



## Managing The Merdeka Curriculum Through The P5-PPRA Project On Entrepreneurship At MTsN 1 Jombang

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**Abstract:** The purpose of this study is to examine the implementation of Merdeka Curriculum management in the Pancasila Student Profile Strengthening Project and Rahmatan lil Alamin Student Profile (P5-PPRA) with an entrepreneurial theme at MTsN 1 Jombang. This qualitative research employs a descriptive case study method to explore curriculum management across three key stages: planning, implementation, and evaluation. The findings reveal that the planning phase involves forming a facilitator team, developing project modules, and selecting relevant themes. During implementation, students are actively engaged in producing and marketing traditional food, thereby enhancing entrepreneurial skills and internalizing character values aligned with Pancasila and Rahmatan lil Alamin principles. The evaluation process is reflective and comprehensive, assessing both learning outcomes and character development. The program's success is attributed to strong collaboration among stakeholders, adequate facilities, and a culture of cooperation within the madrasah. These results suggest that flexible, inclusive, and sustainable curriculum management plays a vital role in responding to modern educational challenges. The study offers valuable insights that can guide other madrasahs and education policymakers in effectively applying project-based learning for character and competency development.

**Keywords:** Curriculum Management, Merdeka Curriculum, P5-PPRA

### INTRODUCTION

Education is a fundamental need that is very important for every individual, as it plays a key role in shaping individuals and society with character, broad-mindedness, and the ability to balance spiritual and worldly values. (Laka et al., 2023) In today's era of globalization, the function of education is not limited to the mastery of science and technology, but also includes character building and the development of skills in line with the demands of the 21st century. (Shavkidinova et al., 2023) This is in line with the provisions of Law No. 20 of 2003 on the National Education System, which states that education is a conscious and planned process to create a learning environment that supports students in actively developing their full potential, both in spiritual, social, intellectual, and life skills aspects. (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003, Pasal 1 Ayat 1)



As times change and technology advances rapidly, the world of education is required to continue innovating in order to address societal challenges and needs.(Legi et al., 2023) One of the main strategies implemented by the Indonesian government to address these challenges is through curriculum development. The curriculum is the core of the educational process, playing a central role in guiding learning objectives, shaping character, and equipping students with relevant competencies.(Sidiq & Choiri, 2019) An adaptive curriculum must be able to align educational vision with dynamic social and economic changes.

The COVID-19 pandemic has had a significant impact on the education sector, particularly in the form of a significant decline in learning quality or learning loss(K. Syafi'i & Ikwandi, 2023). In response to this situation, the Ministry of Education, Culture, Research, and Technology developed a learning recovery policy through the implementation of the Merdeka Curriculum, as stipulated in Minister of Education Decree No. 56/M/2022. This curriculum is designed to support a more contextual and flexible project-based learning approach, as well as provide space for students to explore their interests and develop their abilities comprehensively. Additionally, the Merdeka Curriculum emphasizes the importance of character development through the implementation of the Pancasila Student Profile Strengthening Project (P5)(Munif et al., 2023). In madrasahs, character building is realized through the implementation of the Rahmatan Lil Alamin Student Profile (PPRA), as stipulated in the Minister of Religious Affairs Decree No. 347 of 2022.

The Merdeka Curriculum was developed in response to the need for a more flexible and student-oriented learning system(Johnson et al., 2024). One of its main characteristics is the application of project-based learning, namely the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan lil Alamin Student Profile (PPRA), which aim to shape character, hone 21st-century skills, and foster social awareness(Sholeh & Muzakki, 2024). The entrepreneurship theme highlighted in this project is highly relevant for instilling independence, creativity, and innovation in students from an early age, as well as serving as a concrete step in addressing unemployment challenges through education.(Khoirurrijal et al., 2022)

Previous studies have discussed the implementation of the Merdeka Curriculum and character-strengthening projects, such as the research by Zulham Alimuddin (2023) at SMPN 22 Surabaya, which focused on the formation of the Pancasila Student Profile,(Alimuddin, 2023) or



the research by Murni Aprilia et al. (2024) at MAN 1 Padang Pariaman, which documented the implementation of character-strengthening projects at a Madrasah Aliyah,(Aprilia et al. 2024) or Hanifatuz Zakiyah Afifah's (2024) study that examined character-building projects at senior high schools,(Afifah, 2024) as well as Helmy Nova Cahya's (2024) study at MI Muhammadiyah Sidoharjo that explored the strengthening of entrepreneurship themes at the elementary school level.(Cahya, 2024) However, these studies generally focus more on the implementation aspect or a single dimension of the activity, such as the final project outcomes or student perceptions, without delving deeply into the curriculum management aspects that encompass planning, implementation, and evaluation. Additionally, most previous studies have been limited to specific educational levels, thereby restricting understanding of how the Merdeka Curriculum can be adapted at the madrasah tsanawiyah level.

This study is important and unique because it highlights how the Merdeka Curriculum is comprehensively implemented at MTsN 1 Jombang, particularly in the Pancasila Student Profile Strengthening (P5) and Rahmatan lil Alamin Student Profile (PPRA) projects with an entrepreneurship theme. This study not only documents the implementation process but also explores the planning, management, and evaluation stages carried out by the school. This includes the formation of a facilitator team, the development of project modules, the selection of themes, the formulation of implementation strategies, monitoring student progress, and reflection and evaluation of activity outcomes. Focusing on the junior high school level provides a new perspective, as this stage is a crucial phase in character development and preparing students to face challenges at higher education levels or in the workforce.

MTsN 1 Jombang, as one of the non-school-based madrasahs, began implementing the Merdeka Curriculum in 2023, specifically in grades VII and VIII. This madrasah conducts P5-PPRA with an entrepreneurship theme through a series of activities involving students in the production and marketing of traditional food products without preservatives. These activities not only train entrepreneurial skills but also instill the values of Pancasila and Islam Rahmatan lil Alamin in a contextual manner. The program is implemented systematically through the formation of a facilitator team, project module planning, and action-based evaluation.



Against this backdrop, this study aims to comprehensively explore the management of the Merdeka Curriculum in the implementation of the Pancasila Student Profile Strengthening Project and the Rahmatan lil Alamin Student Profile with the theme of entrepreneurship at MTsN 1 Jombang. The focus of the study includes how the madrasah designs curriculum planning, formulates and implements projects, and carries out the evaluation process to ensure the achievement of learning objectives. This study also aims to reveal various supporting factors that facilitate project implementation, such as the role of the madrasah principal, the readiness of educators, the adequacy of facilities and infrastructure, and collaboration between madrasah elements. On the other hand, this study also examines the obstacles that arise, both technical and psychological, such as doubts from teachers or students, time constraints, and challenges in developing project modules. Thus, the results of this study are expected to provide a comprehensive understanding that is useful for various parties, from educational institutions, educators, students, to policymakers at higher levels.

## **METHOD**

This study adopts a qualitative descriptive approach using a case study method to deeply examine curriculum management implementation in the P5-PPRA entrepreneurship project at MTsN 1 Jombang. The case study design was chosen to enable an in-depth exploration of the real-life context in one educational institution, which aligns with the suggestions of Creswell (2014) and Yin (2018), who recommend case studies for studying complex phenomena within specific settings. (Cook & Kamalodeen, 2020) Referring to Sugiyono (2022), this approach places the researcher as the primary instrument in the data collection process and aims to understand the meaning behind events, not to make generalizations. (Sugiyono, 2020)

The research site, MTsN 1 Jombang, was selected due to its status as a non-pilot madrasah that proactively implements the Merdeka Curriculum with entrepreneurial-themed projects. Its practical and institutional commitment to applying the P5-PPRA initiative makes it a representative and insightful case for study.

Participants in this research included 1 school principal, 1 vice principal for curriculum, 2 P5-PPRA coordinators (grades VII and VIII), 1 facilitator representative, and 2 students from



classes VII and VIII, selected through purposive sampling. Their roles were essential in curriculum planning, implementation, facilitation, and reflecting on outcomes.

Data were collected using semi-structured interviews, direct observation, and document analysis. Interviews lasted approximately 30–45 minutes each and explored the participants' experiences, strategies, and challenges related to project implementation. Observations were conducted during project activities such as production and exhibition of traditional foods, while documents included project modules, reports, visual documentation, and planning notes. (Rukajat, 2018)

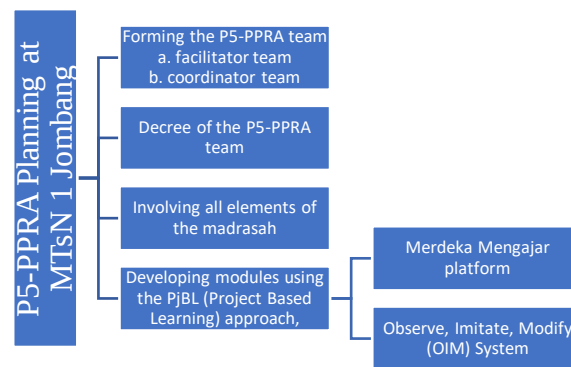
To ensure data credibility, triangulation was used by comparing data from multiple sources (interviews, observations, documents). Data analysis followed the interactive model of Miles and Huberman (1994), which includes data reduction, data display, and conclusion drawing. (Sugiyono, 2015) Through this approach, the study aims to demonstrate that the success of the implementation of the Merdeka Curriculum is significantly influenced by thorough planning, responsive implementation, and comprehensive evaluation. This methodological framework strengthens the reliability and validity of the study while capturing the dynamics of Merdeka Curriculum management within the unique cultural and educational environment of MTsN 1 Jombang.

## **RESULT AND DISCUSSION**

Research findings indicate that the implementation of the Merdeka Curriculum management in the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan lil Alamin Student Profile (PPRA) with an entrepreneurship theme at MTsN 1 Jombang was carried out through systematic managerial stages that were carefully designed. This project is carried out through three main phases: planning, implementation, and evaluation, each of which plays a crucial role in determining the program's success. (Sutrisno, 2010) During the planning phase, the school formed a facilitator team responsible for developing project modules, determining the entrepreneurship theme, and designing implementation strategies tailored to student characteristics. The planning process involved the deputy head of the curriculum department, teachers, class advisors, and the P5-PPRA coordinator, who collectively identified the school's readiness, including the availability of facilities, student readiness, and teacher readiness (Sholeh et al., 2024). The project modules

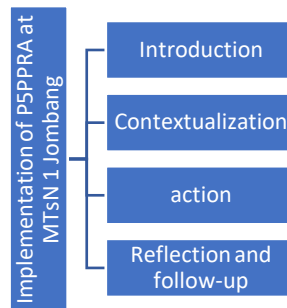


designed included key elements such as learning objectives, learning activities, project steps, success indicators, and implementation timelines(Habibulloh & Ridho, 2024). The selection of the entrepreneurship theme is based on the need to strengthen students' character and the school environment's readiness to support real-world entrepreneurship activities at the madrasah. This planning phase serves as the foundational basis, as without a well-developed plan, project implementation cannot proceed optimally.



**Tabel 1.** P5-PPRA Planning at MTsN 1 Jombang

During the implementation phase, the entrepreneurship project is carried out by actively involving students in the entire series of activities. Students are divided into small groups of four, each accompanied by a facilitator who monitors, guides, and assesses their progress. The main activity in this project is the production of healthy traditional foods (without preservatives or artificial sweeteners) and their sale at a product exhibition(A. Syafi'i & El-Yunusi, 2024). The learning process does not stop at mastering the material but also involves practical skills such as product design, marketing strategy development, capital management, and customer communication(Habibulloh et al., 2024). This active student involvement is the strength of the project implementation, as they gain real-world experience while developing essential 21st-century skills such as creativity, collaboration, critical thinking, and problem-solving(Habibulloh, 2025). The uniqueness of the project implementation at MTsN 1 Jombang is that all stages of production and marketing are conducted within the school environment, rather than being done at home as in many other institutions, thereby enabling direct supervision and guidance from teachers and facilitators.



**Tabel 1.** *Implementation of P5-PPRA at MTsN 1 Jombang*

The evaluation stage is carried out after the project has been completed. The evaluation of the implementation of the P5-PPRA entrepreneurship theme at MTsN 1 Jombang covers two aspects: process evaluation and outcome evaluation. Process evaluation is conducted on a monthly basis, involving various stakeholders, with the aim of ensuring alignment with the plan, identifying challenges, and reflecting entrepreneurial values such as patience and perseverance.(Terry, 2009) Meanwhile, outcome evaluation is conducted through student reflection, assessing not only the final product but also attitudes, skills, and character traits such as cooperation and creativity, in line with the Pancasila student profile(Syafi'I et al., 2024). Overall, evaluation is conducted comprehensively, reflectively, and participatively, serving as the basis for improvement and strengthening of student character, in accordance with the principles of progressive education as advocated by John Dewey.(Dewey, 2001,) Evaluation results indicate that most students successfully improved their creativity, willingness to take risks, and collaborative skills, despite some challenges such as low self-confidence at the beginning of the project or communication barriers among group members.



**Tabel 2** *Evaluation of P5-PPRA at MTsN 1 Jombang*

This study also identified factors that supported and hindered the implementation of the



project. The main supporting factors were the availability of adequate facilities provided by the madrasah, such as practice rooms, production tools, and raw materials, as well as full support from the head of the madrasah, teachers, and parents (Sagala, 2007). Other supporting factors include high student enthusiasm, teamwork among facilitators, and a spirit of innovation that emerged during the project implementation (Sholeh et al., 2024). This support reflects the principles of a collaborative and contextual independent curriculum, as well as the values of mutual cooperation, independence, teamwork, and social responsibility in the Pancasila student profile and entrepreneurship (Ma et al., 2024). On the other hand, the obstacles encountered were mainly psychological, such as doubts from some teachers and students about the project's success (Abror et al., 2024). However, these obstacles were overcome through guidance, motivation, and a reflective approach emphasizing the importance of the learning process (Handoko, 1995). Over time, the experience and implementation of the Merdeka Curriculum over two years made teachers and students increasingly mentally and skillfully prepared (Masni & Ismail, 2024). These initial challenges did not have a significant impact because they were addressed with adaptive and collaborative managerial strategies, in line with John Dewey's progressive educational approach, which emphasizes the importance of direct experience and reflection as the core of meaningful learning. (Dewey, 2001)

This study found that the success of the Merdeka Curriculum's implementation in the Pancasila Student Profile Strengthening Project (P5) and the Rahmatan lil Alamin Student Profile (PPRA) with an entrepreneurship theme is not only determined by the availability of curriculum documents and tools but is also greatly influenced by the quality of management, collaboration among parties, the readiness of educational institutions, as well as the active participation and learning enthusiasm of students. With thorough planning, implementation adapted to real-world conditions, and comprehensive evaluation, madrasahs can create a learning process that is relevant, enjoyable, and meaningful for students. Project-based learning has proven to be an effective method in fostering an entrepreneurial spirit, preparing students to face the challenges of the times, and instilling the values of Rahmatan lil Alamin in daily life. These findings contribute significantly to curriculum management development, particularly in junior high schools, and serve as a reference for other educational institutions seeking to implement similar



programs(Chairunnisa, 2016)

## CONCLUSION

The implementation of Merdeka Curriculum management in the Pancasila Student Profile Strengthening Project (P5) and Rahmatan lil Alamin Student Profile (PPRA) with an entrepreneurship theme at MTsN 1 Jombang has been carried out systematically and effectively through the stages of planning, implementation, and evaluation. The program successfully fosters entrepreneurial character and skills while instilling Pancasila and Islamic values in a contextual manner. This success is supported by strong collaboration, adequate facilities, and the active participation of all stakeholders within the madrasah. Based on these findings, it is recommended that madrasah leaders strengthen inter-stakeholder collaboration and continue investing in teacher training for project-based learning. Curriculum developers should ensure flexibility in implementation models to accommodate diverse school contexts. Policymakers are encouraged to support similar initiatives through policy frameworks that promote contextual character education and entrepreneurship from an early age. Future research could explore the long-term impact of P5-PPRA on student behavior and entrepreneurial outcomes or replicate this study across different types of madrasahs and regions to assess scalability and contextual adaptation.

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