



Enhancing Students' Creativity in Food Processing Through The Implementation Of P5ra Mentoring At Min 1 Labuhanbatu

Wina Handayani¹, Ika Sundari², Zulhimma³

UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan

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Correspondence:

Wina Handayani

winabatoeba@gmail.com

ABSTRACT

This Community Service Program (PKM) conducted at MIN 1 Labuhanbatu aims to enhance teachers' competency in implementing the Independent Curriculum (Kurikulum Merdeka) and to foster students' creativity and skills through the Pancasila Student Profile and Rahmatan lil 'Alamin Project (P5RA). The program began with a four-day training series covering curriculum policy updates, the development of the Madrasah Operational Curriculum (KOM), module and assessment design, and project planning for P5RA. The subsequent phase involved mentoring students in a local food-processing project, specifically producing rengginang pulut (glutinous rice crackers) by Grade 5A students. The results indicate improved teacher capability in designing and implementing project-based learning aligned with the Independent Curriculum. Students also demonstrated increased creativity, collaboration, and technical proficiency through hands-on food processing stages, including material preparation, mixing, steaming, shaping, drying, and packaging. Furthermore, the project fostered entrepreneurial values as the final product was marketed at the school canteen in both raw and ready-to-eat packaging.

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Introduction

As the world continues to change at an increasingly rapid pace, every aspect of life is required to adapt education is no exception. Entering the era of Society 5.0, humans are expected not only to utilize technology, but also to coexist with it as an integral part of daily life. Without this ability, individuals and institutions risk being left behind (Handayani et al., 2025). The transformation of Indonesia's national education system marked by the implementation of the Kurikulum Merdeka across all levels represents a comprehensive effort to improve the quality of education for every learner, regardless of their background (Kemendikbudristek, 2022). Curriculum reform is inevitable, as Indonesia has yet to attain its ideal form of education. Various social, cultural, systemic, political, economic, and technological factors significantly shape the character of the nation's educational landscape. Through ongoing curriculum changes, it is hoped that meaningful improvements and greater educational success can be achieved (Nuril Lubaba & Alfiansyah, 2022). The Kurikulum Merdeka grants teachers greater autonomy to design learning experiences that align with the characteristics of their students while also considering the context of their educational institution. At the same time, the curriculum underscores the importance of 21st-century learning skills as a strategic effort to prepare the nation's future golden generation (Irawati, 2024). The envisioned "golden generation" is not only intellectually capable but also grounded in strong character, equipped with essential life skills, creativity, and a spirit of moderation. A balanced integration of competence and character is expected to become a powerful foundation for Indonesia as it moves toward the vision of a Golden Indonesia 2045 (Ernawati & Rahmawati, 2022). To realize this vision, learning in the Kurikulum Merdeka does not rely solely on intracurricular subjects. Instead, it integrates both intracurricular and cocurricular components through the Projek Penguatan Profil Pelajar Pancasila (P5), creating a more holistic and meaningful learning experience (Haq et al., 2023).

As Islamic-based educational institutions, madrasahs operate under the same national education policies applied to general schools, but with certain adaptations tailored to their unique characteristics and needs. Islamic values are integrated throughout the learning process to strengthen the identity and

distinctiveness of the madrasah (haryanti mustika, 2024). Thus, Islamic values continue to shape the ways in which the madrasah community thinks, behaves, and responds to educational dynamics, influencing both policy interpretation and practical implementation. To support the Projek Penguatan Profil Pelajar Pancasila (P5) within madrasahs, the Directorate General of Islamic Education through the Directorate of KSKK Madrasah has issued the Guidelines for the Development of the Projek Penguatan Profil Pelajar Pancasila dan Rahmatan lil 'Alamin (P5RA).

Furthermore, these guidelines serve as an adaptation of the Guidelines for Developing the Projek Penguatan Profil Pelajar Pancasila published by the Agency for Educational Standards, Curriculum, and Assessment under the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. The P5RA guidelines are specifically designed for madrasahs, which operate under the authority of the Ministry of Religious Affairs (Ramdhani, 2022). One of the distinctive features of P5 implementation in madrasahs is the inclusion of Rahmatan Lil 'Alamin values, resulting in what is known as P5RA. The concept of Rahmatan Lil 'Alamin refers to principles of conduct and worldview that guide the practice of Islam in a manner that aligns with the nation's societal and state context. Its aim is to ensure that religious expression contributes to the common good while upholding human dignity within the practice of faith (Suwandi & Rifki, 2024).

P5RA is a collaborative, interdisciplinary learning approach designed to bridge classroom instruction with real-life experiences. Therefore, its implementation must be contextualized by taking into account the resources, needs, and characteristics of both the madrasah and its students (Ramdhani, 2022). Project-based learning within the P5RA framework aims to strengthen the development of student competencies, particularly in nurturing faith, piety to God Almighty, noble character, global citizenship, cooperation, independence, critical reasoning, creativity, and the embodiment of values rooted in *Rahmatan Lil 'Alamin* (Direktur KSKK Madrasah, 2023). The *Projek Penguatan Profil Pelajar Pancasila* provides students with opportunities to experience knowledge directly, making learning both character-building and meaningfully connected to their surrounding environment (Aprila et al., 2024). Through these activities, students are given the opportunity to explore a range of contemporary themes and issues such as climate change, radicalism prevention, mental health, culture, entrepreneurship, technology, and democratic practices. This enables them to take meaningful action that is relevant to their needs and aligned with their developmental stage.

It is important to understand teachers' perceptions of the implementation of P5 within differentiated learning in the *Kurikulum Merdeka* in order to identify the potentials and challenges that need to be addressed to achieve more holistic educational goals (Rahmawati et al., 2023). P5RA in madrasahs is expected to inspire students to contribute to their surrounding environment, enabling them to grow into lifelong learners who are competent, have strong character, and behave in accordance with Pancasila values. The concept of *rahmatan lil 'alamin* itself reflects efforts to cultivate and sustain a moderate and compassionate religious attitude (Putri et al., 2023). This value serves as an approach to preserving Indonesia's cultural diversity without diminishing deeply rooted traditions. *Rahmatan lil 'alamin* is not an isolated concept; when individuals practice their religion properly, they naturally demonstrate respect for universal human values (Nuraeni et al., 2024). This attitude is expected to become a source of inspiration for the students' surrounding environment.

MIN 1 Labuhanbatu has implemented the *Kurikulum Merdeka* since the 2022/2023 academic year, in accordance with the Decree of the Director General of Islamic Education (Dirjen Pendis) Number 3811 of 2022 concerning the Designation of Madrasahs Implementing the Independent Curriculum. By the 2025/2026 academic year, the implementation of the *Kurikulum Merdeka* at MIN 1 Labuhanbatu had expanded to all grade levels and learning phases. Based on this, MIN 1 Labuhanbatu became the appropriate choice as the location for the Community Service Program (PKM) conducted by students of UIN Syahada Padangsidimpuan. In line with this reality, P5RA activities at the madrasah have also been carried out across all grade levels. Therefore, in this academic year, the madrasah no longer places the completion of P5RA projects as the main indicator of student success. Instead, the focus has shifted toward nurturing students' creativity and cultivating entrepreneurial values from an early age. Through food-processing-based projects, students are encouraged to identify potential and business opportunities that can be developed from their surrounding environment. With this approach, P5RA at MIN 1 Labuhanbatu not only serves as a medium for character development but also becomes a platform for fostering practical competencies that are beneficial for real life situations.

In determining the materials to be used in the P5RA project, the madrasah selected commodities that are easily found in the surrounding environment so that students could fully engage in each stage of the activity. Among the available options, glutinous rice was chosen as the main ingredient to be processed into *rengginang pulut*. This choice was made because the production process is simple, safe, and aligned with the motor skills and developmental levels of Madrasah Ibtidaiyah students. Consequently, this project not only

helps students understand each step of food production but also provides them with an enjoyable and meaningful hands-on learning experience.

The implementation of the glutinous rice-processing project into *rengginang pulut* subsequently became the foundation for the Community Service Program (PKM) carried out at MIN 1 Labuhanbatu. Through this collaborative activity, teachers and university students were able to directly observe how learners engaged in project-based learning aligned with the characteristics of P5RA. The PKM activities not only strengthened the quality of the project's implementation but also provided reflective opportunities for the madrasah to enhance its mentoring strategies, ensuring that students' learning experiences became more structured, measurable, and meaningful.

The Community Service Program (PKM) aims to integrate academic theory with real-world practice while fostering professional, ethical, and religious attitudes that align with Islamic scientific values. (Zulhimma et al., 2025). This program is also designed to make a tangible contribution to improving education quality, strengthening social institutions, and empowering communities. Thus, PKM is not merely a practical course, but a process of shaping the academic and professional identity of postgraduate students. Through direct experience and active participation in the community, this program is expected to produce graduates with excellent competence, capable of competing at the national and international levels, and contributing significantly to the development of the Muslim community, the nation, and the state.

Overall, the implementation of the PKM program plays a vital role for both teachers and students. Through workshops and mentoring sessions, teachers have the opportunity to deepen their understanding and skills in implementing the *Kurikulum Merdeka*, particularly in managing P5RA activities that demand creativity, collaboration, and more contextual learning approaches. Meanwhile, students can apply theoretical concepts while simultaneously developing professional competencies through hands-on mentoring experiences at the madrasah. The synergy between *Kurikulum Merdeka* training and its field implementation not only strengthens the quality of learning but also provides concrete contributions to improving the quality of education at MIN 1 Labuhanbatu in particular.

Method

The research approach used in this community service program is descriptive qualitative, which aims to describe, understand, and interpret phenomena in depth according to their natural conditions in the field (Creswell & Poth, 2018). Qualitative research focuses on exploring the processes, experiences, and meanings constructed by participants through direct observation, interaction, and documentation. The descriptive approach was chosen because this study does not aim to provide treatment or manipulate variables, but rather to present a detailed account of the training and mentoring processes involved in the implementation of the *Kurikulum Merdeka*, particularly within the P5RA activities at MIN 1 Labuhanbatu.

The research strategy employed in this community service activity is a field study. A field study is a research strategy conducted by observing and analyzing phenomena directly at the research site in order to obtain a comprehensive understanding of the social context and practices that take place (Bogdan & Biklen, 2007). This strategy is appropriate because the research focuses on the training activities for the Merdeka Curriculum and the P5RA mentoring process that take place directly within the madrasah environment. Through field studies, researchers can observe how interactions between facilitators, teachers, and students are formed during the implementation of the P5RA project based on food-processing activities.

This community service activity was carried out at MIN 1 Labuhanbatu, the site of the Community Service Program (PKM). The participants included all homeroom teachers at the madrasah, who also served as facilitators of the P5RA project in their respective classes, the accompanying university students, and the students of class 5A who were involved in the food-processing activity of making *rengginang pulut*. The selection of the location and participants was based on their direct involvement in the PKM activities.

The procedures in this PKM consisted of training and mentoring activities. The training on the implementation of the Kurikulum Merdeka at MIN 1 Labuhanbatu was conducted over four days, from October 6 to October 9, 2025. The entire series of activities was systematically designed to ensure that teachers understood policy changes, were able to develop learning tools, and were prepared to fully implement the Kurikulum Merdeka in the ongoing academic year. The presence of the mentor as a resource person strengthened the training process, allowing each session to run interactively and practically.

The mentoring activities were carried out in two stages. First, on October 13, 2025, the activities began with an introduction to the raw materials, an explanation of the selection of glutinous rice as a local commodity, and a discussion of its benefits. In the next stage, on October 15, 2025, the mentoring focused on the practical process of transforming glutinous rice into rengginang pulut. Students were guided through each step of the procedure, starting from washing, soaking, steaming, shaping, and finally drying. Teachers and mentors accompanied them in understanding proper processing techniques, maintaining cleanliness, and working collaboratively in small groups.

In simple terms, the procedure of this PKM activity is illustrated in the following diagram:



Results And Discussion

Training Stage

The results of the training on the implementation of the Merdeka Curriculum given to teachers prior to the mentoring of the P5RA project implementation show that teachers gained a better understanding of the latest regulations regarding the Merdeka Curriculum and were more prepared to apply the curriculum in classroom learning. The training activities provided to teachers, which were carried out over four days, included the following: On the first day, the activity focused on disseminating the latest policies related to the Merdeka Curriculum. Teachers gained a comprehensive understanding of the direction of the policy, learning principles, differences from the previous curriculum, and its implications for teaching and learning activities. This session became an important foundation to ensure that all participants shared the same perception regarding the urgency and objectives of the Merdeka Curriculum in improving the quality of education in the madrasah.

Second day of the training focused on the development of the Madrasah Operational Curriculum (KOM). At this stage, teachers were guided to formulate the vision, goals, and unique characteristics of the madrasah, which were then documented in the KOM. This activity also included arrangements for learning organization, the structuring of P5RA projects, and curriculum adaptation according to the context and needs of the students. Furthermore, the third day of the training centered on the development of teaching modules and learning assessments. Teachers were supported in designing teaching modules aligned with learning outcomes, selecting relevant learning strategies, and preparing both formative and summative assessments.

On the fourth day, the training focused on strengthening teachers' understanding of the Projek Penguatan Profil Pelajar Pancasila dan Rahmatan lil 'Alamin (P5RA). In this session, teachers were introduced comprehensively to the concept, structure, and principles of project implementation that integrate the values of Pancasila with moderate Islamic teachings. Teachers were guided to understand their role as facilitators rather than merely transmitters of knowledge, enabling students to gain more active and meaningful learning experiences.

The subsequent session on the same day centered on planning the P5RA project, including theme selection, formulation of project objectives, implementation steps, and strategies for authentic assessment. In

this activity, teachers were trained to design a project workflow aligned with the madrasah context and students' characteristics. Participants were also provided with sample project instruments that could be adapted as needed, such as creativity assessment rubrics, observation sheets, and activity documentation templates.

Overall, the four-day training program had a positive impact on enhancing teachers' competencies in implementing the Merdeka Curriculum at MIN 1 Labuhanbatu. The teachers not only gained theoretical understanding but also developed practical skills in preparing instructional materials and designing P5RA projects that suit the needs of their students. Through this intensive and structured training, the madrasah now has a strong foundation for carrying out more creative, contextual, and student-centered learning. This activity also strengthened collaboration between student facilitators, teachers, and the madrasah in realizing a more innovative and meaningful educational process.

Mentoring Stage

The mentoring activities were carried out in two main stages. The first stage focused on food processing, beginning with the introduction of the primary ingredient used in the project glutinous rice as the main component for making rengginang pulut. In this stage, students were introduced to the characteristics of glutinous rice, how it differs from other types of rice, and the reasons it was selected as the main ingredient. Teachers and facilitators explained indicators of good-quality glutinous rice, including its color, aroma, and texture, which are essential for producing rengginang pulut that is cohesive and has its distinctive taste. This introduction aimed to help students understand that every food product requires specific quality standards.

The next step involved a technical explanation of the process of transforming glutinous rice into rengginang pulut. During this session, the facilitators explained the sequence of steps in detail from preparing the tools, applying proper washing techniques, adding seasoning, to the steaming and molding processes. The technical explanations were delivered gradually to ensure that students understood the relationship between each step and the final product. This stage also emphasized hygiene and food safety so that students learned to work cleanly, neatly, and responsibly during food production.

After understanding the basic theory and technical instructions, students proceeded to the hands-on practice, beginning with washing the glutinous rice. In this step, students were taught how to wash the rice until the water became clearer, indicating that dirt and excess starch had been removed. Next, students added seasoning usually a small amount of salt or simple spices to ensure the rengginang pulut had a balanced flavor. Facilitators ensured that each student group followed the steps correctly and maintained consistency in taste.

The process continued with steaming the glutinous rice, which is a crucial stage in achieving the desired soft texture that makes the mixture easy to shape. Students learned to manage steaming time and recognize signs that the glutinous rice had been cooked properly. Once steaming was completed, the activity moved to shaping the rice mixture into the characteristic flat, round form of rengginang. At this stage, students often showed creativity by experimenting with different sizes and shapes, although still within the required standards. Facilitators provided guidance so that the molded rice was not too thick or too thin, ensuring it could dry properly.

The final step was the drying process, in which students arranged the rengginang pulut neatly under sunlight. They learned that proper drying plays a vital role in achieving the crispiness of rengginang once fried, and that this stage depends greatly on weather conditions. Through this activity, students gained an understanding that food processing requires not only technical skills but also awareness of environmental factors.





Figure 1. First Stage of P5RA Mentoring Activity: Processing and Drying of Rengginang Pulut

After the drying process and once the rengginang pulut reached an optimal dryness, the mentoring activity proceeded to the second stage: frying and packaging the product. At this stage, students were introduced to proper frying techniques to achieve a crispy texture, prevent burning, and ensure an even golden color. Mentors explained how to heat the oil to the appropriate temperature, the correct amount of rengginang to fry at a time, and the right moment to remove them to maintain both taste and crispiness. The frying process was conducted carefully, with strict attention to safety due to the risks associated with hot oil. Students were given opportunities to observe the process directly and participate in safe tasks.

Following frying, the activity continued with the packaging stage, where students learned the importance of product presentation in attracting consumers. During this mentoring, students were instructed on simple yet appealing packaging principles, such as using clear plastic, product labeling, and neat sealing methods. The rengginang pulut was packaged in two types: raw (uncooked) and ready-to-eat (fried). This packaging variety added value to the product, as it could cater to different consumer needs. Students were also guided to understand that packaging serves not only aesthetic purposes but also ensures cleanliness, product quality, and durability.

This stage was also crucial in developing students' understanding of basic marketing concepts. Once packed, the products were sold in the madrasah canteen as a practical exercise in entrepreneurship. Through this activity, students learned about consumer perception, pricing strategies, and the importance of maintaining consistent product quality to succeed in the school environment. Teachers and mentors helped students reflect on the strengths and weaknesses of their products, enabling them to improve production quality in subsequent activities. Thus, the second stage focused not only on technical skills but also on fostering an entrepreneurial mindset from an early age.



Figure 2. Second Stage of P5RA Mentoring Activity: Frying and Packaging of Rengginang Pulut

The results of the mentoring implementation of P5RA in the food processing project in class 5A at MIN 1 Labuhanbatu indicate that this activity significantly enhanced students' creativity in producing rengginang pulut that meets quality standards for marketing. Through systematic mentoring, students were able to follow all stages of the activity, from ingredient introduction, technical explanation, to the practical processing of glutinous rice into rengginang pulut. This was reflected in students' enthusiasm when receiving instructions, their ability to articulate the processing steps, and the improvement of fine motor skills during production activities. Observations revealed that a conducive and open learning environment encouraged students to gain confidence in trying new tasks.

The mentoring process also positively impacted students' creativity. During the activity, students were given the freedom to determine the shape, size, and simple variations of the rengginang pulut they produced. This freedom stimulated the emergence of creative ideas and individual as well as group initiatives. From the perspective of the Kurikulum Merdeka, creativity is one of the key competencies that should be

developed through hands-on experiences. Field findings indicate that when students are given space for self-expression, they produce more diverse products and demonstrate more directed creativity.

In addition to fostering creativity, the P5RA activity strengthened values of collaboration and mutual cooperation. Students worked in small groups, sharing tasks such as washing rice, steaming, shaping the dough, and drying the products. Mentors played an essential role in ensuring group dynamics ran harmoniously and that each member was actively involved. The interactions observed among students showed improvements in communication, coordination, and collective responsibility, aligning with the Pancasila Student Profile, which emphasizes the importance of teamwork in achieving shared goals.

From the teachers' perspective, the mentoring activities provided additional insights and practical experience in implementing the Kurikulum Merdeka, particularly in managing P5RA projects. Teachers reported a better understanding of how to facilitate process-oriented projects rather than focusing solely on outcomes. They also acquired new skills in designing project tools, developing authentic assessment rubrics, and managing classrooms during experiential activities. Mentoring conducted collaboratively with students and lecturers further strengthened professional collaboration among educators, thereby enhancing the quality of P5RA implementation in the madrasah.

Documentation of the activities also showed that processing rengginang pulut became an enjoyable and meaningful learning experience for students. Photos and videos captured students' positive expressions, including curiosity, excitement, and pride in their products. This experience reinforced the holistic learning aspects that are central to P5RA. Students not only learned technical skills but also built emotional connections with the learning process, ultimately increasing their motivation to learn.

The project also broadened students' awareness of business opportunities in their surroundings. During reflection sessions, many students were able to discuss the potential of selling rengginang pulut as a home-based product and calculate simple cost estimates. Integrating entrepreneurship values into this project aligns with the principles of Kurikulum Merdeka, which emphasize the relevance of learning to real-life situations. Students' ability to recognize business potential from local food resources demonstrates that project-based learning can serve as an effective means to foster an entrepreneurial mindset from an early age.

Overall, the mentoring implementation of P5RA in producing rengginang pulut at MIN 1 Labuhanbatu had a significant impact on developing students' creativity, technical skills, character values, and entrepreneurial competencies. This activity demonstrates that the Kurikulum Merdeka can be effectively applied when supported by appropriate mentoring, collaboration between teachers and mentors, and project designs that are relevant to the local context. The findings indicate that project-based learning not only enriches students' learning experiences but also strengthens teachers' capacity to facilitate meaningful, interactive, and goal-oriented learning in accordance with the objectives of the Kurikulum Merdeka.

Conclusion

The implementation of the Community Service Program (PKM) at MIN 1 Labuhanbatu demonstrated that training and mentoring in the implementation of the Kurikulum Merdeka positively impacted the competencies of teachers, mentoring students, and learners. The four-day training provided teachers with a comprehensive understanding of the latest regulations, the development of the Madrasah Operational Curriculum (KOM), lesson module preparation, assessment, and P5RA project planning. This enhancement of teacher competencies served as a crucial foundation for the successful application of the Kurikulum Merdeka, which demands creativity, flexibility, and the ability to facilitate project-based learning.

Mentoring in the implementation of P5RA through the food processing project of producing rengginang pulut proved effective in fostering students' creativity, technical skills, and collaborative character. Students not only comprehended the step-by-step food production process—from ingredient introduction to packaging—but also demonstrated high engagement and enthusiasm throughout each activity. Through this hands-on experience, students developed fine motor skills, teamwork abilities, and confidence in producing marketable products. Additionally, the activity broadened students' entrepreneurial awareness, aligning with the objectives of the Kurikulum Merdeka to provide learning that is relevant to real-life contexts.

The implementation of this PKM strengthened collaboration between the madrasah, teachers, and students in enhancing the quality of project-based learning. The P5RA implementation, developed through the rengginang pulut processing project, not only created meaningful learning experiences for students but also contributed significantly to building teachers' capacity as learning facilitators. These findings confirm that structured mentoring, grounded in the local context, can realize creative, contextual learning that directly

impacts the development of students' character and competencies in accordance with the goals of the Kurikulum Merdeka.

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