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## Curriculum Management Of P5RA In The Democracy Project At MTsN 6 Jombang

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**Abstract:** Limited teacher understanding, weak team coordination, and the absence of a systematic curriculum management pattern are the main obstacles to the implementation of the Pancasila and Rahmatan lil Alamin Student Profile Strengthening Project (P5PPRA) with the theme Voice of Democracy in madrasas. This study aims to analyze in-depth the management of the Independent Curriculum at MTsN 6 Jombang, including the planning, implementation, and evaluation stages, as well as identifying supporting and inhibiting factors. Using a qualitative approach with a case study method, data were collected through interviews, observations, and documentation with the madrasah principal, deputy head of curriculum, coordinators, facilitators, and students. The results show that curriculum management is implemented in a structured and flexible manner, with the integration of Pancasila and moderate Islamic values through contextual project-based learning, such as market days and democratic decision-making simulations. Supporting factors include adequate facilities, full support from the madrasah community, and close collaboration between parties. Psychological barriers between teachers and students can be overcome through intensive mentoring. This research contributes theoretically to the field of curriculum management in Islamic education by offering a character project management model based on the integration of national and religious values that is applicable and can serve as a practical reference for other madrasahs. The research findings indicate that adaptive and collaborative curriculum management can increase student engagement, strengthen character, and develop social skills relevant to real life.

**Keywords:** Curriculum Management, Independent Curriculum, P5RA, Student Profile

### INTRODUCTION

The Independent Curriculum is an education policy launched as a solution to various challenges in Indonesian education in the post-pandemic era (Ariga, 2023). This curriculum aims to provide a flexible and student-centered learning space, with an emphasis on strengthening character and basic competencies (Azzahra et al., 2025). One form of real implementation of this curriculum is through the Pancasila and Rahmatan lil Alamin Student Profile Strengthening Project (P5PPRA) which is integrated into the learning process to form students with strong character, religious, and national spirit (Mulyasa, 2023).



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This research is considered important because in practice, many educational units, especially madrasas, still face various obstacles in implementing the Merdeka Curriculum optimally (Syafi'i, Arifin, et al., 2024). Problems that often arise include teachers' low understanding of the project concept, weak coordination between implementation teams, and the absence of a systematic and directed curriculum management pattern (Meliza et al., 2024). The theme of "Voice of Democracy" which is the focus of this study has also not been studied in depth in the context of madrasas, even though this theme is very relevant to instilling participatory values and social responsibility in students from an early age (Habibulloh, 2024).

The theme of "Voice of Democracy" not only teaches the concept of democracy theoretically, but furthermore provides space for students to experience direct practice of democracy in school life (Hermansyah et al., 2024). For example, by involving them in entrepreneurial activities such as traditional food market day, group leader elections, to class policy discussions. This is in line with John Dewey's thinking which states that ideal education is education that is based on concrete experience and active involvement of students (Dewey, 2001).

However, previous studies have not specifically discussed how curriculum management is implemented in the P5PPRA project with the theme of democracy in madrasas. Research by Siti Mahdzuroh (2023) only touches on the general implementation of P5PPRA without dissecting the underlying management strategy (Siti Mahdzuroh, 2023). Other research by Kokom Nurjanah and Halimatun Saadah (2023) at the vocational school level highlights the theme of entrepreneurship, but it is not yet relevant to the context of madrasa education based on Islamic values (Nurjanah & Saadah, 2022).

In addition, there is also a study entitled "Speaking Through Work" Pancasila Student Profile Strengthening Project (P5) with the Theme Voice of Democracy at SMAN 1 Susukan Cirebon conducted by Sudarman. In this study, it shows that this program is able to encourage students to contribute through various works such as posters, essays, and public discussions, which strengthen their understanding of democratic values. Supporting factors for the program's success include school management support, teacher creativity in designing activities, and student enthusiasm for



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the theme of democracy (Sholeh, 2023). However, there are obstacles such as students' lack of initial understanding of the concept of democracy, limited facilities, and time allocation that is not always adequate for optimal project implementation (Briganti, 2025). Overall, this project has a positive impact on strengthening student character according to the Pancasila Student Profile.

Therefore, the theme “*Voice of Democracy*” was chosen at MTsN 6 Jombang because it has direct relevance to the learning of democratic values from an early age, especially in a madrasah environment that emphasizes the balance between academic knowledge and character building (Putri et al., 2024). Through this theme, students are not only encouraged to understand the concept of democracy theoretically, but also to apply it in everyday life, for example through student council elections or class deliberation forums. Its significance lies in the effort to foster critical awareness, participatory attitudes, and a sense of responsibility in students so that they are able to become citizens with integrity, respect differences, and uphold the values of justice and togetherness in society.

Based on this description, this research focuses on the following questions: 1) How is the independent curriculum management implemented at MTsN 6 Jombang? 2) How is the implementation of the P5PPRA project with the theme *Voice of Democracy* at MTsN 6 Jombang? And 3) What are the supporting and inhibiting factors in managing the independent curriculum in the P5PPRA project on the theme *Voice of Democracy* at MTsN 6 Jombang?

In terms of theoretical contribution, this study enriches curriculum management discourse in Islamic education by highlighting the integration of Pancasila and Rahmatan lil Alamin values. In the madrasah context, combining national values such as mutual cooperation, diversity, and social responsibility with Islamic principles of compassion, tolerance, and justice forms a strong foundation for holistic character education (Samsudin & Ningsih, 2024). This research demonstrates that such integration is not only ideal but also applicable through concrete learning projects. Students engage with these values not just in theory but through real experiences within the madrasah environment. This supports Muthoharoh's (2024) view that Islamic education must



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aim to cultivate individuals who spread mercy and serve as agents of positive change in a plural and dynamic society (Muthoharoh, 2024).

The practical contribution of this research is seen in the preparation of a project-based curriculum management model that is relevant to be applied in the madrasah environment. The findings in this study describe concrete strategies on how curriculum planning, implementation, and evaluation can be well organized, despite limited resources and diverse madrasah conditions. This study shows that the implementation of P5PPRA, especially with the theme Suara Demokrasi, can be carried out flexibly but remains structured and measurable. The project is not only a means of learning, but also a vehicle for internalizing character values in students' real lives. Therefore, the findings of this study can be used as a guideline by madrasah principals, teachers, and curriculum managers in developing similar projects in their respective educational units.

This research is expected to serve as a foundation for developing curriculum policies that go beyond academic achievement by emphasizing character education rooted in real-life practice. The implementation of the Suara Demokrasi theme in P5PPRA illustrates that the curriculum can be designed to foster critical thinking, communication, and social responsibility. Activities like class discussions, local food production, and project presentations reflect contextual learning that leaves a lasting impact. This highlights the need for transformative curriculum management not just focused on administration, but on realizing the deeper values of education. With this approach, madrasahs can emerge as pioneers of Islamic education that is not only moderate but also progressive and grounded in everyday life (Saifullah et al., 2024).

## METHOD

This study uses a qualitative approach with a case study type (Sugiono, 2020b). This approach was chosen because it aims to understand in depth how the Merdeka Curriculum management is implemented in the context of the Pancasila and Rahmatan lil Alamin (P5PPRA) student profile strengthening project with the theme Suara Demokrasi. Qualitative research provides space for researchers to capture the meaning, process, and dynamics that occur in the



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field holistically and contextually. With a case study approach, this study focuses on one location, namely MTsN 6 Jombang, to explore the phenomenon in depth from various perspectives.

The research was conducted at MTsN 6 Jombang which is located on Jl. Prof. Moh. Yamin No. 56, Pandanwangi Village, Diwek District, Jombang Regency. This madrasah was chosen because it has actively implemented the Merdeka Curriculum and is one of the madrasahs that has consistently implemented the P5PPRA project with the theme Suara Demokrasi for the past two years. This madrasah also has A accreditation and is known to be active in developing character-based learning innovations. This research was conducted from October 2024 until completion, with researchers present directly at the location to conduct observations, interviews, and collect supporting documents.

The subjects of this study were informants who played a direct role in the planning, implementation, and evaluation of the P5PPRA project (Fitrah & Luthfiyah, 2017). The informants consisted of the Principal as the person responsible for curriculum management policies and direction, the Deputy Head of Curriculum who coordinated academic planning and implementation of P5PPRA, the P5PPRA Program Coordinator of grade VII as the technical implementer in the field, members of the facilitator team who accompanied students in project activities, and two students as representatives of the students' experiences in following the theme *Voice of Democracy*. The selection of informants was carried out purposively by considering their involvement in project implementation and their ability to provide relevant information.

Data collection techniques in this study were carried out through three main methods: observation, interviews, and documentation (Sidiq & Choiri, 2019). Observation was used to directly observe the project implementation process and the interaction of students and teachers during the activity. Interviews were conducted in depth with informants to explore their perceptions, experiences, and strategies in managing the P5PPRA project. Meanwhile, documentation was used to obtain data in the form of official documents such as learning modules, madrasah work programs, student profiles, activity photos, and project result reports. Second, data



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presentation involves organizing data in narrative form, matrices, tables, or diagrams to facilitate interpretation. Finally, conclusions are drawn/verified, which is carried out gradually throughout the research process. Conclusions are continuously cross-checked with existing data to ensure the final results are valid and accountable.

Data analysis in this study used the Miles and Huberman interactive model which includes three stages: data reduction, data presentation, and drawing conclusions/verification. Data reduction is carried out by selecting, simplifying, and organizing raw data into important information that is relevant to the focus of the research. The data is then presented in narrative form, tables, and diagrams to facilitate understanding and interpretation. Drawing conclusions is carried out in stages and is continuously verified during the research process to ensure the validity of the findings (Sugiono, 2020a).

To ensure data validity, researchers used several triangulation techniques, namely: source triangulation, comparing data from the principal, curriculum vice principal, coordinator, facilitator teacher, and students. Technical triangulation, combining observation, interviews, and documentation to validate the information obtained. And finally, time triangulation, interviews were conducted at different times to test the consistency of answers. In addition to triangulation, validity is also maintained by *member check* (confirmation of interview results to informants), audit trail through detailed recording of the research process, and provision of contextual descriptions so that the results can be transferred to similar situations (Sugiono, 2020a).

With these methodological procedures, this study is expected to be able to provide an accurate and in-depth picture of the management of the Merdeka Curriculum in the project to strengthen the profile of Pancasila and Rahmatan lil Alamin students, as well as provide a real contribution to the practice of character education in madrasas.

## RESULT AND DISCUSSION

In accordance with the data analysis technique used by researchers, namely descriptive analysis, by analyzing data obtained by researchers from interviews, observations, and



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documentation results. The data obtained will be described according to the research results and theoretical basis. This study includes independent curriculum management in the Pancasila student profile strengthening project and student profile blessing for all the universethe theme of the Voice of Democracy at MTsN 6 Jombang.

## **Independent Curriculum Management at MTsN 6 Jombang**

The Independent Curriculum management at MTsN 6 Jombang is systematically implemented through planning, implementation, and evaluation. The planning process begins with an internal meeting between the madrasah principal, curriculum representative, teachers, and the school committee to align perceptions regarding the direction of curriculum policy. This aligns with (Mulyasa, 2023), who emphasized that the success of curriculum implementation is greatly influenced by the quality of planning, especially if the curriculum is based on flexibility like the Independent Curriculum. The madrasah also conducts benchmarking with MTsN 1 Kediri to learn from good practices, which aligns with (Qurniawati, 2023) idea that educational innovation arises from adapting to local contexts and the best practices of other schools.

The curriculum implementation demonstrates a paradigm shift toward more participatory learning. Teachers are no longer merely transmitters of material but also design learning in accordance with student differentiation. This aligns with (At'haya et al., 2023), who emphasize diagnostic assessment as the basis for adaptive learning strategies (At-tamimy & Eloy, 2025). In practice, teachers at MTsN 6 Jombang routinely map students' initial abilities before developing teaching modules, enabling the implementation of a differentiated approach.

Curriculum evaluation is conducted periodically through coordination meetings and teacher reflective reports(Sholeh, 2025). This evaluation model is consistent with the comprehensive curriculum management principle proposed by (Fitrah & Luthfiyah, 2017), which states that the planning-implementation-evaluation cycle must be continuous (Sholeh, 2025). Evaluation also assesses not only academic learning outcomes but also the character-building process, in line with the madrasah's vision of balancing intellectual and spiritual aspects(Sholeh et al., 2023).



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These findings align with research by (Dace & Budi, 2025), which emphasizes that curriculum management, particularly in Islamic educational institutions such as Islamic boarding schools (pesantren), must encompass planning, implementation, and evaluation that adapts to current developments. They demonstrate that strengthening an Islamic values-based curriculum can coexist with the addition of 21st-century skills, such as digital literacy and global communication, through innovative management strategies (Muzakki et al., 2023). Thus, in both madrasahs and pesantren, the success of the curriculum is greatly influenced by the ability to integrate traditional values with modern needs in a structured and sustainable manner.

The dominant supporting factors are the visionary leadership of the madrasah principal, teacher enthusiasm, and adequate facilities (Pradhana et al., 2025). However, the main obstacle is teachers' limited initial understanding of the Independent Curriculum and resistance to changes in learning methods. This challenge aligns with the findings of (Asrul & Muhamad Fadli, 2025), who stated that teacher resistance is a common phenomenon in curriculum transitions (Syafi'i et al., 2024). However, through ongoing training and mentoring, these obstacles can be gradually overcome, demonstrating that teacher competence is a key factor in successful curriculum implementation.

## **Pancasila Student Profile Strengthening Project and Student Profile Grace for the Universe Voice of Democracy Theme at MTsN 6 Jombang**

Pancasila and Rahmatan lil Alamin Student Profile Strengthening Project (P5PPRA) theme Voice of Democracy At MTsN 6 Jombang, it was implemented as a vehicle for strengthening students' character through experience-based learning. The main activities of this project include market day and democratic simulations in decision-making, which enable students to understand the concept of democracy through direct practice. This is relevant to (Dewey, 2001) thinking that education should be based on real experience (learning by doing).

During the planning stage, teachers and a team of facilitators developed teaching modules that emphasized the values of participation, fairness, and responsibility (Abror et al., 2024). These modules were contextualized within students' daily lives, for example, through a simulation of



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buying and selling student-made products. This activity demonstrated the connection between democracy and economic and social aspects, aligning with research by (Pratiwi et al., 2025), which found that projects Voice of Democracy improve students' communication skills, leadership, and social responsibility.

Project implementation consists of several stages: concept introduction, contextualization with the surrounding environment, implementation of activities (market day), and reflection (Sholeh, 2023b). Reflection is crucial because it encourages students to identify strengths, weaknesses, and future improvement strategies (Habibulloh et al., 2024). This approach is consistent with the project-based learning model, which emphasizes the reflective process as a form of self-evaluation.

The main supporting factors for this project are the full support of the principal, parental involvement in the activities market day, and student enthusiasm. The open social environment of the madrasah also fosters collaboration. However, barriers emerged psychologically among students and teachers, particularly fear of failure and doubts about the project's effectiveness. Another barrier was time constraints, as the project had to be integrated with the regular academic curriculum. This obstacle aligns with the findings of (Nurjanah & Saadah, 2022), who noted that time constraints were a common challenge in implementing P5 projects in schools. However, intensive mentoring and open communication strategies successfully overcame these obstacles and even transformed them into a resilient learning tool for students and teachers.

## **Supporting and Inhibiting Factors of Independent Curriculum Management in the Pancasila Student Profile and Student Profile Strengthening Project Grace for the Universe Voice of Democracy Theme at MTsN 6 Jombang**

Supporting factors for the implementation of the Independent Curriculum in the project Voice of Democracy can be categorized into three aspects: structural, cultural, and participatory. Structurally, madrasahs have adequate facilities such as representative classrooms, digital access, and financial support for activities. Culturally, madrasahs have religious traditions and mutual cooperation that strengthen the value of collaboration. Meanwhile, from a participatory



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perspective, the involvement of teachers, students, parents, and the community creates an inclusive educational ecosystem. This finding aligns with (Saputri et al., 2024) who emphasized that the success of P5 is determined by multi-stakeholder involvement and adaptability to the local context.

Conversely, inhibiting factors primarily relate to psychological aspects, teacher competence, and time management (Habibulloh et al., 2024). Students' lack of confidence in expressing their opinions and teachers' doubts about the effectiveness of new methods were major challenges early in implementation (Sholeh et al., 2024). Furthermore, project time allocation often clashed with academic demands, creating prioritization dilemmas. These obstacles are similar to those identified by (Hermansyah et al., 2024), who found that P5 implementation often faced challenges synchronizing with the regular learning schedule.

The influence of these supporting and inhibiting factors significantly impacts the quality of project implementation. Supporting factors encourage active and collaborative learning, while inhibiting factors, if left unaddressed, have the potential to reduce project effectiveness. However, adaptive managerial approaches, such as regular evaluation meetings, joint student reflection, and teacher training, can transform obstacles into opportunities for improvement. This strategy reinforces the findings of (Nurjanah & Saadah, 2022) that management flexibility is a key requirement for the sustainable implementation of the Independent Curriculum. Thus, the project's success is crucial. Voice of Democracy at MTsN 6 Jombang shows the importance of synergy between structural, cultural, and participatory support, as well as adaptive management in facing emerging obstacles.

## CONCLUSION

This research shows that the management of the Independent Curriculum at MTsN 6 Jombang is able to run in a directed manner through collaboration between all parties, despite facing limited resources and implementation challenges. The implementation of the P5PPRA project themed *Voice of Democracy* not only providing contextual learning experiences, but also



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emphasizing the importance of education that fosters participatory character, social responsibility, and national awareness in students.

The practical implication of these findings is that other madrasas can use the experience of MTsN 6 Jombang as a model for designing a more flexible yet measurable project-based curriculum management. For policymakers, these results underscore the need for support in the form of ongoing teacher training, facility enhancements, and regulations that provide space for innovation tailored to local needs. Thus, the Independent Curriculum will not be merely an administrative policy but a true vehicle for transforming character education that is relevant for future generations.

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