



Developing a Learning Design Project for Strengthening the Profile of Pancasila and Rahmatan Lil 'Alamin Students for Madrasah Aliyah Students in East Lampung Regency

Dhoni Kurniawati ^{1*}, Laila Nursafitri ², Apri Kurniasih ³, Arif Mahya Fanny ⁴

^{1,2,3} STAI Darussalam Lampung

⁴ PGRI Adi Buana University Surabaya

* Email: [*ummuzaidarrasy@gmail.com](mailto:ummuzaidarrasy@gmail.com)

Article Information**Abstract****Keywords:**

Development;
Pancasila Profile;
Learning Design;

Sent:

06-01-2024

Accepted:

20-02-2024

Published:

27-03-2024

Saat ini Kementerian Agama menetapkan kebijakan implementasi Kurikulum Merdeka pada madrasah. Pada Madrasah yang menerapkan Kurikulum Merdeka, maka struktur kurikulumnya terbagi menjadi pembelajaran intrakurikuler dan pembelajaran berbasis proyek secara simultan dan diterapkan lintas mata pelajaran atau aspek perkembangan anak, dalam rangka memberi penguatan karakter pelajar Pancasila dan pelajar Rahmatan lil 'Alamin. Penelitian ini bertujuan untuk mengembangkan desain pembelajaran Proyek Penguatan Profil Pelajar Pancasila dan Pelajar Rahmatan lil 'Alamin yang layak bagi siswa Madrasah Aliyah di Kabupaten Lampung Timur. Hasil produk dalam penelitian ini dapat dijadikan acuan atau referensi dalam melaksanakan Proyek Penguatan Profil Pelajar Pancasila dan Pelajar Rahmatan lil 'Alamin.

Abstract

Currently, the Ministry of Religion has established a policy for implementing the Independent Curriculum in madrasahs. In Madrasahs that implement the Merdeka Curriculum, the curriculum structure is divided into intracurricular learning and project-based learning simultaneously and is applied across subjects or aspects of child development, in order to strengthen the character of Pancasila students and Rahmatan lil 'Alamin students. This research aims to develop a learning design for the Pancasila Student Strengthening Project and Rahmatan lil 'Alamin Student Profile that is suitable for Madrasah Aliyah students in East Lampung Regency. The product results in this research can be used as a reference or point of reference in implementing the Project for Strengthening the Profile of Pancasila and Rahmatan lil 'Alamin Students.



INTRODUCTION

Currently, Indonesia is towards the golden generation 2045. The golden generation is related to how the Indonesian generation will be when they are 100 years old when they become independent. In 2045, Indonesia will be exactly 100 years old, this country will already have generations of global citizens who are transcultural, but must continue to live and develop in Indonesia's identity and culture as an eternal nation (Darman, 2017) . Indonesia's golden generation is expected to have comprehensive intelligence (productive and innovative), be peaceful in their social interactions, have strong character, be healthy, be healthy in their interactions, and have superior civilization (Oktari, 2021) . The government through Presidential Decree No. 87 of 2017 states that the character of a cultured nation includes religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, spirit of friendship, love of the country, respect for achievements, communicative, loves peace, likes reading, cares about the environment, cares about society, and is responsible.

In order to prepare a golden generation, the government and educational implementers continue to make the education for all process *the* main way and make it work that needs to be completed (Darman, 2017) . One thing that is important to pay attention to in the educational process is the curriculum. Currently the Ministry of Education and Culture is promoting the implementation of the Independent Curriculum (IKM). The independent curriculum is a curriculum that was born from a condition where society needed a new paradigm in education. Implementation of the independent curriculum Refers to Minister of Education and Culture Decree No. 262 of 2022. Furthermore, the Ministry of Religion determines the policy for implementing the Independent Curriculum in madrasahs through Decree of the Minister of Religion Number 347 of 2022 concerning Guidelines for Implementing the Independent Curriculum in Madrasahs.

In Madrasahs, both RA, MI, MTs, MA, and MAK which implement the Independent Curriculum, the structure of the independent curriculum is divided into intracurricular learning and project-based learning simultaneously and is applied across subjects or aspects of child development, in order to strengthen the character of Pancasila students and student Rahmatan lil 'Alamin. In determining learning hours and models, the government provides authority based on students' learning needs in allocating learning time needs.

Learning becomes more structured if it follows the learning design that has been prepared. Learning design is an iterative process of planning performance targets, selecting learning strategies, selecting media and selecting or creating materials, and evaluation (M.

Branch, 2009) . The micro form of learning design is a lesson unit or learning implementation plan (Prawiladilaga, 2014) . So that the learning message can be conveyed effectively, in preparing the learning design you should pay attention to the principles of learning message design, namely the principles of readiness and motivation, use of attention-focusing devices, active participation of students, repetition, feedback, and action on irrelevant material (Gafur , 2012) . Moreover, it should create an effective and comfortable learning atmosphere by getting students used to always being active and cooperative during the teaching and learning process so that education quality targets can be achieved (Asykur et al., 2021) . The process of designing learning must also pay attention to the prevailing value system and changes that occur in society (Samsudin & Junaidin, 2021) .

In the Independent Curriculum in Madrasahs there are the terms Pancasila Student Profile (P5) and Rahmatan lil 'Alamin Student Strengthening Project (P4R). The profile of Pancasila Students and Rahmatan lil 'Alamin Students in question are students who have patterns of thought, thinking and behavior that reflect the universal noble values of Pancasila and uphold tolerance for the sake of realizing national unity and world peace. Student profiles also have knowledge and thinking skills, including: critical thinking, problem solving, metacognition, communication, collaboration, innovation, creativity, information literacy, piety, noble character, and moderation in religion (Direktorat KKSK Madrasah, 2022) These various values are important To be cultivated in students because it will protect generations from the onslaught of westernization, radicalism, atheism, communism and even liberalism which have begun to spread in society. The Pancasila Student Profile is a formulation of national educational ideals as well as a synthesis of various references including the results of studies in Indonesia and also at the international level (Irawati et al., 2022) . The Pancasila Student Profile has implications for the formation of students' personal resilience. Apart from that, the Pancasila Student Profile has the main objectives, namely maintaining the nation's noble and moral values, readiness to become world citizens, monitoring social justice, and achieving 21st Century competencies (Rusnaini et al., 2021) . Student profile competencies pay attention to internal factors related to the identity, ideology and ideals of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st Century which is facing the industrial revolution 4.0, as well as religious moderation (Direktorat KKSK Madrasah, 2022) .

Currently, there are still many teachers at madrasahs, especially Madrasah Aliyah in East Lampung, who do not understand the implementation of the Independent Curriculum. A total of 30 respondents from 7 Madrasah Aliyah in East Lampung Regency stated that they

had attended training on the Implementation of the Independent Curriculum (46.7%), teachers had difficulty understanding the Implementation of the Independent Curriculum (63.3%), teachers had not been able to develop teaching tools in the curriculum independent (50%), teachers do not yet understand the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students (46.7%), and teachers have not been able to develop the module for the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students (50%). Teachers also need examples of modules to use as references. Thus, it is necessary to develop a learning design for the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students that is appropriate for Madrasah Aliyah students in East Lampung Regency.

This research aims to produce a learning design for the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students that is suitable for Madrasah Aliyah students in East Lampung Regency. The product developed in this research is a learning design which is realized in the Project Module for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students. Based on the results of a literature search, no research has been found that has developed the same product as this research. The product results in this research can be used as a reference or reference in implementing the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students.

RESEARCH METHODS

This research uses a Research and Development (RnD) approach. The development model used in this research is the 4D Define, Design, Development and Disseminate developed by Thiagarajan. The methods used are validation questionnaires, response questionnaires and field notes. The components of the research instrument are presented in the following table:

Table 1. Components of the validation questionnaire instrument for the learning design project strengthening Pancasila and Rahmatan lil 'Alamin Student Profiles

NO.	Aspect	Number of Items
1.	Teaching Module Components	5
2.	Learning Project Design	7

Table 2. Components of the user response questionnaire instrument for the learning design project strengthening Pancasila and Rahmatan lil 'Alamin Student Profiles

NO.	Aspect	Number of Items
1.	Ease of Use of Teaching Modules	3
2.	Learning Project Design	7

In this research the data obtained is in the form of qualitative data and quantitative data. The data obtained at the defining stage is in the form of qualitative and quantitative data. User response data is presented in percentage form (%). Meanwhile, in the expert validation process, the data obtained is quantitative data. The data results from expert validation are then converted to see the level of feasibility of the learning design. The level validity of the learning design of the Pancasila and Rahmatan lil 'Alamin Student Profile Strengthening Project is determined based on score conversion guidelines (Azwar, 2016) .

RESEARCH RESULT

This research aims to develop a learning design for the Pancasila Student Profile Strengthening Project (P5) and the lil 'Alamin Student Profile Strengthening Project. This research uses 4D model development research, namely Define, Design, Development and Disseminate developed by Thiagarajan. The results of research and development using these steps are described as follows:

Define (definition)

At this stage, carry out a preliminary study by distributing a questionnaire on learning design needs for the Project for Strengthening the Profile of Pancasila Students (P5) and the Project for Strengthening the Profile of Lil' Alamin Students, searching for references needed in the learning design design process for the Project for Strengthening the Profile of Students for Pancasila (P5) and the Project for Strengthening Lil 'Alamin Student Profile, as well as formulating problems. Based on this process, it is known that currently there are still many teachers in madrasas, especially Madrasah Aliyah in East Lampung, who do not understand the implementation of the Independent Curriculum. A total of 30 respondents from 7 Madrasah Aliyah in East Lampung Regency stated that they had attended training on the Implementation of the Independent Curriculum (46.7%), teachers had difficulty understanding the Implementation of the Independent Curriculum (63.3%), teachers had not been able to develop teaching tools in the curriculum independent (50%), teachers do not yet understand the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students (46.7%), and teachers have not been able to develop the module for the

Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students (50%). Teachers also need examples of modules to use as references. Thus, it is necessary to develop a learning design for the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students that is appropriate for Madrasah Aliyah students in East Lampung Regency.

Design (draft)

At this stage, we design a learning design in the form of a project module to strengthen the Student Profile of Pancasila and Rahmatan lil 'Alamin. The steps taken in this stage are:

- a. Conduct learning analysis
- b. Designing an outline of the project module for strengthening the Pancasila and Rahmatan lil 'Alamin Student Profile. At this stage, the systematics used in the project module are obtained, namely:
 - 1) Homepage
 - 2) Project Module. Developed project themes:
 - a) Sustainable Lifestyle
 - b) Wake up your body and soul
 - c) Entrepreneurship
 - 3) Bibliography
- c. Designing learning activities for a project to strengthen the Pancasila and Rahmatan lil 'Alamin Student Profile with the following module components:
 - 1) Project Description
 - 2) Dimensions of Pancasila and Rahmatan lil 'Alamin Student Profiles
 - 3) Project Flow
 - 4) Project Activities
 - 5) Assessment
 - 6) Attachments: Worksheets, Instruments and Assessment Rubrics

Development

The project module that has been designed is then developed into a module that is ready to be validated. Validation includes experts in the field of Independent Curriculum which includes two people. The validation results are presented in the following table:

Table 4 . Validation results of the Project Module for Strengthening Pancasila and Student Profiles Rahmatan lil 'Alamin

NO.	Aspect	Expert I	Expert II
1.	Teaching Module Components	16	21
2.	Learning Project Design	22	21
Total score		38	42
Average		40	

The average score obtained from the validation results shows that the product is in the feasible category. Next, revise the project module to strengthen the Pancasila and Rahmatan lil 'Alamin Student Profile.

DISCUSSION

The Pancasila Student Profile is one of the implementations of Indonesian students who are continuously expected to have global abilities and character in accordance with the values contained in Pancasila. The Pancasila students referred to are students who are able to apply character in everyday life which is directly related to what is contained in the Pancasila principles. Because in Pancasila, one principle and the other principles are interrelated. The aim of strengthening the character of education in realizing Pancasila Students is basically to encourage the birth of good human beings, who have six main characteristics, namely critical reasoning, creativity, independence, faith and devotion to God Almighty, noble character, mutual cooperation and global diversity. The hope is that students will be able to independently improve, use their knowledge, study, and internalize and personalize character values and noble morals which can be realized in everyday behavior (Kahfi, 2022) . The Pancasila student profile can also be used as lifelong education, which means education that is carried out until the end of life.

Basically, character education through the Pancasila Student Profile provides students with an understanding of having character that is in accordance with the values contained in Pancasila. Because Pancasila is one of the guidelines for the Indonesian nation. The values contained in Pancasila are values that are related to each other and are in accordance with the life of the Indonesian nation. So that the Pancasila Student Profile is able to help in learning the character of education, where this can be seen from the first point that the Pancasila Student Profile is able to teach students as a generation of the nation to have faith and piety in accordance with their respective beliefs and religion, where students also need to have an

attitude. To get closer to God Almighty, this is in accordance with the first principle of Pancasila. Not only that, the Pancasila Student Profile is also able to teach students as the nation's successors to be able to understand that basically we are social creatures where humans are related to each other to help and respect each other, apart from that, with the Pancasila Student Profile in the character of education can instill character in students as the nation's next generation to have an attitude of unity in the diversity of the Indonesian nation (Kurniastuti et al., 2022) .

The profile of Pancasila Students and Rahmatan lil 'Alamin Students in question are students who have patterns of thought, thinking and behavior that reflect the universal noble values of Pancasila and uphold tolerance for the sake of realizing national unity and world peace. Student profiles also have knowledge and thinking skills, including: critical thinking, problem solving, metacognition, communication, collaboration, innovation, creativity, information literacy, piety, noble character, and moderate in religion (Directorate of KKSK Madrasah, 2022) . These various values are important to cultivate in students because they will protect the generation from the onslaught of *westernization* , radicalism, atheism, communism and even liberalism which have begun to spread in society. The Pancasila Student Profile is a formulation of national educational ideals as well as a synthesis of various references including the results of studies in Indonesia and also at the international level (Irawati et al., 2022) . The Pancasila Student Profile has implications for the formation of students' personal resilience. Apart from that, the Pancasila Student Profile has the main objectives, namely maintaining the nation's noble and moral values, readiness to become world citizens, monitoring social justice, and achieving 21st Century competencies (Rusnaini et al., 2021) . Student profile competencies pay attention to internal factors related to the identity, ideology and ideals of the Indonesian nation, as well as external factors related to the context of life and challenges of the Indonesian nation in the 21st Century which is facing the industrial revolution 4.0, as well as religious moderation (Direktorat KKSK Madrasah, 2022) .

This research produced a product in the form of a Project Module strengthening the Student Profile of Pancasila and Rahmatan lil 'Alamin. Several previous studies have not developed the same product. Development of the Kepoh Teaching Module (Professor Hana's Educational Comic) Material on Changes in Form of Objects for Class III Elementary School (Hafidzah et al., 2021) . This research also developed a learning design but produced an open module product for third grade elementary school students. Development of Practical Project Based Learning (PjBL) Teaching Modules for Prospective Physics Teacher Students (Sari et al., 2019) . The teaching module developed in this research is a Project Based Learning (PjBL)

based teaching module which is rated as a valid and practical teaching module. This teaching module contains course material for physics education students. Development of Guided Discovery-Based Learning Design to Improve Mathematical Critical Thinking Abilities (Handayani et al., 2020) . This research produces learning tools and designs that are suitable for use and implementation after meeting valid and practical criteria.

CONCLUSION

This research produces a learning design for the Project for Strengthening the Profile of Pancasila Students and Rahmatan lil 'Alamin Students that is suitable for Madrasah Aliyah students in East Lampung Regency. This learning design is realized in the form of a project module consisting of three project themes, namely Sustainable Lifestyle, Build Your Body and Soul, Entrepreneurship. In this research there are still shortcomings, namely the testing and dissemination stages. Thus, it is hoped that there will be further research to carry out trials and dissemination.

BIBLIOGRAPHY

- Asykur, A., Zainiyati, HS, & Munawaroh, S. (2021). Jerold E. Kemp's Hadith Model Learning Design Multimedia Based on Al-Qur'an in Madrasah Tsanawiyah. *JPDI (Indonesian Journal of Basic Education)* , 6 (1), 13. <https://doi.org/10.26737/jpdi.v6i1.2262>
- Azwar, S. (2016). *Preparation of Psychological Scales. Edition 2* . Student Library.
- Darman, RA (2017). PREPARING INDONESIA'S GOLDEN GENERATION IN 2045 THROUGH QUALITY EDUCATION. *Informatics Edict* , 3 (2), 73–87. <https://doi.org/10.22202/ei.2017.v3i2.1320>
- Madrasah Directorate of KKSK. (2022). *Project Development Guide for Strengthening the Pancasila Student Profile & Rahmatan Lil Alamin Student Profile* . Director General of Indonesian Education.
- Gafur, A. (2012). *Learning Design: Concepts, Models, and Applications in Learning Implementation Planning* . Wave.
- Hafidzah, H., Subayani, MW, & Alfiansyah, I. (2021). DEVELOPMENT OF THE KEPOH TEACHING MODULE (PROFESSOR HANA'S EDUCATIONAL COMICS) MATERIAL ON CHANGING THE FORM OF OBJECTS FOR CLASS III PRIMARY SCHOOL. *JTIEE (Journal of Teaching in Elementary Education)* , 05 (01). <https://garuda.kemdikbud.go.id/documents/detail/2142813>
- Handayani, S., Caswita, & Nurhanurawati. (2020). *Development of Guided Discovery-Based Learning Design to Improve Mathematical Critical Thinking Ability* . <https://doi.org/10.31004/cendekia.v4i2.344>

- Irawati, D., Iqbal, AM, Hasanah, A., & Arifin, BS (2022). Profile of Pancasila Students as an Effort to Realize National Character. *Edumaspul: Journal of Education* , 6 (1), Article 1. <https://doi.org/10.33487/edumaspul.v6i1.3622>
- Kahfi, A. (2022). Implementation of the Pancasila Student Profile and its Implications for Student Character in Schools. *Sharpened* . <https://stai-binamadani.ejournal.id/jurdir/article/download/402/318/>
- Kurniastuti, RN, Nuswantari, N., & Feriandi, YA (2022). Implementation of the Pancasila Student Profile as a Form of Character Education for Middle School Students. *NATIONAL SOCIAL SEMINAR, SCIENCE, EDUCATION, HUMANITIES (SENASSDRA)* , 1 (1), Article 1.
- M. Branch, R. (2009). *Instructional Design: The ADDIE Approach* . Jumper.
- Octary. (2021). *Are you ready to become the Golden Generation 2045 | Indonesia is Good* . <https://indonesiabaik.id/infografis/cepatkah-kamu-jadi-generation-emas-2045>
- Prawiladilaga, DS (2014). *Insights Educational Technology* . Kencana.
- Rusnaini, R., Raharjo, R., Suryaningsih, A., & Noventari, W. (2021). Intensification of the Pancasila Student Profile and Its Implications for Students' Personal Resilience. *Journal of National Resilience* , 27 (2), Article 2. <https://doi.org/10.22146/jkn.67613>
- Samsudin, S., & Junaidin, J. (2021). PRINCIPLES AND DESIGN MODELS IN LEARNING. *Fitrah: Journal of Educational Studies* , 12 (1), Article 1. <https://doi.org/10.47625/fitrah.v12i1.361>
- Sari, LP, Hatchi, I., & Siregar, DA (2019). Development of Practical Project Based Learning (PjBL) Teaching Modules for Prospective Physics Teacher Students. *JOURNAL OF EDUCATION AND DEVELOPMENT* , 07 (03).