



Original article

Unleashing Excellence: Nurturing Student Character through the P5 Project in the Integrated Islamic School Network

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Abstract

The development of technology towards the 21st Century and the phenomenon of the Corona Virus pandemic have led to an increase in technology misuse and learning loss during the pandemic. Character Education becomes a strong foundation for overcoming it. The government created the Merdeka Curriculum, which has a superior program for building the character of students in Indonesia with the Pancasila Student Profile Strengthening Project (P5). This study aims to find out how character building in implementing the P5 Project in schools under the auspices of the Integrated Islamic School Network (JSIT) in Lampung, namely SHSIT Insan Mulia Boarding School. Field observations, interviews, documentation, and literature studies carried out data collection. Researchers' data analysis was performed using data reduction, Display Data, and conclusions. The results of this study show that character education is carried out in integrated Islamic Schools periodically carried out programs from the Merdeka Curriculum. The P5 project is carried out through three stages, namely, project planning, project implementation process, and project evaluation. Implementing the Pancasila student profile project at the school was carried out in class X by taking 3 different themes with a total time of 486 JP with the theme Build a Soul and Body, Sustainable Lifestyle, and Entrepreneurship. The application in the two schools is equally applied to class X because the two schools implement two curricula, namely Class X using the Independent Curriculum, and Class XI and XII implementing Curriculum 13 (K-13).

Keywords: 21st Century, Character education, Covid 19 pandemic, Integrated Islamic School, Pancasila Student Profile.

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INTRODUCTION

Education does not only focus on teaching in which the process of transforming science and values from an educator to students is carried out, but in it, there are also efforts to grow the character and personality of students in various aspects to obtain a form of balance and perfection in the development of an individual in society. (Abd et al., 2022) education as a deliberate and strategic endeavor to foster an environment conducive to learning; this, so that students may proactively cultivate within themselves the spiritual fortitude, self-control, personality, intelligence, and noble character and skills necessary to contribute to society. It aims to prepare learners for the 21st century (Karaca-Atik et al., 2023). Therefore, education is very important for an individual; even this has been guaranteed in the Preamble to It is guaranteed by law that "every citizen has the right to education" under Article 31 paragraph 1 of the Constitution of the Republic of Indonesia, which dates back to 1945. This means that in an ever-evolving world, the government must have the means to oversee the fulfillment of every citizen's right to a quality education.

Education is an important factor in seeing the status of people around the world (Huda et al., 2022), but major changes occur when all parts of the world experience the disaster of the COVID-19 virus. Changes in the world of education in Indonesia today are also inseparable from the phenomenon of the Corona Virus (Covid-19) outbreak and pandemic. This phenomenon results in the constraints of the learning process in schools, making it mandatory to carry out distance learning or online systems due to the policies carried out by the government, namely Large-Scale Social Restrictions (PSBB). Additionally, the government has issued Circular Letter No.4 of 2020 concerning the Implementation of Education during the Coronavirus Disease (Covid-19) Emergency Period. This was done through the Minister of Education and Culture, Mr. Nadiem Anwar Makarim, in an effort to reduce the spread of the Corona Virus (Covid-19). Irinna & Hudaidah, (2021) stated that online learning is a learning system that is implemented by not doing a face-to-face process directly but by utilizing the use of a Platform to assist in the learning process even though it must be done remotely. Online learning combines specifically electronic technology with technology that has an internet base to help educators, students, and parents implement education during the Covid-19 pandemic (Muhammadon, 2022) .

This change in learning mechanisms due to Covid-19 has caused changes and become a new challenge in learning activities. Although the changes that occur have advantages, it is undeniable that there are also weaknesses in the learning process. (Umar, 2022) stated that the online learning process with technology is expected to run well but instead runs differently. This is because there is a misuse of technology, such as playing games and last but not least, it feels like something needs to be added, such as the lack of character education that grows in students. This is in line with Sa'adah, (2022) which states that teachers have difficulty instilling character education during the emergence of covid 19. In addition, Dicky, et al. (2021) mentioned that the learning system carried out online has made students

confused, has impacted stress, reduced creativity, unproductive and reduced interest in reading; even many students to ignore online learning, and this has caused a decrease in the attitude of these students so that the existence of an online learning system and Work From Home (WFH) has had a major impact on the changes that have occurred in Individual self especially the character of learners such as not being able to appreciate their teacher and ignore the tasks at hand.

Online learning or distance learning creates gaps in the learning process, making it less effective. (Jesslyn et al., 2021) mentioned that one thing that becomes vigilance and fear if distance learning is carried out in the long term is the occurrence of Learning Loss. According to The Education and Development Forum (2020), It explains that Learning Loss occurs when students lose knowledge and skills in general and in specific areas, and it also explains that limited student-teacher interaction, difficulties with learning time, concentration, focus, and lack of absorption of the given learning material are all things to be feared. When education during a pandemic must implement online learning, learning materials and education related to character must still be given to all students to avoid Learning Loss and Character Lost within each student.

The importance of character education in education is caused because it helps in shaping the morals and morals that students have towards teachers, parents and society. If character education is not well instilled in the progress of the times and technology, it can potentially cause students to find it difficult to determine good and bad; besides that, it can create a mindset in students that is not by the personality of the nation. Consequently, character education must be implemented properly; this is in accordance with the educational function outlined According to Article 2 of Law No. 20 of 2003, "National Education functions to develop the abilities and shape the character and civilization of a dignified nation in order to educate the nation's life,"national education is mandated to do just that".

Efforts in character education before and during the Covid-19 pandemic and after the Covid-19 pandemic is the responsibility of all parties, namely teachers, schools, the community and the government, so patterns regarding character education become an urgent dynamic in the era of the Covid-19 pandemic because character education implemented into the learning content causes students not only to gain knowledge, rather it is awareness and action to be able to do t those character values. This is in line with Lickona's opinion, (Lickona, 1992) It places an emphasis on moral knowledge, moral emotion, and moral action, teaching them in tandem to ensure the development of virtuous character in its students.

The changing times accompanied by technological advances in the post-Covid pandemic period, as it is today, have encouraged renewal and transformation in Indonesian education. Government policies, namely the existence of the Pancasila Student Profile Strengthening Project (P5) contained in the formulation of the Decree of the Minister of Education and Culture, Research and Technology No.56 / M / 2022 concerning Guidelines for the Implementation of Currencies, demonstrate the government's

role as a stakeholder in preparing a young generation that is superior, virtuous, and capable of meeting the challenges of the 21st century. The competencies outlined in the Pancasila student profile are implemented taking into account both internal factors pertaining to the identity, ideology, and ideals of the Indonesian nation and external factors pertaining to the times and the challenges of the Indonesian nation in the 21st century, which is facing the industrial revolution 4.0.

The implementation of the Pancasila student profile strengthening project (P5) has been carried out by many public schools, private schools and schools under the Integrated Islamic School Network (JSIT). According to (Yusup, 2017), JSIT is a community organization that focuses on engagement in education. We can understand that JSIT became a Network that houses SIT (Integrated Islamic School.) According to jsit-indonesia.com (Accessed on December 1, 2022) that integrates Islamic values and teachings into curriculum development in tandem with an efficient learning approach, optimal and cooperative involvement between teachers, parents, and the community in order to cultivate students' character and competence, and that is known as SIT. Islamic schools that use an integrated approach combine religious and secular studies. This is in line with the quality standards of the peculiarities of integrated Islamic schools (J.S.I.T.Indonesia, 2017) , which states that in the Integrated Islamic School Network (JSIT) curriculum, all subjects are required to internalize Islamic values.

Therefore, researchers are interested in how to implement students' character-building in the Pancasila student profile strengthening project (P5) at an integrated Islamic school in Lampung. Based on these things, pedagogically, the investigation regarding the implementation of character education in the Pancasila Student Profile Strengthening Project (P5) in the integrated Islamic school network can provide new insights and thoughts in restoring the implementation of education during a pandemic habituation or habituation to carry out behaviours with character is something that continues to be done so that it becomes a good habit of life for students when in social life. In addition, this investigation can inspire activities in implementing the Pancasila Student Profile Project so that it is hoped that students in Indonesia will have a superior and productive character in facing the 21st Century and be able to participate in sustainable and resilient global development in facing various challenges.

MATERIALS and METHODS

This research uses a research method with Qualitative Descriptive approach. Some aspects used in this writing, including aspects of tendency, non-numerical calculation, the existence of descriptive situational (Hamzah et al., 2022). This method is carried out to provide an overview of the conditions of various phenomena and events, and facts that occur and are found by researchers in the research process that has been carried out. This research focuses on implementing the Pancasila (P5) student profile strengthening project in schools under Lampung Province, Indonesia's integrated Islamic school network. The following is the flow of research implementation:

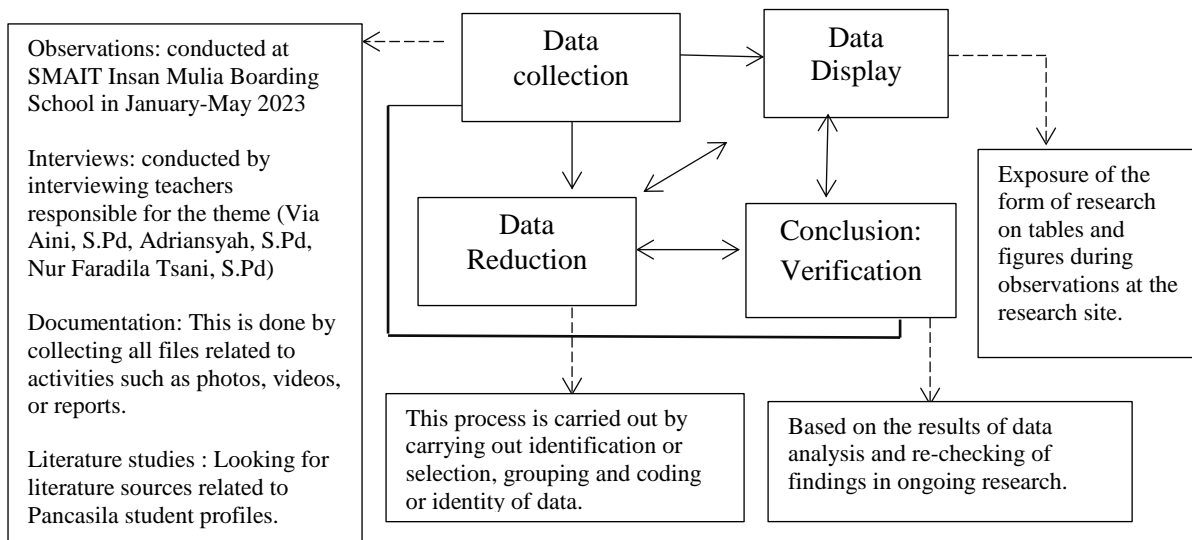


Figure 1. Data Analysis Process

Data collection

Data collection in this study was carried out by field observations, interviews, documentation, and literature studies; the data collection was carried out to find information, research data, and analyze documents related to research problems. Field observations are conducted to know, observe, and research directly and closely related to activities and implementing character building through the P5 program in learning activities. In addition, researchers conducted structured interviews with principals, teachers, and heads of the Pancasila Student Profile Strengthening Project (P5) at each school. This research examined the Integrated Islamic School Network (JSIT) in Lampung in implementing character building in integrated Islamic schools in Lampung, such as SHSIT Insan Mulia Boarding School. For data collection, the researcher also performs documentation to collect written archives, images, photos, videos, and other documents relevant to the research. In addition, researchers conduct literature studies of various references relevant to the observed problem and use additional sources. Additional data sources come from written sources that can be shared from sources of scientific books and magazines, sources from archives, personal documents, and official documents (Moleong, 2010). After collecting data, the next process is to analyze these data.

Data Analyzing

The data analysis method that researchers do is to use the Miles & Huberman Data Analysis Method (Miles & Huberman, 1992). Based on this, the framework that researchers do in this case is data reduction, then displaying the data, and the last step is to verify the data or draw conclusions. The framework shows the interactive nature of data collection and the data analysis process, so it can be understood that the data collection process is an integral part of data analysis (Rijali, 2018) . Based on the procedures passed, it is hoped that the results of this research can provide new benefits and insights

for readers. The data reduction stage is carried out by conducting a selection process and simplifying and concentrating attention on research data related to research problems. Researchers have done this stage by summarizing data and coding data; this stage interacts with other stages to be interactive. The data presentation stage is carried out by making a form of data submission in the form of narrative text such as field notes, matrices, graphs, and tables found at SHSIT Insan Mulia Boarding School. Conclusions were drawn in this study by reviewing field notes, references related to problems and configuration, causal flow, and proportions in the project of strengthening the profile of Pancasila students.

RESULTS and DISCUSSION

Concepts and Values in Character Education

The quality of education in Indonesia is a new challenge in the 21st century, and the field of education has a new responsibility in responding to these challenges. Students in the 21st century need competitive skill development, this provides encouragement so that each teacher is able to provide space for students in solving problems in various disciplines (Hwang et al., 2020). The learning process carried out must also be able to carry out feedback activities in assessment because it has a strong influence on student learning (Man et al., 2022). According to Prihadi (2018) states that the skills needed focus on critical thinking, problem-solving, communication skills, ICT, information and Communication Technology, information literacy, collaboration, and media literacy. Realizing the developments that continue to occur entering the 21st century have transformed learning into knowledge-based and technology-based, this is also accelerated by the phenomenon of the Covid-19 pandemic, which has an impact on the world of education by carrying out online learning.

Developments and changes in the 21st century and the Covid-19 pandemic gave birth to new technologies for online learning in the world of education. In the 21st century, schools as educational institutions are required to have creative thinking skills, critical thinking and problem solving, communication, and collaboration or commonly referred to as the 4C (Septikasari & Frasandy, 2018), (Moghadam et al., 2023). Changes during the COVID-19 pandemic have led to unplanned remote teaching, but it has allowed students to become independent learners and teachers to shift to facilitator roles (Ahmed et al., 2021). Still, behind this, if it is not balanced with the cultivation of character education, it will cause a character crisis. The advancement of information technology has the potential to cause a fading of the nation's character values. Therefore a solid foundation of character education is needed in the 21st century and during the Covid-19 pandemic. Fitriyani, (2018) states that entering the 21st century, the current wave of globalization is getting stronger and more open because of changes and technological developments; it gives an idea that Indonesia is in the midst of public global community life so that one can compare with the lives of other nations. Therefore, the foundation of the nation's character must still be strengthened and developed from the nation's values and based on

Pancasila values. If this can be understood, then the implementation of character education with Pancasila values can be set properly.

Character education can be understood as an effort to help the development of the soul of students both in the form of birth, mind and nature that leads to a better civilization of humanity. It needs to be understood that character is not just an action but a result and process of planting a habit (Habit) about good things. According to (Chan et al., 2019) Character education is a process of giving, growing, and building a character that teaches students, and character education is the main foundation for building the nation's character. Another thing was also conveyed by Zubaedi (2011), who stated that character education is an effort to instil awareness in thinking, behaving, and behaviour that is adapted to the noble values that become his identity, embodied in interactions with his God, oneself, society and the environment.

Character education is directed to the underlying values so that it can become a solution to improving the quality of education in Indonesia. The education carried out not only determines which concepts are right and wrong, but the implementation of character education instils good habits so that later students can act and behave by the values in their personality. Suprayitno & Wahyudi (2020) stated that the matters contained in character education are Religion, Pancasila, Culture and National Education Goals. As a successor to the relay of national leaders and national culture, students must be able to continue to be fostered to instil pride and develop the character of a civilized nation. The income can be obtained by example, planting discipline, habituation and creating a conducive atmosphere. Selain itu pembelajaran tersebut secara sadar akan membantu dalam membangun metakognitif siswa. Metacognitive provides the possibility that learners are able to plan, sequence and organize student performance in problem solving (Stephanou & Mpiontini, 2017). Character is indeed a natural attitude that exists in students so that they can distinguish themselves from others and become drivers and drivers in attitude and action. Therefore, as an educator, it is necessary to help the development of character education in a student. According to (Mustikaningrum et al., 2020) cultivating character education by a teacher his students will contribute to students having good character. This can be done by planning in the syllabus and Learning Implementation Plan by paying attention to the character to be applied, such as religious, honest, disciplined, caring, critical thinking, and cooperation, so that it can be known that character education is a goal carried out by schools that are adapted to the basis of the State which is integrated with the implementation of the educational curriculum contained in student learning activities. This education can produce students with character and implement character values that are manifested in daily behaviour.

The Relationship of Character Education with the Dimensions of the Pancasila Student Profile

Character education and the character development of learners are inseparable from each other. This can be seen to form students who are the younger generation to have character values according to normative and prepare quality characters to become leaders in the future. In the 21st century and post-covid pandemic, as it is today, it is not only knowledge and technology that are solely taught to students, but the education provided must shape the character of students so that they can become moral human beings and can build the nation's civilization. The developments that have occurred in the 21st Century and Post-Covid Pandemic certainly impact the world of education, including character and character education for students. According to (Prihatmojo, 2019) stated that in the 21st century as it is today, character education has a new challenge, and worrying about this is shown by the increasing violations of the law in the form of drug abuse, free sex, brawls between students, murder, thus, acts of violence and other social conflicts such as corrupt practices, collusion and nepotism.

These changes certainly have implications for the curriculum and education providers, teachers, students and the learning process. Hayati (2020) argues that a teacher must be aware of his abilities that increase over time in terms of education and academic knowledge. Changes towards the 21st century and the acceleration of recovery after the Covid pandemic, the government has responded by making changes in education with the launch of the Curriculum or independent learning program by the Minister of Education, Culture, Research, and Technology, namely Mr Nadiem Makarim, this is a form of evaluation of the improvement of the 2013 curriculum. The implementation of education today is increasingly being promoted about multiple intelligence, which can be interpreted as intelligence in each child; with the development that exists in each child is expected that later students will be able to excel in their respective fields and form a competent person and have a character that has been embedded in him (Baro'ah, 2020).

Adjustments to the implementation of learning in the face of the 21st century and the increasing learning crisis due to Covid-19 that caused learning loss, the government, through the independent curriculum, made a breakthrough, namely independent learning and planting character education through the Pancasila Student Profile Strengthening Project or P5 for short which is the hallmark of the curriculum. The structured form of this curriculum includes the following:

- Activities consisting of extracurricular (activity lesson content).
- Extracurricular (activities to develop talent interests).
- Projects to strengthen the profile of Pancasila students (P5).

The Pancasila Student Profile Strengthening Project (P5) learning concept is integrated learning and is a contextual Cross-Disciplinary Project based on the Pancasila student profile. (Ministry of

Education and Culture of Research and Technology (2021) states that the Pancasila student profile is a character and ability that is built in everyday life and brought to life in each student through the culture of academic units, extracurricular learning, Pancasila student profile strengthening projects, and extracurriculars.

Based on this, it can be understood that P5 is a learning carried out through cross-disciplines to observe and solve problems in the environment around students. The approach taken in this P5 is to use project-based learning. According to Yunus & Gunarsa (2016) there are several advantages of project-based learning, namely being able to increase student motivation to learn, improve problem-solving, make it more active and collaborative, and many other benefits. Through this project-based learning, students also become more critical, responsive to problems, and work well together, and these are the things needed in 21st-century learning. So it can be seen that the relationship between character education and P5 is very closely related to current knowledge because strengthening the Pancasila student profile project (P5) is an effective and optimal means of making and encouraging students to become lifelong learners who have competence, character and behaviour by the values in Pancasila.

Training on cooperation, collaboration, and abilities and skills to help students design systematic problem-solving for the sake of achieving a Pancasila student profile that has six main characteristics, including faith, piety to God Almighty, and noble character; global diversity; mutual aid; self-reliance; critical reasoning; and creativity; is bolstered through a project-based approach to education. Students' identities as Indonesians and global citizens inform the Pancasila Student Profile's emphasis on values in addition to academic prowess, as shown by the six pillars of character listed above. Students in Indonesia are expected to be able to fully realize their talents, contribute to the nation's development, and address environmental issues with the character and skills outlined in the Pancasila student profile.

Implementation of P5 in the Integrated Islamic School Network

The implementation of the Pancasila Student Profile Strengthening Project (P5) has been carried out by many schools in Indonesia in stages, such as schools under the auspices of the Integrated Islamic School Network (JSIT) in Lampung Province such as at SHSIT Insan Mulia Boarding School and SHSIT Daarul Ilmi. The school is an Integrated Islam-based school. In SHSIT Insan Mulia Boarding School, two curriculum implementations are carried out, namely for Class X using the Independent Curriculum and for Classes XI and XII implementing Curriculum 13 (K-13). The implementation of the project to strengthen the profile of Pancasila students in the school is carried out flexibly in terms of material content, the performance of activities and selection of implementation time; these projects are carried out separately both from the objectives, scope, activities of intracurricular and extracurricular activities in the school, and as an existing educational unit, the school can be designed in such a way as the project to be carried out. The designs carried out by the three schools are created so that students can carry out investigative activities, solve problems and make decisions and cooperate in activities to

produce work and product and action from the implementation of the P5. Project-based learning is not only carried out during the performance of the P5 project. According to Via Aini S.Pd, a teacher of SHSIT Insan Mulia Boarding School stated that teachers are also still conducting project-based learning in the implementation of learning activities in their respective subjects (Intracurricular) but have different goals from Project P5; this is because Project on intracurricular activities aims to achieve CP or Learning Outcomes, while the Pancasila Student Profile Strengthening Project has the aim of achieving competence in the Pancasila Student Profile.

The implementation of the P5 Project in all three schools is also based on a guidebook from the Guide to the Development of the Pancasila Student Profile Strengthening Project Guide, Ministry of Education, Ministry of Education, Culture, Research, and Technology; therefore, in its implementation, the schools pay attention to 4 principles that must be done, namely Holistic, Contextual, Student-centered and Exploration. Performance using Holistic Principles helps to study a theme chosen as a whole and combine various views and perspectives, and content in an integrated manner to see connectivity meaningfully in its implementation. The implementation of the project is also supported by Contextual Principles, which are related to the performance of learning based on real experiences experienced by students in everyday life so that the theme chosen in each school can answer and train students in solving problems. Therefore, this is related to the principle that the projects carried out are centred on their respective students. This causes students to be more active in the learning mechanism, and educators act as facilitators who can provide space for students to explore various things in learning. This principle is also related to the Exploratory Principle; the project has a wide exploration area and space for each student from the material, the allocation of learning time to the adjustments made in the learning objectives.

The implementation of the Pancasila student profile project at the school is carried out in class X. By the applicable guidelines, for the Senior High School / Package C levels for class X, take 3 to 4 Pancasila student profile projects with different themes with a total time for the Senior high school Class X level of 486 JP. The pieces determined by the government to be chosen by the education unit are Sustainable Lifestyle, Local Wisdom, Bhinneka Tunggal Ika, Build the Soul and Body, The Voice of Democracy, Engineering and Technology, Entrepreneurship, Employment (Guide to the Development of a Project to Strengthen the Profile of Pancasila Students, 2022). Each school is free to choose the type of theme that will be implemented in their respective schools, such as SHSIT Insan Mulia Boarding School, which selects Build a Soul and Body, Sustainable Lifestyle, and Entrepreneurship. The following is a table of the implementation of the project to strengthen the profile of Pancasila students in integrated Islamic schools at SMAIT Insan Mulia Boarding School:

Table 1. P5 Project Theme at SMAIT Insan Mulia Boarding School

No	Thème	Topic	Teacher	Activities
1	Build His Body and Soul	School Without Bullying	Via Aini, S.Pd.	15 Activities
2	Sustainable Lifestyle	Insan Mulia Cares for the School Environment	Adriansyah, S.Pd.	13 Activities
3	Entrepreneurship	Sustainable Entrepreneurship to form young entrepreneurs who care about the environment	Nur Faradila Tsani, S.Pd. dan Via Aini, S.Pd.	13 Activities

Source: 2023 Research Results Data

Reflection Stage Based on these data, it can be seen that in Phase X in Class X of SHSIT, Insan Mulia Boarding School chose these three themes according to the needs and level of school readiness in implementing these projects. Faith, fear of God Almighty and noble morals, global diversity, mutual cooperation, creative, critical reasoning, and independence in all students' activities were all present in the three winning teams. There are seven phases to this project that follow the "M.E.R.D.E.K.A." framework: "M" for "Motivation," "E" for "Exploration," "R" for "Real Action," and "K" for "Connection."

Table 2. Activities on each theme

No	Thème	Introduction Stage	Contextualization Stage	Action Stage	Reflection Stage
1	Build His Body and Soul	1. Socialization of Reinforcement Project; 2. Exploration of Issue; 3. Early Reflections 4. Talk Show: The dangers of bullying	5. Data Collection, Organization, and Presentation; 6. Build ideas based on the data found; 7. Formative Assessment: presenting ideas for maintaining a school environment without bullying	8. Formative assessment: oration; 9. Formative Assessment: Poster making; 10. Formative assessment: Making Video; 11. Make a declaration of an anti-bullying agreement	13. Evaluation and reflection 14. Summative assessment: evaluation of solutions offered; 15. Follow-up plan in the form of self-evaluation and improvement for the next project
2	Sustainable Lifestyle	1. Socialization Sustainable lifestyle; 2. Explore the problem around; 3. Early Reflections; 4. Talk Show: Waste and its impact on the environment	5. Data Collection, Organization, and Presentation; 6. Build ideas based on the data found; 7. Formative Assessment: presenting environmental hygiene problems that have been observed	8. Formative assessment: Garbage removal; 9. Formative Assessment: Creation of plant garden "TOGA"; 10. Formative Assessment: Presentation of work; 11. Make a wonderful school agreement declaration without waste	12. Evaluation and reflection; 13. Summative Assessment: Evaluation of Solutions Offered
3	Entrepreneurship	1. Talk Show: Getting to Know the Character of Sustainable Entrepreneurship; 2. Know Your Potential; 3. Cultivating an Entrepreneurial Attitude; 4. Know the Potential of the Area Around Us	5. Regional Analysis and Resources (in schools); 6. Local Wisdom and Entrepreneurial Ethics; 7. Formative Assessment: Exploring and Developing Ideas; 8. Formative Assessment: Planning a Business through BMC	9. Collaborate and Work Together; 10. Strategy and Innovation in Entrepreneurship; 11. Product Exhibition	12. Independent and Sustainable Entrepreneurship 13 Reflections

Source: 2023 Research Results Data

The implementation of activities on the three selected themes can be implemented and run smoothly at SMAIT Insan Mulia Boarding School, Pringsewu, Lampung Province, Indonesia by paying attention to important matters. The implementation of activities on the three selected themes can be

implemented and run smoothly at SMAIT Insan Mulia Boarding School, Pringsewu, Lampung Province, Indonesia by paying attention to important matters. The things that these schools pay attention to in implementing at the planning stage are the formation of a team that is the facilitator of the project to carry out planning and implementation in all classes, next is to identify the readiness of the school as an educational unit that runs the program, design the selected dimensions and friends and calculate the allocation of time used. At the design stage, the school also prepares project modules by paying attention to the objectives, topics, flow and duration of these activities, as well as developing activities and assessments of the P5 project and designing a reporting strategy on the results of the projects carried out. The stages of the P5 project-based learning flow in the school are conducted by conducting a diagnostic assessment analysis, the introduction or feel stage, the image or contextual stage, the action or Do step, and the reflection and evaluation stages and follow-up or share stage. The school in the P5 project has carried out each set. This makes activities that have been systematically designed and considered Goals and benefits that can be achieved in the implementation of P5 for class X students of SHSIT Insan Mulia Boarding School, who are included in phase E. The following are some of the things produced by students in the implementation of P5 projects in schools:



Figure.2



Figure.3



Figure.4

Figure.2. Build his body and soul; **Figure.3.** Sustainable lifestyle; **Figure.4.** Entrepreneurship

Activities on each theme are carried out by emphasizing the values of the Pancasila student profile, the culmination of activities in each theme is celebrated with student work degree activities. As a school based on an integrated Islamic school network (JSIT), the themes chosen are then designed and packaged in project-based learning to strengthen the profile of Pancasila students but cannot be separated from the core concept of the integrated Islamic school itself, namely Islam. In Integrated Islamic schools, Islamic values become very important so that they must be in every dimension of the Pancasila Student Profile. The value of the Pancasila Student Profile which is equipped with the application of Islamic values for students in integrated Islamic schools based on Islamic Schools can run easily and

purposefully in fostering the character of students, because character education is the basis and foundation for a person (Maisyaroh et al., 2023).

Through the application of the Pancasila Student Profile, it is hoped that students in schools will be able and able to develop their character so that they can form good behaviour in each student with the 6 main dimensions of the Pancasila student profile. Implementing the dimensions of the Pancasila student profile in integrated Islamic schools can be seen as the first dimension of faith, purity of God, and noble character. In this dimension, since the beginning, an integrated Islamic school has habituated all students always to have faith in God and understand religious teachings and noble character in religion, Personal, Human, Religious and State. The second dimension of global diversity can be shown by the attitude of students to participate in maintaining the nation's culture and the culture of their respective regions. Can establish good relationships between various tribes, religions, races and between groups. At the same time, the dimension of working together has been shown by students during the project with the establishment of collaboration, caring between friends and sharing. Other dimensions shown by students in the school are also clearly visible in the sizes of independence, critical reasoning and creativity. Students can solve problems independently and are full of creativity by producing something original that has meaning and impact on themselves and their environment. This process is very important in the learning environment at school because it will provide understanding to students regarding their patterns of thinking, knowledge and intelligence (Pramono et al., 2023).

Conclusion

Changes and developments in Science and Technology that occurred towards the 21st Century have caused changes in the use of technology in the field of education, and the increasing learning crisis during the Covid-19 Pandemic has caused Learning Loss. These things have a direct impact on the problems in the character of students because the development of science and technology that occurs without being accompanied by moral qualities and experience and the application of good religious values will be able to damage the order of people's lives. Therefore, character education is needed in the development of values and culture. The changes have encouraged the government to make breakthroughs through an independent curriculum. The curriculum implementation is gradually carried out in all Indonesian schools with various programs such as Strengthening the Pancasila Student Profile Project (P5) in integrated Islamic network schools, for example, at SHSIT Insan Mulia Boarding School. This research shows that character education is carried out in integrated Islamic Schools by periodically implementing programs from the Merdeka Curriculum. Because in addition to religious education, which is the basis of the school, integrated Islamic schools also implement learning curricula that come from the ministry of education, such as the Pancasila Student Profile Strengthening Project (P5).

The implementation of the project is carried out through 3 stages, namely project planning, project implementation process, and project evaluation. The implementation of this project was carried out in

Phase E at SMAIT Insan Mulia Boarding School by selecting 3 themes, namely Entrepreneurship, Sustainable Lifestyle, and building the Spirit and Body. At the planning stage, facilitators are formed, identifying school readiness, designing dimensions, themes and time allocations, and preparing models and project reporting strategies. Meanwhile, in the implementation stage, there have been several steps, namely the Introduction, Contextual, Action, and share stages. In the final stage, the evaluation process is carried out in the P5 project. Evaluation activities are open and not only in the final result but also in project preparation activities, so it can be said that the evaluation of P5 implementation is more towards the process with assessments carried out on the self-growth of students, educators, and schools as academic units. In addition, two-way reflection is also carried out between educators and students can reflect and discuss together the developments that occur at each stage of project making. Through this project, it has been shown that students in the integrated Islamic school have displayed a profile of Pancasila students who are shown with a good understanding of the concept of their identity, groups and the existence of adequate knowledge of the components of global diversity in culture by respecting the form of plurality and appreciating the differences that occur and becoming students with character.

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