



Implementation of Character Education Through P5P2RA Based on Local Wisdom

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ABSTRACT

Character education plays a central role in shaping students into individuals with integrity and competitiveness. One of the approaches used to instill character values is through the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil'Alamin* (P5P2RA) based on local wisdom. This study aims to examine the planning, implementation, and evaluation processes, as well as to identify the supporting and inhibiting factors in the implementation of character education through P5P2RA grounded in local culture. A descriptive qualitative method was employed, with data collected through in-depth interviews, field observations, and documentation. The study focuses on the application of character values such as faith and piety, love for the homeland, mutual cooperation, responsibility, creativity, proper manners (*ta'abbud*), and a dynamic and innovative attitude (*tatavur wa ibtikar*) within project-based learning activities that highlight local potential. The findings reveal that the implementation of P5P2RA based on local wisdom is fairly effective in developing students' character. Activities such as constructing miniature traditional houses and showcasing student work (Gelar Karya) encouraged students to collaborate, think critically, and appreciate local culture. However, the program still faces several challenges, including low active student participation in project creation, lack of enthusiasm, and limited transportation funding for field exploration activities. Nevertheless, the school has demonstrated its commitment to overcoming these obstacles by optimizing internal resources and implementing innovative strategies.

Keywords: Character Education, P5P2RA, Local Wisdom, Merdeka Curriculum.

ABSTRAK

Pendidikan karakter memegang peran sentral dalam membentuk kepribadian peserta didik yang berintegritas dan berdaya saing. Salah satu pendekatan yang digunakan untuk menanamkan nilai-nilai karakter adalah melalui *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil'Alamin* (P5P2RA) berbasis kearifan lokal. Penelitian ini bertujuan untuk mengkaji perencanaan, pelaksanaan, evaluasi, serta mengidentifikasi faktor pendukung dan penghambat dalam implementasi pendidikan karakter melalui P5P2RA berbasis kearifan lokal. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa wawancara mendalam, observasi lapangan, dan dokumentasi. Fokus utama terletak pada penerapan nilai-nilai karakter seperti keimanan dan ketakwaan, cinta tanah air, gotong royong, tanggung jawab, kreativitas, adab (*ta'abbud*), serta sikap dinamis dan inovatif (*tatavur wa ibtikar*) dalam aktivitas pembelajaran berbasis proyek yang mengangkat potensi lokal. Hasil penelitian menunjukkan bahwa pelaksanaan P5P2RA berbasis kearifan lokal cukup efektif dalam membentuk karakter peserta didik. Kegiatan seperti pembuatan miniatur rumah adat dan Gelar Karya mendorong peserta didik untuk berkolaborasi, berpikir kritis, serta mengenal dan menghargai budaya lokal. Namun, pelaksanaan program ini masih menghadapi sejumlah kendala, diantaranya rendahnya partisipasi aktif peserta didik dalam pembuatan proyek, sikap kurang antusias, serta keterbatasan biaya transportasi untuk kegiatan eksplorasi lapangan. Meskipun demikian, pihak sekolah menunjukkan komitmen dalam mengatasi hambatan tersebut melalui optimalisasi sumber daya internal dan inovasi strategi pelaksanaan.

Kata Kunci: Pendidikan Karakter, P5P2RA, Kearifan Lokal, Kurikulum Merdeka.

INTRODUCTION

Indonesia is rich in local culture and traditions that reflect noble values such as arts, musical instruments, traditional clothing, culinary delights, and religious rituals that are spiritual and collective in nature. In education, these values are important to develop in order to shape a strong national character rooted in local identity.¹ However, moral and cultural changes nowadays show a decline in character due to globalization, the emergence of foreign cultures, and increasing individualism.² Character education becomes key to instilling moral and social values sustainably, serving as a bulwark against foreign cultural threats and preserving local traditions. The material of character education covers religious values, honesty, tolerance, discipline, creativity, independence, patriotism, environmental concern, social responsibility, and accountability, in accordance with the mandate of the National Education System Law No. 20 of 2003.³

Merdeka Curriculum is presented as an answer to the challenges faced in education. Focusing on *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA), this curriculum integrates a project-based approach that aligns with contextual and local needs. Through this approach, values such as religiosity, responsibility, tolerance, love of homeland, and social concern are instilled from an early age, especially during the golden age of children.⁴

The *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) within the Merdeka Curriculum is an innovative learning approach that uses project-based methods. This program is designed with seven main themes: Sustainable Living, Local Wisdom, Bhinneka Tunggal Ika (Unity in Diversity), Build Your Soul and Body, Voice of Democracy, Engineering and Technology for Building the Unitary State of the Republic of Indonesia (NKRI), and Entrepreneurship.⁵ Educational values are a core aspect of Indonesian culture. Therefore, cultural strategies forming the foundation of curriculum planning must be systematically crafted. Education curriculum is fundamentally rooted in the nation's culture, especially local wisdom from each ethnic group. Local wisdom encompasses values and norms that serve as behavioral guidelines for the next generation. By understanding local wisdom, students are expected to develop harmonious relationships with individuals from various backgrounds of ethnicity, culture, religion, and belief.⁶

¹ Abdi Azizurahman and Sedy Santosa, "Nilai-Nilai Pendidikan Islam Dalam Tradisi Janengan Serta Relevansinya Dengan Karakter Nabi Muhammad," *Jurnal Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 12, no. 1 (2022): 48–61, <https://doi.org/10.33367/ji.v12i1.2377>.

² Faza Fatimatuazzahro et al., "Pendidikan Karakter Bangsa Dalam Pandangan HOS Tjokroaminoto," *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan* 3, no. 1 (2023): 1–10, <https://doi.org/10.47200/awtjhpsa.v3i1.1817>.

³ Enni Dwi Rahayu and Anak Agung Gde Rai Arimbawa, "Nilai-Nilai Kearifan Lokal Reog Bulkiyo Dalam Pendidikan Karakter Sesuai Profil Pelajar Pancasila," *JoLLA Journal of Language Literature and Arts* 4, no. 5 (2024): 478–85, <https://doi.org/10.17977/um064v4i52024p478-485>.

⁴ Ani Siti Anisah and Iman Saifullah, "Strengthening The Profile Pancasila Students And The Profile Rahmatan Lil Alamin Stdents In The Implementation," *Al-Aulad: Journal of Islamic Primary Education* 7, no. 2 (2024): 1–14, <https://doi.org/10.15575/al-aulad.v7i2.34230>.

⁵ Erna Sari Agustia, "P5PPRA Tumbuhkan Kesadaran Berbangsa Dan Bernegara Melalui Tema Kearifan Budaya Lokal," *Jurnal Lingkar Mutu Pendidikan* 20, no. 2 (2023): 53–62, <https://jlm.kemdikbud.go.id/index.php/jlmp/index P5P2RA>.

⁶ Nuriza Dora, Eka Susanti, and Rora Rizky Wandini, "Peran Pendidikan Berbasis Kearifan Lokal Dalam Membentuk Karakter Siswa Di Mis Al-Afkary Batang Kuis," *AR-RLAYAH: Jurnal Pendidikan Dasar* 5, no. 1

Based on information obtained through interviews, the implementation of P5P2RA based on local wisdom at MAN 5 Garut faces several challenges that directly impact the program's effectiveness. One of the issues is the low sense of nationalism among students, reflected in their lack of active participation in project activities. Students tend to display negative behaviors such as frequently complaining, refusing guidance, being difficult to accept advice, and showing little willingness to struggle through the learning process. They prefer quick and easy solutions without meaningful effort, so the essence of project-based learning is overlooked.

Furthermore, the weak awareness of the importance of local wisdom values, which should serve as the foundation for character building, also becomes a serious obstacle in the internalization process of these values. These values are not only poorly understood, but also have not yet been deeply embedded in students' daily lives. On the other hand, budget limitations, especially for transportation during direct exploration activities to local wisdom sites in Garut, also pose technical barriers that hinder the optimal implementation of the program. This condition highlights the importance of conducting in-depth studies on the strategy for implementing P5P2RA so that it can be adapted contextually to local social, cultural, and environmental characteristics. Without proper adaptation and full support from all parties, the main goals of this program risk not being fully achieved.

Several previous studies have highlighted the implementation of character education through the *Projek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil 'Alamin* (P5P2RA) program based on local wisdom. For example, studies by Agusta,⁷ Purwani and Mustikasari,⁸ Ulfikriah et al.,⁹ Anisah and Saifullah,¹⁰ Susanti et al.,¹¹ and Asror et al.¹² There is also a study by Trisno et al.,¹³ which shows that character education based on local wisdom, especially *Ma'ata'a*, plays an important role in developing students' religious character and social concern. Yuliana et al.'s research indicates that wearing traditional Javanese clothing,

(2021): 121, <https://doi.org/10.29240/jpd.v5i1.2692>.

⁷ Agusta, "P5PPRA Tumbuhkan Kesadaran Berbangsa Dan Bernegara Melalui Tema Kearifan Budaya Lokal."

⁸ Rina Purwani and Dian Mustikasari, "Pembelajaran Berbasis Kearifan Lokal Sebagai Media Untuk Membentuk Karakter Siswa Sekolah Dasar Melalui Dongeng" 12 (2024): 40–50, <https://doi.org/https://dx.doi.org/10.30659/jpbi.12.1.40-50>.

⁹ Sifa Ulfikriah, Asep Tutun Usman, and Jafar Amirudin, "Implementasi Proyek Penguatan Profil Pelajar Pancasila Bermuatan Kearifan Lokal Dalam Mengembangkan Sikap Kreatif Peserta Didik," no. 8 (2024): 3217–49.

¹⁰ Ani Siti Anisah and Iman Saifullah, "Strengthening The Profile Pancasila Students And The Profile Rahmatan Lil Alamin Students In The Implementation," *Al-Aulad: Journal of Islamic Primary Education* 7, no. 2 (2024): 1–14, <https://doi.org/https://doi.org/10.15575/al-aulad.v7i2.34230>.

¹¹ Fitri Susanti, Kusen, and Sumarto, "Implementasi Project Penguatan Profil Pelajar Pancasila Dan Profil Pelajar Rahmatan Lil Alamin (P2RA) Di Madrasah," *Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 7, no. 1 (2024): 193–202, <https://doi.org/10.58401/dirasah.v7i1.1095>.

¹² Moh Asror, Husniyatus Salamah Zainiyati, and Suryani Suryani, "The Gusjigang Model for Strengthening Local Wisdom-Based Character Education in Digital Era," *Journal of Education and Learning* 18, no. 4 (2024): 1125–33, <https://doi.org/10.11591/edulearn.v18i4.21039>.

¹³ Muhammad Trisno, Mas Muhammadih, and Syamsul Bahri, "Strategi Implementasi Pendidikan Karakter Berbasis Nilai Kearifan Lokal Ma ' Ata ' a Suku Ciacia Laporo Dalam Muatan Lokal Sekolah Dasar Di Kota Baubau Implementation of Character Education Strategy Based on Local Wisdom Values of the Ma ' Ata ' a Ciacia Laporo Tribe in Local Content of Elementary Schools in Baubau City Pendahuluan" 5, no. 1 (2024): 164–69, <https://doi.org/10.35965/bje.v5i1.5316>.

Ngayogyakarta style, every *Kamis Pon* day, serves as a means to foster local wisdom.¹⁴ Martanti et al. found that the project-based learning with the theme of local wisdom, "Enjoy Gardening," proceeded as planned through stages of planning, implementation, and evaluation.¹⁵ Lastly, Faiz and Soleh's research shows that character education based on local wisdom is effective in instilling moral and cultural values, shaping students' identities in the era of globalization.¹⁶

Unlike previous studies, this research applied an approach that better fits the local context and emphasized collaboration. The research conducted at MAN 5 Garut involved the whole school community from the planning stage by highlighting local cultural wealth, such as Kampung Pulo Traditional House, and utilizing teacher training through the SIPINTAR platform. During the implementation phase, students participated in real projects such as creating miniature traditional houses during the Gelar Karya event, encouraging their creativity and active engagement. The evaluation was comprehensive, covering aspects of knowledge, attitude, skills, and collaboration. Moreover, this study also shows full support from the school as well as the application of creative strategies to overcome economic barriers, which has not been widely addressed in previous research.

Through this study, the contribution to the educational world is expected to become more tangible, especially in developing a concept of character education that not only focuses on universal values but also remains rooted in the nation's cultural heritage. Accordingly, students can grow into individuals with strong character, high social awareness, and the ability to appreciate and preserve their regional cultural heritage in facing future global challenges.

METHOD

The qualitative descriptive research method is a technique used to explore and understand the meanings associated by individuals or groups regarding social or humanitarian issues. In its process, this research involves the development of questions and procedures that are dynamic, data collection typically conducted in the environment of the participants, and data analysis performed inductively, where specific patterns are developed into more general themes. Additionally, the researcher plays a role in interpreting the meanings of the data obtained. The final research report is structured with flexibility. This approach emphasizes an inductive research method, oriented toward individual meaning, and prioritizes reporting that reflects the complexity of a phenomenon.¹⁷

This method of data collection focuses on 1) in-depth interviews conducted to gather information from sources about their experiences or perspectives related to the phenomena

¹⁴ Indri Yuliana et al., "Implementasi Kearifan Lokal Dalam Mendukung Pendidikan Karakter Siswa SD Negeri Sembungan," *Jurnal Pendidikan Tambusai*, 8 (2024): 27046–53.

¹⁵ Fitria Martanti, Moch Fatkhuronji, and Maskur Maskur, "Penguatan Profil Pelajar Pancasila Dan Profil Pelajar Rahmatan Lil Aalamin Melalui Pembelajaran Projek Kearifan Lokal Di Madrasah Ibtidaiyah," *Danubh Guru: Jurnal Pendidikan MI/SD* 4, no. 1 (2024): 47–60, <https://doi.org/10.35878/guru.v4i1.1090>.

¹⁶ Aiman Faiz and Bukhori Soleh, "Implementasi Pendidikan Karakter Berbasis Kearifan Lokal," *JINoP (Jurnal Inovasi Pembelajaran)* 7, no. 1 (2021): 68–77, <https://doi.org/10.22219/jinop.v7i1.14250>.

¹⁷ John W. Creswell. J. David Creswell, *Research Design Qualitative, Quantitative and Amixed Methods Approaches* (India: SAGE Publication Asia-Pacific Pte. Ltd., 2016).

occurring, 2) observation, where the researcher watches social interactions within their environment, and 3) documentation, analyzing written documents, photographs, videos, or archives related to the research topic.

Data analysis techniques are carried out through interviews, observations, and documentation, which are then analyzed using thematic analysis techniques. This process includes three main stages: (1) Data reduction, which summarizes and analyzes research notes related to the implementation of character education through P5P2RA based on local wisdom; (2) data presentation, which involves structuring the data in a format that supports further analysis; and (3) drawing conclusions, which is an initial interpretation of the research findings and requires verification to ensure validity.

RESULTS AND DISCUSSION

The Planning of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin (P5P2RA)*

Planning is the initial stage in establishing strategies to achieve a goal. This process involves selecting and formulating objectives, preparing plans, procedures, budgets, and standards as benchmarks for success. Therefore, planning can be understood as a series of interconnected actions that require decision-making to determine the best steps to reach organizational goals.¹⁸

Planning is always future-oriented, with uncertain characteristics because it can be influenced by various changes in a short period. In the context of Islamic education, planning plays a very important role, because without thorough planning, educational institutions can miss opportunities and face difficulties in determining goals and the necessary strategies to achieve them.¹⁹

Based on information obtained through interviews, the planning conducted at MAN 5 Garut involved a planning meeting by a facilitator team that included the head of the madrasah, the management team, and teachers. Through this, the school determined relevant themes related to local culture and values to be integrated through learning.

This planning encompasses several main aspects derived from interview data, namely: 1) Site surveys, documentation of traditional houses through vlogs, and delivery of supplementary material to students. 2) The curriculum material aligned with the national curriculum; the team prepared a proposal describing the condition of Kampung Pulo's traditional house, with the material delivered in-depth in class to interpret the house as a symbol of local culture and wisdom. 3) Meetings organized by the facilitator team involving the madrasah head, management team, and teachers at MAN 5 Garut. 4) Direct training for representatives of the academic curriculum field, which was conducted online via the SIPINTAR application; this training provided valuable experience for teachers in planning

¹⁸ Michaela W Miller, Kathe Taylor, and Karma Hugo, "Reopening Washington Schools 2020: District Early Learning Planning Guide," *Washington Office of Superintendent of Public Instruction*, 2020, 1–26.

¹⁹ Muamar Asykur et al., "Nilai-Nilai Perencanaan Pendidikan Islam (Kisah Nabi Musa As Bersama Nabi Khidir As) Dalam Surah Al Kahfi Ayat 60-82," *Edukasi Islami: Jurnal Pendidikan Islam* 11, no. 02 (2022): 793–808, <https://doi.org/10.30868/ei.v11i02.2237>; Fiqra Nazib and Ayu Sri, "Konsep Implementasi Pembelajaran Pendidikan Agama Islam (PAI) Di Tingkat Sekolah Dasar," *Mutiara : Jurnal Ilmiah Multidisiplin Indonesia* 2, no. 1 (2024): 26–40, <https://doi.org/10.61404/jimi.v2i1.109>.

and implementing P5P2RA and served as a platform for sharing ideas, discussing challenges, and developing creative methods.

1. Learning Materials for the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) at MAN 5 Garut

Based on information obtained through interviews, the planning for the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) at MAN 5 Garut began with the development of learning materials aligned with the curriculum and local cultural character. The organizing team at MAN 5 Garut conducted a survey to the project reference site themed on local wisdom, specifically the Rumah Adat Kampung Pulo in Cangkuang, Leles, West Java. Documentation was carried out by creating a vlog to depict the condition and characteristics of the location. Subsequently, the materials were presented more in-depth to students to enrich their understanding of Rumah Adat Kampung Pulo and the values of local wisdom contained therein.

This project contains several main values, namely: (1) harmonious relations between humans, nature, and God; (2) orderliness in the layout of the house and environment; and (3) utilization of natural, environmentally friendly materials. This concept reflects Sundanese culture in Kampung Pulo, emphasizing balance between natural and spiritual aspects. These values can be adapted into modern architecture that not only focuses on aesthetics and functionality but also integrates principles of sustainability and spirituality.

2. Training Program or Workshop for the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) Based on Local Wisdom at MAN 5 Garut

Based on information obtained through interviews, to support the implementation of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) based on local wisdom at MAN 5 Garut, direct training was held by the academic curriculum representative, and online training for the team was conducted via the SIPINTAR application. This training thoroughly covers concepts, strategies, and best practices in integrating local cultural values into learning. The aim of this training is to equip educators with a comprehensive understanding of the project-based approach so they can design more contextual, interactive, and meaningful learning activities for students.

Furthermore, the experiences gained during the training serve as a crucial foundation for designing P5P2RA learning plans. With this training, educators can share best practices, discuss challenges faced, and explore innovative methods to implement P5P2RA based on local wisdom. It is hoped that this will improve the effectiveness of the learning process and instill character values that align with the local culture and identity.

Implementation of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin (P5P2RA)*

Implementation is the act or execution of a carefully planned plan. It can be simply defined as the application of a planned activity.²⁰ The purpose of implementation is to achieve the results that were outlined during the planning phase. This stage follows the functions of planning and organization.²¹

This implementation covers several main aspects based on information from interviews, namely: 1) The activity of showcasing and introducing local wisdom, where students create miniature models of Rumah Adat Kampung Pulo. Through this process, students recognize the shapes, orderliness, and characteristic materials of the traditional house, with some students using recycled materials such as wood and bamboo. 2) Student responses were very positive and enthusiastic; many students learned about local wisdom for the first time, and some are still actively preserving it. 3) Methods and media used include direct demonstrations to deliver the material, with the miniature project serving as a tangible practice. Video/vlog media was also employed because the team conducted direct surveys of the location, but due to budget constraints, it was not possible to survey all sites.

1. **Gelar Karya Event and Introduction to Local Wisdom at MAN 5 Garut**

Based on information obtained through interviews, observation, and documentation, on Thursday, February 13, 2025, the school at MAN 5 Garut held a Display of Works event featuring various programs, one of which is the P5P2RA Program based on Local Wisdom. In this event, all XI grade students participated by being divided into several groups to showcase their work. One form of this Display of Works activity was a competition to create miniatures of Rumah Adat Kampung Pulo, where each group was free to be creative according to their own ideas.

Several objectives embedded in this project activity include: 1) Exploring the philosophy behind the design of Rumah Adat Kampung Pulo and its relevance to environmentally friendly and Islamic modern housing; 2) Training students to understand the principles of architecture based on local wisdom and how to adapt them into modern housing designs; 3) Encouraging students to think creatively in creating local housing designs that can be applied today while still maintaining Sundanese cultural values.

²⁰ Nuraiha Nuraiha, "Pelaksanaan Metode Pengajaran Variatif Pada Pembelajaran Al Quran MAN 1 Tanjung Jabung Timur Kabupaten Tanjab Timur," *Jurnal Literasiologi* 4, no. 1 (2020): 40–50, <https://doi.org/10.47783/literasiologi.v4i1.132>.

²¹ Yuli Supriani et al., "Manajemen Perencanaan Dan Pelaksanaan Pendidikan Islam Di Madrasah Aliyah Al-Hidayah Ibum," *Jiip- Jurnal Ilmiah Ilmu Pendidikan* 4, no. 7 (2021): 707–14, <https://doi.org/10.54371/jiip.v4i7.333>.



Figure 1. Miniature of Rumah Adat Kampung Pulo



Figure 2. Gelar Karya Event at MAN 5 Garut

2. Method of Proyek Penguatan Profil Pelajar Pancasila dan Rahmatan Lil ‘Alamin (P5P2RA) Based on Local Wisdom at MAN 5 Garut

The learning method is a systematic and structured system designed to support the knowledge transfer process to students, based on the curriculum and the appropriate Lesson Plan (RPP).²² The application of methods in teaching is an essential aspect that supports the effectiveness of material delivery. Choosing the right method allows teachers to convey the material more optimally, enabling students to understand and accept the lessons better and in a more enjoyable atmosphere.²³

Islamic education methods are approaches used to help educators form Muslim individuals with an Islamic character, in accordance with principles set out in the Qur'an and Hadith. To foster individuals to become faithful, pious, and morally excellent while also capable of practicing the values of *Rahmatan Lil ‘Alamin*, intervention through systematic Islamic education is necessary.²⁴

In the learning approach known as demonstration method, a process or learning situation is shown directly through concrete examples or models given by instructors or experts in the subject matter. This method allows students to observe the correct steps in performing a task or skill, so they can understand the concept more clearly before applying it independently.²⁵

Project-based learning is an approach that emphasizes the learning process over a certain period, focusing on problem-solving, and integrating various concepts from multiple disciplines. In practice, students are actively involved in collaborative activities within groups composed of individuals with different abilities and expertise, allowing members to contribute according to their skills to support overall team success.²⁶

²² Nanang Gustri Ramdani et al., “Definisi Dan Teori Pendekatan, Strategi, Dan Metode Pembelajaran,” *Indonesian Journal of Elementary Education and Teaching Innovation* 2, no. 1 (2023): 20, [https://doi.org/10.21927/ijeeti.2023.2\(1\).20-31](https://doi.org/10.21927/ijeeti.2023.2(1).20-31).

²³ Hidayatul Mutmainnah and Samsul Arifin, “Metode Pembelajaran Pendidikan Agama Islam Aktif Dan Kreatif Di Madrasah Aliyah Darul Ulum Banyuwangi Kecamatan Palengaan Kabupaten Pamekasan,” *Fikrotuna: Jurnal Pendidikan Dan Manajemen Islam* 14, no. 02 (2021): 2039–56, <https://doi.org/10.32806/jf.v14i02.5417>.

²⁴ Haeril, Rizqy Mutmainnah Amin, and Muh. Nurjihad, “Metode Pendidikan Islam Di Sekolah / Madrasah,” *Pendidikan Agama Islam* 2, no. 2 (2022): 73–80.

²⁵ Ramdani et al., “Definisi Dan Teori Pendekatan, Strategi, Dan Metode Pembelajaran.”

²⁶ Rahwan Sanusi et al., “Manajemen Model Pembelajaran Project Based Learning Dalam Meningkatkan Kompetensi Mahasiswa,” *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 3 (2023): 1740–46, <https://doi.org/10.54371/jiip.v6i3.1615>.

Based on information obtained through interviews, the implementation of the P5P2RA program at MAN 5 Garut applies demonstration methods or practical approaches, as well as project-based methods, wherein students are involved in the process of creating miniatures. This approach aims to develop motor skills, encourage creativity, and deepen students' understanding of cultural values reflected in their work.

3. Media for the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin (P5P2RA)* Based on Local Wisdom at MAN 5 Garut

In Arabic, media is interpreted as means or channels (وسائل) for conveying messages from the sender (educator) to the receiver (students).²⁷ In the perspective of Islamic education, educational media are the Qur'an and Hadith.²⁸ With the development of science and technology, the use of educational media, especially videos, has become very important. This is because learning is highly complex and has many learning objectives that are difficult to achieve solely through listening to the teacher's explanation. Therefore, to obtain the best learning outcomes, the use of media such as videos is necessary.²⁹

Based on information obtained through interviews, the media used by the organizing team in the P5P2RA program based on local wisdom at MAN 5 Garut consists of a project to create miniatures of traditional houses in Kampung Pulo, presented during the exhibition activity. The documentation process is carried out in the form of vlog videos, which function as interactive learning media and a digital archive to introduce and preserve local cultural values more broadly.

Evaluation of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin (P5P2RA)*

Evaluation comes from the English word "evaluation," which generally means the process of assessing. Philosophically, the concept of value refers to the idea of the world, which is an idea about the universe that contains certain meanings. In economics, values are usually associated with the estimation of an object. In Arabic, the terms related to evaluation include "*imtihan*" (اختبار), meaning an exam or test, and "*kebataman*," which refers to an assessment of the final results of a process. The term "*nilai*" (value) in Arabic is known as "*al-Qimah*" or "*al-Taqdir*." Thus, literally, educational evaluation or "*al-Taqdir al-Tarbawiy*" can be understood as a systematic process of assessing aspects of education, encompassing all learning activities to measure the effectiveness and achievement of educational goals.³⁰

This evaluation covers several main aspects based on interview data, namely: 1) The competition during the Display of Works, where XI-grade students set up a Sunda-themed booth featuring a miniature Rumah Adat Kampung Pulo. Students not only created the

²⁷ Ramsah Ali and Indra, "Media Pembelajaran Pendidikan Islam," *TA'DIB: Jurnal Pemikiran Pendidikan* 11, no. 2 (2021): 11–12.

²⁸ Rachelia, "Media Pendidikan Dalam Perspektif Pendidikan Islam," *Jurnal Pendidikan Indonesia* 1, no. 2 (2024): 81–94, <https://doi.org/10.61930/silabus.vv1i2>.

²⁹ Aisyah Fadilah et al., "Pengertian Media, Tujuan, Fungsi, Manfaat Dan Urgensi Media Pembelajaran," *Journal of Student Research (JSR)* 1, no. 2 (2023): 1–17, <https://doi.org/10.55606/jsr.v1i2.938>.

³⁰ Suharjo et al., "Evaluasi Pendidikan Agama Islam Yang Ideal Perspektif Filsafat Pendidikan Islam," *Arus Jurnal Pendidikan* 2, no. 3 (2022): 244–51, <https://doi.org/10.57250/ajup.v2i3.138>.

project but also had to explain the meaning of the traditional house. Character assessment was conducted throughout the activity process and recorded in the report card. 2) The display of works served as a medium to foster positive attitudes among students, encouraging teamwork and collaboration. The P5P2RA program focuses on developing students' attitudes and character, not only their cognitive abilities.

1. Measuring the Success of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) Based on Local Wisdom at MAN 5 Garut

Based on information obtained through interviews, the success of the P5P2RA activities at MAN 5 Garut is measured through the organization of the Gelar Karya as a form of evaluation and appreciation of learning outcomes. In this event, students set up a Sunda-themed booth featuring miniatures and sketches of Rumah Adat Kampung Pulo that they have created. Additionally, students are not only involved in making the projects but are also tasked with explaining to visitors about Rumah Adat Kampung Pulo based on insights gained from sources. The goal of this activity is to develop speaking skills and deepen understanding of local culture. As part of cultural involvement, students serving as speakers are required to wear traditional Sundanese attire. Besides the evaluation during Gelar Karya, educators also assess students' attitudes and skills throughout the P5P2RA process, and these results are integrated into the report card as part of a holistic assessment.

2. Positive Changes in Attitudes, Behaviors, and Mindsets of Students in the P5P2RA Activities Based on Local Wisdom at MAN 5 Garut

Based on information obtained through interviews, the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA) activities based on local wisdom at MAN 5 Garut have shown positive impacts on students' attitudes and character. This is reflected during the Gelar Karya event, where students demonstrate improvements in critical thinking, communication, and collaboration. Additionally, values such as faith and piety, responsibility, independence, and creativity are increasingly embedded within them. These positive changes are not only visible in social interactions but also in tangible aspects, such as creativity in designing the stand and making miniatures of Rumah Adat Kampung Pulo. Through the Gelar Karya activity, students can develop their potential and actively apply the character values that are the main objectives of P5P2RA, rendering learning not only theoretical but also providing valuable direct experience for their personal and social development.

Supportive and Hinderling Factors of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan lil 'Alamin* (P5P2RA)

Supportive factors are elements or conditions that can trigger, strengthen, or facilitate the occurrence of activities, efforts, or production processes. These factors can include moral support from the surrounding environment, such as friends and family; encouragement from professional demands; personal motivation as a learner; and other forms of support. Conversely, inhibiting factors refer to various elements that disturb or obstruct the achievement of goals. These can include time constraints, low interest or motivation in

participating in training, unsuitable learning environments, and less effective material delivery by tutors.³¹

Supportive and inhibitory factors are aspects or conditions that help or hinder the achievement of goals in a learning process. These factors, based on interview information, include 1) school support—providing funds and facilities, especially during Gelar Karya; 2) human resources obstacles—mainly due to limited funds since most students come from lower-middle-income families, making funding activities challenging; 3) creative strategies—such as encouraging students to use recycled materials in projects to reduce costs without compromising learning quality; and 4) the role of local communities and parents—providing locations like Kampung Pulo for local wisdom activities and supporting through group contributions for student projects.

1. School Support in the Implementation of the P5P2RA Program at MAN 5 Garut

Based on interview data, the school provides full support for the implementation of the P5P2RA program, both financially and through the provision of facilities and infrastructure needed. This support includes funding for projects, providing tools and materials for creating miniatures of Rumah Adat Kampung Pulo, and supporting facilities to ensure the smooth running of Gelar Karya activities. With this support, students can develop their creativity and skills more optimally, while educators have greater flexibility in applying innovative teaching methods. The school's commitment to supporting this program strengthens locally grounded learning and encourages character development through culture-based projects.

2. Human Resource Constraints in the Implementation of the P5P2RA Program at MAN 5 Garut

Based on interview data, one obstacle in implementing the P5P2RA program at MAN 5 Garut is limited funding, given that most students come from families with lower-middle-income conditions. This causes some students to face difficulties in contributing financially to meet project needs.

As a solution, the school applies creative strategies to ensure that Gelar Karya can still be conducted without requiring high costs. These include utilizing recycled or reused materials for miniature creation, establishing cooperation with external parties for sponsorship, and encouraging students to be innovative with available resources. This approach not only helps students overcome financial constraints but also trains them to think creatively and utilize the potential around them.

3. Role of Local Communities and Parents in the P5P2RA Program at MAN 5 Garut

Based on interview data, local community involvement significantly contributes to the success of the P5P2RA program at MAN 5 Garut, especially by providing locations used as sites for local wisdom learning. Kampung Pulo serves as the main site, functioning as a direct learning environment for students. This participation has positive impacts because students can recognize and understand local cultural values that are still maintained, making the learning process more tangible and relevant.

³¹ Uum Suminar Hasbi Maulana Robby, Dayat Hidayat, "Implementasi Pelatihan Komputer Bagi Warga Belajar Program Komputer Pkbn Buana Mekar," *Jurnal Teknologi Pendidikan (JTP)* 8, no. 2 (2023): 21–29, <https://doi.org/10.32832/educate.v8i1.8166>.

Additionally, parental involvement also supports the program's success. Despite many students coming from lower-middle-income families, parents contribute through collective financial support managed within groups. The funds are used to support student projects, such as creating miniature traditional houses. Thus, even with limited funding, students can actively participate. The synergy among the school, community, and parents forms the core pillar ensuring the continuity and effectiveness of the P5P2RA activities.

CONCLUSION

The existence of the *Projek Penguatan Profil Pelajar Pancasila dan Profil Pelajar Rahmatan Lil 'Alamin* (P5P2RA) program proves that the planning stage was designed to integrate character values into various activities based on local wisdom, including creating miniatures during the Gelar Karya event. The school actively plays a role in providing facilities and infrastructure to ensure the success of this event. During implementation, students are directly involved in project creation, which instills character values such as faith and piety, mutual cooperation, responsibility, and creativity. Students are also trained to work collaboratively, think critically, and understand local culture through hands-on practices.

The evaluation stage involves assessing students' involvement in the project development, their attitudes during activities, as well as the final products and presentations delivered at Gelar Karya. Additionally, these assessments are included in the final report on students' character development. The school provides full support in terms of facilities, funding, and fostering student enthusiasm for participating in Gelar Karya activities.

However, there are challenges, including a lack of cooperation among students and limited financial resources, which cause some students to have difficulty contributing to project needs. To address these obstacles, it is advised that the madrasah enhance collaboration among students through group learning strategies. Furthermore, efforts to support financially, such as fundraising or establishing partnerships with external parties, are necessary to help students facing budget constraints. These measures aim to allow all students to participate maximally in the Gelar Karya activities.

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