and objectives of implementing P5-P2RA learning.

The following is a picture of the results of the P5P2RA work that has been made by students and the work title:



Figure 2. P5P2RA Work Results

Source: Private



Figure 3. P5P2RA Work Results

Source: Private

4.3. Application of P5-P2RA values in student learning behavior

Learning behavior refers to an individual's habits in undergoing the learning process, which includes aspects such as methods, time, place, and conditions during the learning activity. This behavior reflects how a person manages and applies his/her learning strategies effectively, so that the learning process can run optimally and produce satisfactory achievements.

The implementation of the values of the Pancasila Student Profile with the spirit of "rahmatan lil alamin" is not only oriented towards the formation of students' intellectual intelligence, but also fosters emotional maturity, moral nobility, and high social and ecological concern. In this context, students' learning behavior is directed so that they do not merely pursue academic achievement, but also grow into individuals who bring grace, benefits, and solutions to their environment.

Based on the findings of the observation and interview results conducted on a number of informants from class VII, relevant data were obtained to support the analysis of this study. Something similar to the first item of question number 1 in the interview guideline was conveyed by Nur Aqila and Aqifah Nurul Hikmah from class VII that:

"The P5-P2RA project activities have strategic value for the future of the participants. educate, because it aims to form a more creative character, responsible and disciplined in facing various challenges life."

The application of these values encourages students to develop critical, analytical, creative thinking skills, and be able to formulate constructive solutions to various problems. They do not just memorize concepts, but understand, connect, and apply knowledge to solve real problems in society. Their intelligence is directed to make a contribution, not just to pursue grades or degrees.

A concrete example, students are invited to work on projects based on processing waste or used materials into useful and economical items, such as making ecobrick innovations made into chairs or tables. Students have been able to create such things with the help of facilitators. That way, their intellectuality is rooted in the intention to be of benefit to others and the surrounding environment.

This is in line with what researchers got from the results of the class VIII interviews conveyed by Elisviana and Riski that:

"Many new things were obtained with the P5-P2RA activities. In addition The learning is impressive and also trains independence in the process learning, learning to work together with friends, stimulating learning motivation and produce ideas and flexibility in thinking"

Thus, the internalization of the values of the Pancasila student profile based on the spirit of rahmatan lil 'alamin becomes the main foundation in forming the character of holistic and

inclusive students, preparing students to become whole individuals: intellectually intelligent, emotionally strong, noble in morals, and concerned about the sustainability of the universe. In their daily learning behavior, students not only seek knowledge to achieve personal success, but to provide the greatest possible benefits for human life and all creatures, realizing a more just, peaceful, and harmonious world.

The research findings show that the implementation of the independent curriculum in character-based learning through the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'Alamin Student Profile (P5-P2RA) has a significant impact on the development of student character. at MTs Cina has shown positive developments in shaping student character and learning behavior. The implementation of P5-P2RA which is integrated into intra curricular and extracurricular activities is able to strengthen student character based on Pancasila values and life principles that reflect rahmatan lil'alamin. In addition, the project-based learning method used in accordance with the constructivist paradigm is able to increase active student participation and develop their interpersonal skills and independence.

The discussion shows that the success of implementing this curriculum is largely determined by the extent to which support from various parties can be optimized, including all elements of the school, principals, teachers, and parents. Teachers play an important role in implementing methods that foster character, while collaboration with the community broadens the insights and experiences of students. The obstacles encountered include the lack of supporting facilities and a deep understanding of the P5-P2RA concept, but this can be overcome through ongoing training and coaching.

In addition, the results of observations and interviews indicate that the implementation of this curriculum is effectively able to form students who have strong faith, tolerance, critical thinking skills, and personalities that are in accordance with the positive values of Islam and Pancasila. The role of school culture and fun activities has also been proven to support the process of character development.

This research has implications for student independence from various aspects covering several main points, such as increasing independent learning abilities, increasing motivation, and flexibility in thinking. Here is a complete description:

1. Student learning independence

The implementation of the project-based learning model and the P5-P2RA character approach encourage students to actively manage their own learning process. Students learn to plan, implement, and evaluate tasks independently, which fosters a sense of responsibility and time management skills. Research findings indicate that students show increased self-confidence in planning learning strategies and are able to overcome various obstacles independently. This is supported by the application of methods that require students to think critically and take the initiative, so that learning independence develops significantly.

2. Increased motivation to learn.

With the existence of project-based activities that are relevant to real life and based on values, students' learning motivation shows a significant increase, marked by an increase in their interest and enthusiasm in following the learning process because the learning process becomes more meaningful and facilitates the development of competence and character at the same time. The sense of achievement and success in completing these projects strengthens students' desire to continue learning and actively participating. In addition, giving appreciation and recognition to students' success also plays a role in increasing their intrinsic motivation.

3. Flexibility in thinking.

Learning that emphasizes problem solving, innovation, and idea development can improve students' flexibility of thinking. They not only memorize concepts, but also learn to connect concepts, develop creative ideas, and apply knowledge flexibly according to the situation at hand. This is reflected in students' ability to critically analyze problems, adapt to

change, and find innovative solutions in various learning process activities. This flexibility is very important to equip students to face the challenges of a dynamic and complex future.

5. CONCLUSION

The implementation of the P5-P2RA Character-Based Independent Curriculum at MTs Cina has been carried out in stages and integrated into the daily learning process. The school compiles and implements various activities that are oriented towards strengthening students' character through a project approach based on the values of Pancasila and Rahmatan Lil'alam. The implementation of P5-P2RA indicates an increase in strengthening the character of students, which includes the dimensions of faith and devotion to God Almighty and noble character, having an awareness of global diversity, independence, a spirit of mutual cooperation, critical reasoning skills, and creativity. All of these dimensions are central aspects in encouraging the growth of an independent attitude in students. Through methods based on direct and collaborative experience, students are more active in participating and are able to internalize the values of P5-P2RA. The results of research conducted by researchers assess that P5P2RA character learning is able to provide student independence from various aspects including several main points, such as increasing independent learning skills, increasing motivation, and flexibility in thinking.

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