



Efforts to Improve Skills in Developing Project Modules for Strengthening the Pancasila Student Profile and the Rahmatan Lil 'Alamin Student Profile (P5-PPRA) Through In-House Training

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Abstract

Efforts to improve module development skills for the Pancasila Student Profile Strengthening Project and the Rahmatan Lil 'Alamin Student Profile through in-house training are an important strategy in strengthening teacher competence and the implementation of the Merdeka curriculum. Through intensive training, teachers are directly guided to design teaching modules based on Pancasila values, Islamic character, and constructive and contextual project assessments. This study aims to enable teachers to develop teaching modules based on the Merdeka Curriculum that are appropriate to the school context and the needs of students. This study employs a qualitative method, with data collected through observation and interviews. The results indicate an improvement in knowledge and skills in designing project-based teaching modules. The resulting modules are more systematic, structured, and relevant to the students' context and the Merdeka Curriculum. After completing the project modules (training outcomes), teachers apply these modules in real-world settings through the steps outlined above. This not only strengthens students' character in line with the Pancasila profile and Rahmatan Lil 'Alamin but also enhances their creativity, collaboration, and awareness of their surroundings.

INTRODUCTION

The role of professional educators is essential to achieving the national education goals, namely to enlighten the nation and develop the whole person (Idris & Usman, 2019; Salisah et al., 2024; Syafuddin, 2025; Wijaya, 2023).

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In accordance with Law No. 20 of 2003 on the national education system, Article 39 Paragraph (1) states that educational personnel are tasked with carrying out administrative, management, development, supervision, and technical service duties to support the educational process in educational units.

Paragraph (2) educators are professionals who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service, especially for educators in higher education (Amanah et al., 2021; Ilyas, 2022; Sulastri et al., 2020; Zahidah et al., 2022) Teachers are at the forefront of the teaching and learning process because they interact directly with students in the classroom and provide them with the knowledge and skills to survive in life. Therefore, teachers are the primary factor in achieving optimal learning outcomes (Damanik, 2019; Mansir, 2020; Rini, 2023) In this context, teachers' skills are decisive in the learning process itself. Learning is a complex process involving various interconnected aspects, and to achieve effective learning, teachers must be equipped with various teaching skills. The challenges facing Indonesia's education system in the 21st century are increasingly daunting, particularly in terms of mastering science, technology, and ethics.

Quality learning is not just about utilizing technology, but also about developing students' character so that they become part of the "gold generation." Strengthening the Pancasila student profile focuses on instilling character and skills in daily life in individual students through madrasah culture, intracurricular, extracurricular, and cocurricular learning, namely project-based learning. Character development efforts can be implemented by applying the "Pancasila student profile" in accordance with the characteristics of the independent curriculum. This project-based learning to strengthen the Pancasila student profile is learning outside the classroom that supports intraschool learning, more precisely learning that reinforces efforts to achieve competencies and character in accordance with the Pancasila student profile, which refers to the values of Pancasila.

The Madrasah Penggerak Program aims to encourage educational institutions to undergo transformation as part of efforts to improve the quality of education in madrasahs, one of which is by implementing the Madrasah Merdeka Curriculum. One of the ways to support the implementation of the Madrasah Merdeka Curriculum in learning to make it more meaningful is through modules developed by educators and used in learning activities. In education, teachers need guidelines in the form of modules to deliver material or guide students in accordance with learning objectives. The role of teaching materials or modules is to provide various supporting information to achieve learning objectives.

The existence of teachers is very important for a nation, especially for survival in the midst of the passage of time with advanced technology and all the changes and shifts in values. This has consequences for teachers in terms of improving their roles and abilities. Activities related to educational personnel must be managed systematically, effectively, and efficiently. Poor quality educational personnel will result in a lack of participation and responsibility. Skills in creating P5-PPRA modules are a foundation for teachers. Based on field observations, teachers' skills in creating modules for the Pancasila Student Profile Strengthening Project must be improved through development or education and training. The aim of providing varied learning activities is to avoid boredom and monotony, to obtain meaningful learning, and to increase student enthusiasm in the classroom.

To that end, teachers must be creative, innovative, and varied in developing project modules to strengthen the Pancasila student profile as a reference in the teaching and learning process. In line with advances in science and technology, particularly information and communication technology, as well as the development

of new theories in learning psychology, there is a need for a paradigm shift in teaching. Teaching complex subjects, educators as teachers are faced with students who have diverse characteristics, so more effective learning activities are needed. Therefore, teachers must master their field of study and be able to develop multi-method, multi-strategy, multimedia learning, and various teaching skills.

Based on the above description, it can be concluded that teachers must master basic teaching skills, especially the skills of developing modules for strengthening the Pancasila student profile as a reference in the teaching and learning process in the classroom to make learning activities more effective. In the In-House Training activity, the training process begins with training needs analysis, designing the training program, developing training materials, implementing the training program, and evaluating the training program. Based on these training stages in the In-House Training activity, the development of modules for strengthening the Pancasila student profile as a reference for the teaching and learning process can achieve its objectives optimally.

In-house training activities begin with an analysis of the training needs required at the school. Before in-house training activities can begin, researchers must design a well-thought-out training program. By designing guidelines and plans, it will be easier to develop training materials. The next step is the implementation and evaluation of the In-House Training process. If all In-House Training activities can run according to plan, the In-House Training will run well and achieve the expected goals.

Based on the research, it was found that the In-House Training model can improve teachers' skills. There was an increase in teachers' creativity and the quality of integrated thematic learning through In-House Training activities. Efforts to improve teachers' abilities in developing modules for strengthening the Pancasila student profile can be done through self-directed training or In-House Training, defined as training activities conducted internally by a group of teachers, madrasahs, or other institutions designated as activities to enhance teachers' competencies and careers externally, but can be conducted internally by teachers and/or other institutions.

In-house training is an internal madrasah activity aimed at improving the competence of teachers and instructors by optimizing their potential. The objectives of conducting In-House Training include: i.) improving the quality of internal human resources, ii.) enhancing internal performance, iii.) fostering interaction among participants, iv.) strengthening family-like relationships and camaraderie, and v.) increasing motivation among individual human resources and promoting a continuous learning culture. Based on previous studies related to this, teachers are required to have the competence to develop their own teaching materials. Therefore, to enhance teachers' competence in developing teaching materials through In-House Training, the development of sustainable subject-specific teaching materials is conducted. The implementation of In-House Training can enhance teachers' competence in developing lesson implementation plans. Teachers' ability to ask questions improves after undergoing In-House Training.

From the results of the above study, there have been many studies on In-House Training, but none that directly discuss the urgency of In-House Training to improve skills in developing the P5-PPRA module. Therefore, the researcher is interested in discussing this comprehensively. It is very important for an institution, especially an educational institution, to conduct In-House Training for its personnel and educators to improve their competence and readiness in facing situations such as the current one. This is well understood by teachers at madrasahs, as evidenced by the fact that many teachers still do not fully grasp the implementation of the Project to Strengthen the Profile of Pancasila Students and the Profile of Rahmatan Lil

‘Alamin Students (P5-PPRA), despite the fact that the implementation of this independent curriculum has been underway for over a year. As a result, many madrasah teachers are still unclear about how to develop P5-PPRA modules.

In various facts and cases found in the field, namely in Madrasah, it appears that the dissemination and implementation of the Merdeka Curriculum are still not optimal. There are still many teachers who do not fully understand the content, practical aspects, and various administrative matters that need to be prepared in the Merdeka Curriculum. This certainly affects the teaching and learning activities, which end up being somewhat disrupted. In reality, despite several socialization efforts, this alone is insufficient. What teachers most need are practical examples and valid documents that can serve as references for creating evidence and administrative reports as part of the implementation of the Merdeka Curriculum.

In relation to the above, the solution is to conduct training to improve teaching skills in order to develop professional teachers, thereby enhancing the competence, potential, and quality of the teachers concerned. Therefore, through In-House Training activities, the ability of Madrasah teachers in developing P5-PPRA modules can be improved. The specific objectives of this training are described in three points: i.) Participants understand the concept of implementing the independent curriculum in madrasahs; ii.) Participants understand the techniques for developing P5-PPRA modules by forming teams; iii.) Participants are able to develop P5-PPRA modules with the aim of using them as a reference for the learning process. These are the main reasons for conducting this activity. It is hoped that through this In-House Training on the Implementation of the Merdeka Curriculum, which includes general explanations regarding the creation of teaching modules and P5-PPRA modules, teachers will truly understand and be able to implement them as guidelines for the implementation of the Merdeka Curriculum.

METHODS

The research approach in this study is qualitative with a case study approach. The research informants are school principals, teachers, and supervisors. The research object is Madrasah. Data was collected from informants through observation, interviews, and documentation (Efendi et al., 2019; Engkizar et al., 2025; Engkizar et al., 2025; Helena et al., 2024; Khairunisa et al., 2025; Knapp, 2003; Monlinia et al., 2024; Purnomo et al., 2023; Wulandari et al., 2024). The activities to be observed are the In-House Training activities aimed at enhancing teachers' ability to develop P5-PPRA teaching modules. Interviews will also be conducted with school principals, teachers, and supervisors. After the data is collected, it will be analyzed using the techniques outlined by Miles and Huberman in Data Reduction, Data Presentation, and Drawing Conclusions (Akmal et al., 2024; Engkizar et al., 2023, 2024; Guspita et al., 2025; Ikhlas et al., 2025; Irawan et al., 2021; Istiqamah et al., 2024; Khusnadin et al., 2025; Mahira et al., 2024; Mustafa et al., 2025; Wati et al., 2025).

RESULT AND DISCUSSION

The in-house training activity began with a presentation of the material, followed by a focus group discussion (FGD) in teams on the concept of implementing the independent curriculum and its application so far. This was followed by a joint evaluation and reflection through group practice (teams), where participants worked in groups (teams) to develop the P5-PPRA module itself (Aditama et al., 2021; Engkizar et al., 2021; Engkizar, Sarianti, et al., 2022; Nuruningsih & Ayuningtyas Palupi, 2021; et al., 2020). This practical activity includes the development of a practical plan for the P5-PPRA module, followed by an explanation of the project activity stages aligned with the Merdeka Belajar curriculum standards. The technical aspects of the development are outlined as

follows: i) Humanizing relationships strategy, this strategy is a practical learning activity based on a student-centered approach, grounded in positive relationships and mutual understanding between teachers, students, and parents. ii) Strategy for understanding concepts, which is a learning activity that guides students not only to master content but also to gain a deep understanding of concepts that can be applied in various contexts. iii) Strategy for building sustainability, which focuses on guiding students to obtain focused and sustainable learning experiences by providing feedback and sharing good practices as motivators in learning. iv.) Strategy for choosing challenges, which focuses on guiding students to master skills through a process that maximizes meaningful challenges in the process. v) Context empowerment strategy, oriented toward involving resources and opportunities within the community or environment as sources of learning while also taking opportunities to contribute to change. The next activity in this In-House Training series is individual practice (Abdul Fattah Nasution et al., 2023; Engkizar, Kaputra, et al., 2022; Irvani et al., 2023; Sopiansyah & Masruroh, 2021).

At this stage, participants who have developed practice plans and activity flows in the previous stages evaluate and revise their plans. The steps used in implementing In-House Training are as follows:

Initial stages

At this stage, the following steps are taken: i) internal coordination: this activity is carried out by the team to discuss conceptual and operational planning related to the In-House Training activities to be implemented; ii) external coordination: this activity is carried out with the relevant partner schools; iii) preparation of community service activity instruments such as attendance sheets, PowerPoint presentations, discussion media, and so on; and iv) preparing the venue or location for the activity, documentation, and other technical preparations.

Implementation Stage

At this stage, all activities of the In-House Training are carried out in accordance with the initial stages. This is the training stage, which includes the following: first, Focus Group Discussions in the form of groups (teams); second, direct practice of the In-House Training results, specifically related to developing the P5-PPRA module; and third, ongoing program implementation support.

Evaluation Stage

This stage is part of the process of assessing the extent to which the In-House Training has impacted and benefited the ability of madrasah teachers to develop P5-PPRA. This third stage is a follow-up stage, which includes evaluation and reflection on the program, development of project modules, and follow-up in the form of mentoring and integrated services. The In-House Training activity was conducted over two days, but specifically only on Saturday, May 25, 2024, which had a detailed schedule of events. On the first day of the In-House Training, three presenters delivered the material in three sessions: the first session by the head of the Ministry of Religious Affairs, the second session by the supervisor, and the third session by the head of the madrasah. The next day's In-House Training activities included the formation of P5-PPRA module developers, or what is known as a guide discussion forum, and practice in creating or developing P5-PPRA modules for madrasah teachers.

The following is an overview of the In-House Training activities aimed at assisting in the development of the P5-PPRA module for madrasah teachers: The first session of the In-House Training consisted of a presentation on the topic of "Cultivating Loyalty and Discipline," delivered by the Head of the Ministry of Religious Affairs. This presentation emphasized the importance of all madrasah staff, particularly teachers, consistently improving discipline in all aspects of their work. Such as time discipline, work discipline, and task submission. Next, in the second

session, the presentation of material by the Islamic Education Supervisor with the title “Strengthening the Merdeka Curriculum and the Project to Strengthen the Pancasila Student Profile and the Rahmatan Lil 'Alamin Student Profile (P5-PPRA).” Because in this best practice, the P5-PPRA material is discussed in more detail. Therefore, the presentation of this material will be described, beginning with an overview of the general conditions that occurred in the education system under the previous curriculum.

It also explains the independent curriculum. Next, the material continues with an introduction and detailed explanation of the technicalities of developing project modules that are suitable for application in the learning process. Then, the speaker explains the similarities and differences between the two, which are important to know because teaching modules are a very important element that contains provoking questions that must be prepared by teachers so that students are more prepared and interested in the material to be delivered. The following are the complete components of the teaching module.

Table 2. Components in the teaching module

Informasi umum	Komponen inti	lampiran
1. Identity	1. Learning	1. Student worksheets
2. Initial competencies	objectives	(LKPD)
3. Student profile	2. Assessment	2. Enrichment and
Pancasila	3. Meaningful	remedial materials
4. Facilities and infrastructure	understanding	3. Reading materials
5. Target students	4. Provocative	4. Glossary
6. Learning model	questions	5. Bibliography
	5. Learning	
	activities	
	6. Reflection by	
	students and educators	

Next, the speaker explained the P5-PPRA module, which is also a key component that distinguishes it from the previous curriculum. This activity is based on Project-Based Learning, an educational approach that provides students with real-world experiences and challenges related to their daily lives, encouraging them to work in groups on a project to solve existing problems and find solutions through that project. Through this activity, educators and education practitioners aim to raise awareness that learning outside the classroom can help students understand that education is closely connected to daily life. This project activity is expected to inspire students to contribute to their surrounding environment. Within the madrasah environment under the Ministry of Religion, there is an additional value profile called “Rahmatan Lil Alamin,” which focuses not only on the Pancasila profile but also on developing a moderate religious concept to preserve Indonesia's diversity, as established by our forefathers, without uprooting existing traditions and cultures.

Instead, it aims to strengthen the spirit of unity and integrity within the framework of a moderate religion, mutual love and affection within the framework of the Unitary State of the Republic of Indonesia. This is what needs to be instilled in

students in order to create a future generation that truly upholds the unity and integrity of the Indonesian state. In addition to explaining this point, the speaker explained the points contained in P5-PPRA as follows

Table. 2. Comparison of achievements between P5 and P5-PPRA

Pancasila Student Profile Strengthening Project (P5)	Pancasila Student Profile Strengthening Project (P5)
1. Faithful, God-fearing, and noble in character 2. Globally diverse 3. Cooperative 4. Independent 5. Creative 6. Critical thinkers	1. Civilized (Ta'addub) 2. Exemplary (Qudwah) 3. Nationalism (Muwatanah) 4. Tolerance (Tasāmuḥ) 5. Ad (Syura) 6. Consistency (Adil wa I'tidal) 7. Balance 8. Moderation 9. Equality (Musawwa) 10. Dynamism and Innovation (Tathawwur wa Ibtikar)

Developing project modules consists of determining sub-elements (project objectives), developing topics, flow, and project duration, as well as developing project activities and assessments. Finally, a strategy for reporting project results must be designed. The P5-PPRA module must also contain the following elements.

Table 3. Components in the P5-PPRA module

	objectives	activities	assessment
1. Theme and topic or module title 2. Phase 3. Activity duration	1. Mapping of dimensions, elements, sub-elements P5-PPRA 2. Achievement rubric containing formulations of competencies according to phase	1. Activity flow project 2. Detailed explanation Activity stages	Assessment processing instruments

The presentation in the third session by the head of the madrasah was titled “Strengthening the Independent Curriculum and the Pancasila Student Profile and Rahmatan Lil 'Alamin Student Profile (P5-PPRA) Strengthening Project.” This

presentation provided a more detailed explanation of the concept of implementing the independent curriculum in madrasahs. Additionally, the importance of teachers creating P5-PPRA modules to make learning more creative and active was also explained in detail.

Following the presentation, a focus group discussion (FGD) was held with the formation of a team. During the FGD, challenges faced by madrasah teachers in implementing the Merdeka Curriculum were discussed, with a particular focus on challenges encountered over the past year related to the techniques for developing P5-PPRA modules. It turned out that nearly all participants (99%) still had no understanding of the techniques and methods for developing P5-PPRA modules. This resulted in teachers facing challenges in implementing the Merdeka Curriculum. During the FGD, madrasah teachers shared their experiences in developing P5-PPRA modules, reflected on them, and consulted with fellow teachers and In-House Training facilitators. Introduction phase not only through one-way presentation of material but also through practice carried out by the teachers themselves so that they will feel more confident and ready to prepare P5-PPRA better

and more meaningfully in the future. This in-house training was attended by 26 participants who were madrasah teachers who were still facing obstacles. The main issue is the limited skills of teachers in utilizing technology and learning media that can be employed in the process of developing the P5-PPRA. The final step in this In-House Training series is teacher reflection, where each teacher conducts self-reflection on the learning process that has been carried out and plans for future learning activities after gaining knowledge and insights into the development of the P5-PPRA module in the future (Febriani et al., 2022; Mutathahirin et al., 2022; Oktavia et al., 2024; Syafril et al., 2021).

The development of learning materials and plans was based on the conditions in the field, issues that arose during the development of the P5-PPRA module, and the experiences of teachers in teaching. The results of these issues were discussed in focus group discussions and formulated into a guidance module and project plan for strengthening the Pancasila student profile for madrasah teachers.

This activity was carried out successfully, thanks to the well-planned organization. There were various committees involved in the In-House Training, and each committee functioned effectively. An evaluation was conducted at the end of the In-House Training.

In-House Training is a training program conducted internally as an effort to enhance teachers' competencies in performing their duties by optimizing existing potentials. In-House Training is a training program conducted internally by a group of teachers, schools, or other designated institutions. It is based on the idea that some aspects of improving teachers' competencies and careers do not necessarily have to be done externally but can be done internally by teachers who possess competencies not yet held by other teachers. The minimum number of participants in In-House Training is 4 people, and the maximum is 15 people (Engkizar, et al., 2025; Hasan et al., 2021)

Based on this definition, it is clear that the essence of In-House Training is an activity to improve teachers' abilities by utilizing all available human resources, facilities, and infrastructure in schools to enhance their skills in developing P5-PPRA teaching modules (Fithriyah et al., 2024; Lisan et al., 2023). Thus, the In-House Training referred to in this study is teacher training conducted at the request of the school, with participants from a single school, and training materials tailored by the school, particularly to enhance teachers' ability to develop P5-PPRA teaching modules using teaching aids, and conducted at the school where the teachers work. The objectives of In-House Training are to improve the quality of human resources, enhance performance, foster interaction among participants, strengthen a sense of

community and togetherness, and boost motivation and a culture of continuous learning.

From the perspective of benefits: i) More optimal results, ii) More specific content, iii) Lower costs. In this study, the objective of In-House Training is to enhance teachers' skills in developing P5-PPRA Teaching Modules. In this context, In-House Training has already provided benefits to teachers in developing Teaching Modules at the madrasah. Regarding the steps of In-House Training, it is conducted through three phases as follows:

Planning phase.

Planning Phase Planning serves to determine the objectives or framework of actions required to achieve specific goals. The following tasks must be carried out during this phase: determining training objectives; determining training goals; determining the main topics of training material; determining training approaches and methodologies; determining training participants and facilitators (trainers); determining the timing and duration of training; determining all materials required for training; determining the training evaluation model; determining the funding sources required.

Process Phase.

The implementation of the training process is essentially the implementation of the planning. This phase is divided into two stages: the preparation stage and the training implementation stage. During the preparation stage, the training process includes: preparing training materials (notification invitations, materials, schedules, media, attendance lists, evaluation instruments) and ensuring the readiness of facilities and infrastructure (location, facilities, catering, participants, and trainers).

Evaluation Phase.

The evaluation phase is the assessment phase of the training activities that have been carried out. This phase is not to assess the learning achievements of the training participants, but rather an assessment carried out during and after the training activities. The evaluation phase is the final phase of the entire training implementation, and is intended to assess the training activities that have been carried out during and after the training. The results of this evaluation will then serve as feedback for predicting or estimating future training needs. Through the above steps, it is hoped that the implementation of In-House Training can achieve the desired objectives. Based on findings at the madrasah in the implementation of In-House Training to enhance teachers' understanding in developing the P5-PPRA teaching module, the process has been conducted in accordance with the steps outlined above.

CONCLUSION

This in-house training activity at the madrasah is an effort to improve the quality of services provided to students, as the local Education Office has not yet fully provided training or preparation for teachers in implementing the independent curriculum, especially for schools that implement the independent curriculum independently. Strengthening madrasah teachers serves as an example to teachers in other educational institutions to be able to develop themselves internally and externally by conducting training to improve pedagogical skills. The evaluation results after the activity showed an increase in teachers' knowledge and competence in developing simple P5-PPRA modules. This was evident from the results of the P5-PPRA module development, which became more structured and systematic in terms of project objective elaboration. Conducting in-house training can improve teachers' ability to develop P5-PPRA modules. Based on this study, teachers' skills in developing P5-PPRA modules can be improved through In-House Training activities. However, teachers at madrasahs are expected to continuously practice and apply these skills. Skills that are consistently practiced will improve and develop

further, especially for teachers who find it challenging to develop project modules. The school should follow up on In-House Training activities to reinforce teachers' skills, particularly for materials that are perceived as difficult.

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