

Collaborative Strategies for Islamic Character Formation Through The Pancasila Student Profil Project at MAN 2 Model Medan

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ABSTRACT

Character education is a crucial pillar in shaping a generation that excels morally and spiritually. This study aims to analyze collaborative strategies for Islamic character formation based on the Pancasila Student Profile Project (P5) at MAN 2 Model Medan. The research employs a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and document analysis. The findings reveal that integrating Islamic and Pancasila values through P5 creates a strong synergy in fostering students' Islamic character. The involvement of teachers, students, and external parties in implementing this project strengthens the values of collaboration, tolerance, and responsibility. The implications of this research highlight the importance of enhancing collaborative strategies as a model for character-based Islamic education in educational institutions.

Keywords: *Islamic Character, Pancasila Student Profile Project, Collaborative Strategies, Education*

1. INTRODUCTION

Character education has become one of the main agendas in the national education system, aiming to shape a generation that excels not only academically but also possesses noble character, integrity, and the ability to live harmoniously in diversity. Amid the challenges of globalization and technological advancement, the formation of students' Islamic character that is relevant to national values has become increasingly urgent. The alignment of Islamic values with the principles of Pancasila provides a strong foundation for shaping a religious, tolerant, and moderate generation.

The **Pancasila Student Profile Project (P5)**, initiated by the Ministry of Education, Culture, Research, and Technology, is one of the strategic efforts to integrate character values with project-based learning activities. This project emphasizes six main dimensions: belief in and devotion to God, global diversity, mutual cooperation, independence, critical thinking, and creativity. The

implementation of P5 in religious schools such as MAN 2 Model Medan provides an opportunity to integrate Islamic values into character education based on Pancasila in a holistic manner.

MAN 2 Model Medan, as a madrasa committed to Islamic character formation, has developed collaborative strategies in implementing P5. This strategy involves various parties, including teachers, students, parents, and the community. This cross-element collaboration aims not only to strengthen the character of students but also to create synergy between Islamic values and national values in daily life.

This study aims to explore the collaborative strategies applied at MAN 2 Model Medan in forming students' Islamic character through P5. This research is important as it can provide both theoretical and practical contributions to the development of Islamic character education that is relevant to national context and diversity.

The main focus of this research is:

1. To analyze the collaborative strategies used to integrate Islamic values with P5.
2. To identify the challenges faced in the implementation of these strategies.
3. To explain the impact of collaborative strategies on the formation of student character at MAN 2 Model Medan.

This study is expected to provide a comprehensive overview of how collaboration between educational elements can create a learning ecosystem that supports the formation of a strong Islamic character, relevant to the challenges of the global era, and in alignment with the values of Pancasila.

2. METHODS

This research uses a qualitative research type with a phenomenological approach. According to Moleong, qualitative research is research aimed at understanding the phenomena of the research subject, such as behavior, perceptions, motivations, actions, and others, using descriptive explanations in the form of sentences and language. (Lexy J. Moleong:1989) Phenomenological studies are studies about knowledge derived from consciousness or a way of interpreting an object or event consciously. (Hasbiansyah: 2008) In phenomenological studies, the awareness of human experience is a key focus in research, allowing the meaning of the experiences to be revealed.

The purpose of this research is to examine how Islamic character values are implemented through the Pancasila Profile Project activities at MAN 2 Model Medan, and to what extent this project can strengthen Islamic character in students. This study is expected to contribute to the development of integrative and contextual character education, particularly in Islamic educational institutions in Indonesia.

This research was conducted at MAN 2 Model Medan. The research period started from July to November 2024.

The research employs the following data collection methods and instruments:

1. **Observation:** This involves observing the management planning for curriculum development. The type of observation used is non-participant observation, where the researcher is not part of the subject being observed.
2. **Interviews:** The interview technique used is semi-structured interviews. In semi-structured interviews, the researcher prepares a set of questions in an interview guide, but these questions are used to direct the flow of the interview session. In semi-structured interviews, efforts are made to build rapport with respondents. The researcher can follow the interests and concerns of the informants, allowing for more freedom in exploring interesting issues that arise.
3. **Documentation:** Documentation is a data collection technique that gathers information from various sources or information related to the research subject. In documentation, data collection is analyzed to gain insights about the subject. The documents to be analyzed include the school's history, curriculum, the condition of teachers and students, as well as the facilities and infrastructure at MAN 2 Model Medan.

The data analysis in this research is based on the three steps proposed by Miles and Huberman: data reduction, data presentation, and conclusion drawing.

3. FINDINGS AND DISCUSSION

This study aims to analyze the collaborative strategies in the formation of Islamic character through the Projek Profil Pelajar Pancasila (P5) at MAN 2 Model Medan. The results of the study show that the program

implementation is carried out through a collaborative approach involving teachers, parents, students, the community, and religious institutions. This strategy has proven effective in instilling Islamic values such as faith, tolerance, mutual cooperation, and integrity, which are integrated with the dimensions of the Profil Pelajar Pancasila.

The formation of Islamic character through the *Projek Profil Pelajar Pancasila (P5)* is an integrative educational approach, combining Islamic values with the values of Pancasila to create students who are religious, tolerant, and have a national outlook. MAN 2 Model Medan, as an Islamic-based educational institution, has developed various collaborative strategies in implementing this program, involving various stakeholders such as teachers, students, parents, and the community.

1. Collaborative Strategies in the Implementation of Islamic Values through P5 at MAN 2 Model Medan

The implementation of Islamic values through P5 at MAN 2 Model Medan is designed using a collaborative approach, involving the following aspects:

a) **Role of Teachers as Facilitators and Role Models** Teachers not only act as instructors but also serve as role models in Islamic behavior. Teachers at MAN 2 are trained to integrate Islamic character values such as honesty, discipline, and justice into every subject. This approach refers to character education theory, which emphasizes the importance of modeling behavior.

b) **Involvement of Parents in Character Formation** Involving parents in this program is done through parenting activities and regular discussions. The aim is to ensure that the values taught at school align with the family environment.

c) **Collaboration with the Community and Religious Institutions** Collaboration with community leaders, clerics, and local religious institutions provides a practical dimension to character education. For example,

community service programs teach religious tolerance and mutual cooperation as universal values in Islam and Pancasila.

d) **Implementation of Value-Based Project Methods** Students are involved in value-based projects related to Islamic and Pancasila values, such as service learning in the community, interfaith discussions, and other social activities. This method allows students to learn contextually (Widiastuti, 2022).

2. Integration of Islamic Values with the Profil Pelajar Pancasila

The Projek Profil Pelajar Pancasila is designed with six main dimensions: belief and devotion to the One God, global diversity, mutual cooperation, independence, critical thinking, and creativity. At MAN 2, these dimensions are integrated with:

a) **Faith and Devotion Values:** Through activities such as communal prayers, religious studies, and Quran memorization, students are strengthened in their spiritual aspects.

b) **Global Diversity and Tolerance:** The program also emphasizes interfaith and intercultural dialogue to enhance understanding of diversity.

c) **Mutual Cooperation and Independence:** Student involvement in social activities, such as social service or environmental cleaning, reflects the Islamic spirit of contributing to society.

3. Challenges and Solutions in Implementation

a) **Challenges in implementing P5 at the madrasah can be outlined as follows:** Lack of understanding from parents about P5.

b) **Limited resources supporting the program.**

c) **Resistance to the application of new values in society.**

This research supports previous findings about the importance of collaboration in the formation of Islamic character. For comparison, the study by **Suyadi (2021)** revealed that effective character education requires synergy

between the family environment, schools, and communities in building a holistic educational ecosystem. This result is in line with our findings, where MAN 2 Model Medan successfully utilized a collaborative approach to implement integrated Islamic values. Another study by **Widiastuti (2022)** highlighted the importance of project-based learning methods in enhancing students' understanding of character values. At MAN 2 Model Medan, this method is applied through programs such as service learning and social projects based on Islamic and Pancasila values. This shows that project-based approaches are effective in developing students' critical, creative, and tolerant attitudes. Additionally, this study supports the research by Zakiyah (2020), which emphasizes the importance of parental involvement in character education. By holding parenting sessions, MAN 2 Model Medan ensures the continuity of Islamic values at home and school, making the character formation process more effective. However, some challenges were also found, such as resistance from the community towards new programs and limited supporting facilities. These findings are consistent with the previous research by Rahmawati (2019), which noted similar challenges in implementing collaborative-based character education. To address these challenges, a more participatory approach involving the community is necessary.

Key Findings Comparing Previous Studies:

Previous Research	Key Findings	This Study
Suyadi (2021)	Collaboration between teachers, parents, and the community is essential for Islamic character education.	The implementation of Islamic values at MAN 2 uses a collaborative approach.

Widiastuti (2022)	Project-based learning is effective in shaping tolerant and creative character.	Projects such as service learning strengthen the Pancasila dimensions.
Zakiyah (2020)	Parents must be involved for continuity of values at home and school.	Parenting sessions help synchronize Islamic and Pancasila values.
Rahmawati (2019)	Challenges include community resistance to new programs.	Community resistance is addressed through intensive dialogue and socialization.

4. CONCLUSION

The research on the Collaborative Strategy for the Formation of Islamic Character through the Pancasila Student Profile Project (P5) at MAN 2 Model Medan shows that a collaborative approach is the key to successfully integrating Islamic values with the dimensions of the Pancasila Student Profile (P5). The implementation of this program involves various parties, including teachers, parents, students, the community, and religious institutions, all of whom contribute significantly to building a holistic Islamic character education ecosystem.

The key findings of this study include: a. Role of Teachers: Teachers at MAN 2 Model Medan act as facilitators and role models, integrating Islamic values with project-based learning. b. Involvement of Parents: Parents are actively involved through parenting sessions to ensure continuity of Islamic character education between home and school. c. Community Collaboration: Support from the community and religious institutions provides a practical dimension to character formation through social activities and interfaith dialogue. d. Value-Based Project Method: This approach has proven effective in enhancing religious attitudes, tolerance, mutual cooperation, and creativity among students. Overall, this study emphasizes that the collaborative strategy in forming Islamic character not only strengthens Islamic values but also promotes national values that harmonize with Pancasila. This approach is

relevant for wide application as an inclusive and adaptive character education model that addresses the challenges of the times.

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