

# The Impact of Pancasila Student Profile and Rahmatan Lil 'Alamin Student Profile program at Madrasah Tsanawiyah

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## Abstract

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A clean school environment is an important element in the education process. The success of creating a clean environment cannot be separated from the role of students in maintaining cleanliness and developing the implementation of projects to strengthen the profile of Pancasila students and the profile of rahmatan lil 'alamin students. This study aims to determine the impact of the implementation of a project that aims to strengthen the profile of Pancasila and rahmatan lil 'alamin students through the implementation of a clean environment. The research method used is qualitative discriminatory research with the object of research at MTs NU Ibtidaul Falah Kudus. Data collection techniques are carried out through observation, interviews, and documentation. Data analysis is carried out using data reduction techniques, data presentation, and drawing conclusions. The results of the study indicate that the implementation of the project to strengthen the profile of Pancasila and rahmatan lil 'alamin students has a positive impact on student character. This project is able to internalize the values of faith, piety, and noble morals in students, such as the spirit of mutual cooperation, politeness, tolerance, role models, and equality through the madrasah environmental cleanliness program. Thus, the success of the cleanliness program not only creates a clean physical environment, but also forms better student characters in accordance with the values of Pancasila and the teachings of rahmatan lil 'alamin. The implementation of this project proves that the cleanliness of the school environment can support the strengthening of character values expected in students..

### Kata kunci:

Proyek penguatan profil mahasiswa pancasila; Profil mahasiswa Rahmatan Lil 'Alamin ; Nilai P5 & P2RA

### Abstrak.

Lingkungan sekolah yang bersih merupakan elemen penting dalam proses pendidikan. Keberhasilan menciptakan lingkungan yang bersih tidak terlepas dari peran siswa dalam menjaga kebersihan serta mengembangkan pelaksanaan proyek untuk memperkuat profil pelajar Pancasila dan profil pelajar rahmatan lil 'alamin. Penelitian ini bertujuan untuk mengetahui dampak dari pelaksanaan proyek yang bertujuan untuk memperkuat profil pelajar Pancasila dan rahmatan lil 'alamin melalui penerapan lingkungan yang bersih. Metode penelitian yang digunakan adalah penelitian diskriminatif kualitatif dengan objek penelitian di MTs NU Ibtidaul Falah Kudus. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data dilakukan dengan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan proyek untuk memperkuat profil pelajar Pancasila dan rahmatan lil 'alamin memberikan dampak positif pada karakter siswa. Proyek ini mampu menginternalisasi nilai-nilai keimanan, ketakwaan, dan akhlak mulia pada siswa, seperti semangat gotong-royong, sikap sopan santun, toleransi, teladan, dan kesetaraan melalui program kebersihan lingkungan madrasah. Dengan demikian, keberhasilan program kebersihan tidak hanya menciptakan lingkungan fisik yang bersih, tetapi juga membentuk karakter siswa yang lebih baik sesuai dengan nilai-nilai Pancasila dan ajaran rahmatan lil 'alamin. Implementasi proyek ini membuktikan bahwa kebersihan

## INTRODUCTION

The curriculum is one of the important parts in the implementation of education in schools. The curriculum contains various learning objectives, contexts, and strategies through programs to develop learning tools or materials, social relations, and systematic learning techniques in an educational institution (Nimawati & Zaqiah, 2020). The independent curriculum is an educational program that is designed and based on the profile of students in order to instill the soul and values contained in the precepts of Pancasila in their lives (Suhardi, 2022a). The independent curriculum will continue to prioritize character education through the Pancasila student profile. Then the Ministry of Religious Affairs innovated and adopted the Pancasila profile into the Pancasila *Rahmatan lil 'alamin student profile project* in the education unit. As stated in KMA no. 347 of 2022, the implementation of the independent curriculum in madrassas regarding Pancasila students is projected through two aspects, namely the Pancasila Student Profile Strengthening Project and *the Rahmatan lil 'alamin Student Profile Project*. The purpose of the P5 activity is to strengthen the character of the students in accordance with the dimensions of the Pancasila student profile (Nur Fauziah et al., 2023).

The implementation of the Pancasila student profile through co-curricular, intracurricular and extracurricular will run smoothly and comfortably if the environment is supportive such as environmental cleanliness at school. It is very necessary to preserve and protect the earth from environmental damage and irresponsible human behavior, concrete steps and real support are needed to maintain the school environment (Anas et al., 2023). Students who believe, fear Allah and have noble character are students who have faith in their relationship with God Almighty, know the guidance of religion and belief, then implement this knowledge in their daily lives. Faith, fear of God Almighty and noble character have five elements: self-morality, morality to humans, morality to nature, state morality and religious morality.

The role of Pancasila students in the surrounding environment is expected to be responsible and caring, this concern is a manifestation of morality towards nature (Kurniawaty & Widayatmo, 2021). They must be aware that the environment and it affect each other from the earth's ecosystem. Students must be aware that as human beings, they take responsibility to protect and preserve nature, which God created. In addition, Pancasila students are always reflective, think critically, and build awareness regarding the impact or consequences of their behavior on the natural environment .

The cultivation and development of environmental care values to students is very important. In line with what was explained by the research conducted by Anny Wahyuningsih with the title "Building a 3R Culture in Waste Management Through the Pancasila Student Profile Strengthening Project and *the Rahmatan lil 'alamin* (P5P2RLA) Student Project". The study describes environmental concern with the handling of waste produced by students to be useful for them, through 3R (*Reduce, Reuse, Recycle*) activities in the Implementation of P5 and P2RA. Then Dewi Sinta 2022 "Ksatria Lingkungan Panduan proyek penguatan profil pelajar pancasila Tema: Gaya Hidup Berkelanjutan". This guidebook contains the stages of the implementation of the Pancasila project, through activities to process waste and multiply plants in the school environment of SDN 3 Jungsemi Kendal.

From the background of these problems, students must be aware that as humans, they take responsibility to protect and preserve nature, which was created by God. In addition, Pancasila students are always reflective, think critically, and build awareness regarding the impact or consequences of their behavior on the natural environment. The issuance of the independent curriculum is one way to implement the values of caring for the environment in the activities of the project to strengthen the Pancasila student profile, *the Rahmatan lil 'alamin student profile*. Therefore, the author is interested in raising the title that will be studied and then researched about "The Impact of the Implementation of the Project to Strengthen the Pancasila Student Profile and *the Rahmatan Lil 'Alamin Student Profile* at the Kudus Tsanawiyah Madrasah".

## **METHOD**

This study uses a qualitative approach to explore in-depth information about the value impact of the implementation of the project to strengthen the Pancasila student profile and the Rahmatan lil 'alamin student profile. Qualitative research is used to describe natural conditions in the field (Moleong, 2018). The type of research used is field research, which is a social research method that focuses more on social phenomena that use direct techniques in natural conditions (Ciarocco et al., 2013). The goal is to explore and describe the in-depth situation of the implementation of religious moderation policies in the context of the P5 & PPRA program. The types of data include primary data and secondary data.

The data collection technique is carried out in two stages (Harahap, 2020). Primary data sources were obtained through direct field observation at the research location of MTs NU Ibtidaul Falah Dawe Kudus and the results of interviews conducted with informants involving the head of the madrasah, the student affairs department as well as teachers and students. Meanwhile, secondary data sources are obtained from journals, books, and information in the mass media related to this research.

In addition, the validity of the data is maintained through data processing techniques of source triangulation, triangulation of methods and theories (Sugiyono, 2017). To ensure that the collected data is valid, direct verification is carried out through the transcription and coding process (Syafri, 2023). The data obtained from the interview results are processed in the transcription process by being arranged according to relevant categories and focusing on research to ensure that the information captured can support the results of research data analysis. Furthermore, at the stage of encoding the data, it is processed by providing certain codes to continue the research data analysis stage.

The data analysis techniques of this research are carried out starting from data collection, data reduction, data presentation and conclusion drawn (Hasan et al., 2023). Reduce this data by selecting the data that is considered the most important from other data. The presentation of the data is carried out so that the reduction results are organized according to the pattern of the research relationship so that it is easy to understand and finally draw conclusions (Arikunto, 2006).

## **RESULTS AND DISCUSSION**

### **Result**

#### **Implementation Strategy of the Pancasila Student Profile Strengthening Project and Rahmatan Lil 'Alamin Student Profile**

The implementation of P5 and P2RA MTs NU Ibtidaul Falah Samirejo Dawe Kudus carried out the themes determined by the Ministry of Education and Culture, the theme of the

sustainable lifestyle project. All activities will run according to the goals through a mature strategy, as well as caring for the environment, cleanliness activities involve stages that must be passed, namely the planning stage, the implementation stage and the evaluation stage.

The planning stage is related to the readiness of madrasahs in environmental care activities, starting from forming a team of facilitators.

"The planning of the activity started from the formation of a facilitator team, consisting of the head of the madrasah, the curriculum waka, and the muhsin waka of infrastructure, we gathered to identify the readiness of the madrasah and we decided to take the theme of sustainable lifestyle by raising the theme of caring for the environment through activities to clean the madrasah environment (Informant)

The implementation of P5 and P2RA requires a supportive social circle, as well as a collaborative culture is important in an activity. The formation of a facilitator team with the theme of care. In environmental care activities, the facilitator team plays a role in planning activities in identifying the readiness of the madrasah, starting from choosing a theme, designing time allocation, and determining goals

The next stage is the implementation stage of the project to strengthen the profile of Pancasila students and the profile of rahmatan lil 'alamin students in environmental cleanliness activities through several steps. The first step is to introduce and socialize during apples before cleaning activities. The second step, contextualization, is contextualizing or making direct observations. Students see the causes of environmental problems around the madrasah related to the waste they produce, identify natural damage caused by students in their environment. Contextualization is carried out in order to foster an attitude of responsibility for the actions they do. The third step, the real action stage by carrying out the cleanliness of the madrasah environment by all students and teachers without exception, the cleaning activities are carried out according to the jobdisk determined by the facilitator team.

As for the Evaluation Stage, rif'an said that the evaluation of P5 and P2RA in madrasahs is less structured as follows:

"The evaluation of P5 and P2RA here is not structured, there is no assessment of the report card results. The implementation of this activity means that we have instilled an attitude of concern for the environment, it can be said to have succeeded in P5 and P2RA. From this activity, our school was also selected as a sacred regional adiwiyata school, our madrasah is considered capable of participating and carrying out efforts to preserve the environment, good school governance.

Based on the above explanation, the evaluation of the implementation of P5 and P2RA was developed according to the context of the educational unit, the evaluation focused on the process rather than the final result. So the benchmark of the evaluation is the development and self-growth of students in applying the dimensions, elements, and sub-elements of the Pancasila students profile and rahmatan lil 'alamin students.

### **Impact of the Implementation of the Pancasila Student Profile Strengthening Project and the Rahmatan lil 'alamin Student Profile**

The background of the formation of P5 and P2RA is character education so that Pancasila students and *rahmatan lil 'alamin students can be realized* which is one of the goals of education. In the implementation of P5 and P2RA at MTs NU Ibtidaul Falah Samirejo Dawe Kudus, caring for the environment has an impact on the character of students. Through the theme of sustainable living in environmental hygiene activities, it can help students develop the character

of Faith, Fear of God Almighty, and noble character, this is in accordance with the explanation of the Islamic Religious Education teacher:

"In this environmental cleanliness activity, the inherent dimension is faith, piety and noble character, as we know *Annadhofatu minal faith* cleanliness is part of faith. Through this activity we have implemented this faith, in addition to the elements contained in this activity, namely morals to nature. Students must be responsible and care for the surrounding environment" (informant 1)

Based on this explanation, maintaining cleanliness is very important, Islam advocates cleanliness also related to the degree of faith, with which students are expected to always reflect, think, and build awareness about the consequences or impacts of behavior on the natural environment. Be responsible and aware that maintaining cleanliness is an encouragement in Islam that must be done.

The next dimension in the implementation of P5 and P2RA caring for the environment is mutual cooperation. RN explained that this activity was carried out jointly and all *madrasah stakeholders*. Cooperation is needed so that the work is lighter and completed at the right time as he stated:

"This activity is carried out by everyone in the madrasah, students, teachers and school principals also participate, it is impossible to do it alone. So the character of this cooperation is formed to make the work easy, fast and light. (informant 2)

Based on this presentation, the planting of mutual cooperation can foster an attitude of caring for each other. Through collaboration in collaborative activities together, students can learn to communicate well, solve problems, they can listen to the opinions of others and appreciate differences in working as a team. Activities carried out jointly or collaboratively P5 and P2RA give rise to social relationships and require manners or rules in social relations between students and teachers, RN said:

"The implementation of P5 and P2RA environmental hygiene activities, in addition to instilling a caring attitude, also instills good manners for students, they help each other when they need help, they say "please" and say "thank you" after receiving help".

Based on this, the researcher obtained data that the activity contained the value of Civilization (*ta'addub*). Students show a polite attitude to anyone, both friends and teachers, they also respect and appreciate others. Maintaining cleanliness is also a form of gratitude for Allah's blessings on the environment, building awareness of caring for the natural environment by implementing solutions from the actions done by students, how the waste they produce must be disposed of in its place and then reducing the amount of waste generated. Ristiana Nisa' added that one of the efforts to reduce waste in madrasahs is to provide refillable gallons so that Shiva does not buy single-use packaged drinks.

The value of Tolerance (*Tasamuh*) also appears in environmental cleanliness activities, because they must manage in cooperation to achieve common goals according to the predetermined targets, respect each other's differences, help each other's friends, the school must instill an attitude of tolerance, so that students will be accustomed to having an attitude of tolerance and respect for differences, besides that they will be more daring to get out of their comfort zone and express themselves without fear being treated badly by others.

The value of exemplary (*Qudwah*) in the implementation of the project to strengthen the profile of Pancasila students and the profile of *rahmatan lil 'alamin* students at MTs NU Ibtidaul Falah also emerged as an explanation from Naura, a grade VII student, said:

"This activity was attended by all elements in the madrasah without exception, the head of the madrasah, the student affairs department and teachers. They don't just tell them to do it but they also participate in cleaning the environment and that can be an example for students, the head of the madrasah to participate in cleaning so they are enthusiastic about the environmental care activity".(informant 3)

From the above statement, the researcher can know that the teacher's example is something that needs to be done as a role model and example in school, where every behavior is an example for students. The exemplary form in P5 and P2RA is shown by the participation of teachers in school environment cleanliness activities. It can also show that the value of Equality (*Musawah*) is not discriminatory but equality in doing tasks.

The implementation of P5 and P2RA was well received by MTs NU Ibtidaul Falah Samirejo Dawe Kudus students, their enthusiasm was very high. The experience gained is very much and valuable. Naura, a grade VII student, gained experience helping each other during cleaning activities, working together with friends and teachers. Arsyia Naura, a grade VIII student, felt a very important experience to maintain cleanliness then she could be independent in maintaining cleanliness in her environment. Shifa Maulida Amelia, a grade IX student, she feels an attitude of helping each other, respecting differences of opinion, and she is happy because she can contribute to protecting the school environment. Feeling Gotong Royong, where the activity is carried out together and makes the activity lighter and faster to complete. The importance of instilling character values in students so that they become human resources in accordance with the values of Pancasila and can apply them in daily life and become citizens with character.(Suhardi, 2022)

## DISCUSSION

Strategy is an action that is made to adapt to any reaction or situation in a flexible environment. According to Mulyasa, the strategy stage goes through three stages, planning, implementation and evaluation stages (Mulyasa, 2002). The implementation strategy of the project to strengthen the profile of Pancasila students and the profile of *rahmatan lil 'amin* MTs NU Ibtidaul Falah in samirejo dawe kudus on caring for the environment is as follows:

### Planning Stage

Based on the above presentation, the formation of a facilitator team is in accordance with the guidelines for the development of the Pancasila student profile strengthening project, which states that the Head of the education unit plays a role in compiling the project facilitator team (Kriswahyudi et al., 2024). This team plays a role in planning and implementing project activities for all activities, the team provides opportunities for students to be involved in the planning and development of profile projects, by adjusting the readiness of students in the level of involvement.

The level of readiness of education units in carrying out P5 and P2RA according to the Ministry of Education and Culture, the readiness of education units in carrying out the project to strengthen the Pancasila student profile is based on the ability of education units to implement project-based learning. Project-based learning is a dynamic classroom approach where students actively explore real-world problems and challenges to gain deeper knowledge (Edutopia) which can be implemented in non-curricular activities (Sumarsih et al., 2022). The following implementation time options can be selected according to the readiness of the education unit .

Planning related to the readiness of educator units in the implementation of P5 and P2RA related to environmental care activities, namely madrasah infrastructure, educational facilities are equipment that is directly used and supports the educational process, infrastructure is a facility that indirectly supports the course of the educational process (Gusni, 2019)

### **Implementation Stage**

At the project implementation stage, the implementation of the Pancasila Student Profile Strengthening Project and the *rahmatan lil 'alamin student profile* at MTs NU Ibtidaul Falah samirejo dawu kudu through the steps of the introduction stage, contextual level, action stage, follow-up stage this is according to the profile project flow mentioned by the Ministry of Education and Culture. Based on this, the implementation stage of P5 and P2RA activities to clean the school environment can be said to be a learning process outside the classroom, in accordance with the statement of the Ministry of Education and Culture, learning outside the classroom requires a flexible process, a not too formal atmosphere, and does not carry out routine activities (Hidayattullah et al., 2023). Learning also provides opportunities for all elements in the educational environment to support the formation of better attitudes (Faizin et al., 2023) and skills, in line with the goals of national education (Handrihadi et al., 2023), by maintaining the cleanliness of the environment, students can learn and be responsible for environmental cleanliness because it is not only the duty of cleaners but also the duties of teachers and students.

After carrying out the introduction, contextualization, the fourth stage of action, namely the reflection or follow-up stage, reflection activities are important activities needed to complete the learning process that students are doing (Dasopang & Pohan, 2022). In reflection activities, educators are expected to provide sufficient feedback so that students can continue to improve their learning efforts (Berhanu, 2023). Reflection activities to close the overall profile project activities before reporting learning outcomes, the stage is also related to the identification of shortcomings and advantages in the activity. As the madrasah culture reflects for students who are less responsible for environmental concerns, they are reminded and given directions so that they take an active role in cleaning activities. In addition, school readiness for P5 and P2RA activities to care for the environment will also be improved so that they can participate in maintaining survival in the future.

### **Evaluation and Follow-up Stage**

The evaluation stage is carried out to measure the extent of students' learning outcomes (Rusman, 2017) and find out how far the goals of the project can be achieved (T. Hidayat & Syafe'i, 2018). The Ministry of Education and Culture mentions several principles of Project Evaluation as follows: Project Evaluation The profile is comprehensive, not absolute or uniform, involving students. Based on this, the evaluation of P5 and P2RA at MTs NU Ibtidaul Falah in environmental cleanliness activities, the evaluation of the implementation of P5 and P2RA was developed according to the context of the educational unit, the evaluation focused on the process, not the final result (Wardiyah et al., 2023). So the benchmark of the evaluation is the development and self-growth of students (Yunitasari et al., 2024). The results of P5 and P2RA are how students are able to apply the dimensions, elements, and subelements of the Pancasila student profile.

Then also the madrasah conducts an evaluation through the final reflection of the profile project to discuss the process of running the profile project as a whole, as a form of follow-up reflection, this reflection activity also has a backward projection (what has been done) the facilitator team discusses what activities are carried out, for future projections (what will be done after this) with this the madrasah will carry out the next activity with the theme "sustainable living" related to the madrasah who was elected as Madrasah Adiwiyata.

Based on the results of the research, it can be known that the purpose of implementing P5 and P2RA is to achieve students with character according to educational goals. Character values

arise from dimensions that are in accordance with environmental hygiene activities: Faith, Fear of God Almighty, and Noble Character

The dimension of Faith in God Almighty and noble character has key elements, namely faith and spirituality, it is important to apply this because both can be used as a handle and a place for humans to lean on. The existence of faith and spirituality will help humans and give strength to solve all problems, where personal morality or morality is the benchmark for what we do in daily life. Whether what we have done is right or wrong. This is also in accordance with the opinion of ashabul kahfi, namely through the content of religion in character education, it will shape human beings who are in their nature as servants of Allah. The attitude and behavior of Indonesia students towards themselves, others, and their environment is a reflection of their faith and piety to God Almighty (Kahfi, 2022).

Explaining that apart from the key element of morality to oneself, faith, piety and noble morals, there is also the key element of morality to nature (Partono & Rahmawati, 2023). Pancasila students realize that they are one of the parts of the earth's ecosystem that influence each other (Rahman, 2012). He also realizes that as a human being, he has a duty to protect and preserve nature as God's creation (Siswanto, 2013). This makes him realize the importance of caring for the surrounding environment so that nature remains habitable for all living things now and future generations, does not damage or abuse the natural environment, and takes a role in stopping behaviors that damage and abuse the natural environment.

Based on this explanation, the P5 and P2RA Implementation activities, activities to clean the school environment at MTs NU Ibtidaul Falah, starting from cleaning classrooms, courtyards, mosques, are the embodiment of the element of morality to nature. Maintaining cleanliness is very important, Islam recommends cleanliness also related to the degree of faith, with which students are expected to always reflect, think, and build awareness about the consequences or impacts of behavior on the natural environment.

### **Gotong Royong**

The next dimension in the implementation of P5 and P2RA caring for the environment is Gotong Royong. As Ristiana Nisa' explained, the activity was carried out jointly by all madrasah stakeholders in cleaning the madrasah, students were seen helping each other when cleaning the fans, mutual cooperation was also seen when cleaning the madrasah environment. Collaborative activities are needed so that the work is lighter and completed on time (Alsa, 2010). The application of the value of mutual cooperation from an early age will make it a habit for students in their daily lives, in the environment where they live, and even in the environment where they work (Komalasari & Saripudin, 2017). The value of mutual cooperation teaches students to empathize with other human beings (Machali et al., 2016). Mutual cooperation fosters collaboration, care and sharing (Partono et al., 2021).

### **Civilized (ta'addub)**

Civilized is to uphold noble morals, character, identity and integrity (Velasufah & Setiawan, 2019). The implementation of P5 and P2RA cleaning activities is carried out collaboratively in collaborative activities together, students can learn to communicate well, solve problems, they can listen to other people's opinions and appreciate differences in working as a team (Saleh et al., 2022). Activities that are carried out jointly or collaboratively P5 and P2RA give rise to social relations and require manners or rules in social relations between students and teachers (Aturupane et al., 2022). Ristiana Nisa' explained that in these activities students express gratitude to each other and help this researcher can conclude that the activity contains the value of Civility (ta'addub) students show a polite attitude to anyone, both friends and teachers, They also respect and appreciate others.



Based on the explanation above, there is a relationship with humans, besides that Islam also teaches relationships with creators and nature (Anam et al., 2023). Maintaining cleanliness is also a form of gratitude for Allah's blessings on the environment (Tobroni, 2018). Building awareness of caring for the natural environment by implementing solutions from the actions done by students, how the waste they produce must be disposed of in its place then reducing the amount of waste generated.

### **Tolerance Value (Tasamuh)**

The value of tolerance also appears in environmental cleanliness activities, because they must manage in cooperation to achieve common goals according to predetermined targets, in cleaning activities are carried out in collaboration with many people and need to respect each other's differences of opinion, help each other's friends (Astuti et al., 2023). As such, schools must instill an attitude of tolerance, so that students will be accustomed to having an attitude of tolerance and respect for differences, besides that they will be more daring to step out of their comfort zone and express themselves without fear of being treated badly by others. Related that instilling tolerance in students can develop positive characters, appreciate and respect differences (Kamal & Maknun, 2023).

### **Exemplary values (Qudwah)**

The role of teachers as educators is very important in the formation of student character. Teachers are figures who are role models (Syahara et al., 2022), both in terms of knowledge and the brilliance of students. Therefore, teachers must be careful in their speech and behavior. Inappropriate words and actions will have a bad effect on the growth and development of students (Juraidah & Hartoyo, 2022), because they can imitate teachers without taking into account right and wrong. Based on this, diligence is one of the important factors in achieving the implementation (Kartiko et al., 2024) of P5 and P2RA hygiene activities through the example of teachers, students are more motivated to carry out their duties (Bafadal et al., 2019), where teachers also participate in carrying out activities. As the results of the researcher's observation during the activity, all stakeholders participated in cleaning the madrasah environment. Regarding this statement, it can be concluded that the example of educators is a good example of an educator related to attitudes, behaviors, as well as morals and morals that should be used as an example for students (Mustofa et al., 2019).

### **Equality (Musawah)**

According to the guidelines for the implementation of religious moderation, equality is something that is not discriminatory (R. Hidayat, 2021). As the implementation of P5 and P2RA, cleaning activities at MTs NU Ibtidaul Falah samirejo dawu kudu are carried out in accordance with the value of equality (musawah) where activities are followed by all levels, classes ranging from grade VII to grade IX, the division of tasks in the cleaned area in the activity is not a form of discrimination, but its division to maximize the purpose and time of implementation. From several dimensions of the Pancasila student profile and the rahmatan lil 'alamin student profile in the implementation of P5 and P2RA cleaning activities. The character of students related to the values of faith and noble character, the value of mutual cooperation, the value of civility, tolerance, exemplary and equality which can be practiced in daily life, both the relationship with Allah and the relationship with humans and nature (Umar et al., 2024).

## **CONCLUSION**

The implementation of the project program to strengthen the Pancasila student profile and the Rahmatan Lil 'Alamin student profile in the madrasa is carried out through three stages. First, the planning stage, which consists of five steps: forming a team of facilitators, assessing the readiness of the madrasa for implementation, determining the theme, designing time allocation, and setting learning objectives. The second stage, the implementation phase, involves five steps:

the preliminary stage, contextualization, the real action stage, reflection, and follow-up. Finally, the third stage is the evaluation phase. These activities have a significant impact on the development of student character, reflecting the values of the Pancasila student profile and the Rahmatan Lil 'Alamin student profile. These values include faith, piety, noble morals, mutual cooperation, politeness, tolerance, exemplary behavior, and equality.

This research is limited to being conducted at MTs NU Ibtidaul Falah Dawe Kudus, which means the findings cannot be generalized across all schools or madrasas. However, the results can serve as a valuable reference for other studies on similar themes. Additionally, the findings of this research may inform policy makers in madrasas to effectively implement the Pancasila Student Profile (P5) and Rahmatan Lil 'Alamin Student Profile (PPRA) programs.

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