



# Implementation of multicultural Islamic value character education in the Pancasila student profile project phase C

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## Abstract

*This article aims to explore and analyze the implementation of character education with multicultural Islamic values in the P5 Phase C project at SD NU Nurul Ishlah Randuagung Gresik from the aspects of planning, implementation, and evaluation. The research methodology used is a qualitative approach with the type of case studies and data collected through interviews, observations, and document analysis. The results of the study showed, 1) Planning character education with multicultural Islamic values in P5 Phase C Grade 5 students chose the theme of Sustainable Lifestyle with the Urban farming and Cultivation project involving all stakeholders and had been agreed upon and socialized to the students' parents, 2) The implementation of character education with multicultural Islamic values in P5 Phase C for Grade 5 Students of SD NU Nurul Ishlah Randuagung Gresik started from the introduction, project creation, and project implementation and carried out through Waste Alms, Infaq Piggy Piggy Bank, Urban Farming and Cultivation which leads to a social program entitled Nurish Peduli, then distributed to people in need. 3) The results of the evaluation of character education loaded with multicultural Islamic values in P5 show the success of implementing universal values, tolerance, and multicultural-based cooperation, while in the Pancasila profile it achieves elements and sub-elements of the independent dimension.*

**Keywords:** Character Education; Independent Curriculum; Elementary school; Pancasila

## Abstrak

Artikel ini bertujuan untuk mengeksplorasi dan menganalisis implementasi pendidikan karakter dengan nilai-nilai Islam multikultural dalam proyek P5 Tahap C di SD NU Nurul Ishlah Randuagung Gresik dari aspek perencanaan, pelaksanaan, dan evaluasi. Metodologi penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus dan data dikumpulkan melalui wawancara, observasi, dan analisis dokumen. Hasil penelitian menunjukkan, 1) Perencanaan pendidikan karakter dengan nilai-nilai Islam multikultural pada siswa kelas 5 Tahap C P5 memilih tema Gaya Hidup Berkelanjutan dengan proyek Pertanian Perkotaan dan Budidaya yang melibatkan semua pemangku kepentingan serta telah disepakati dan disosialisasikan kepada orang tua siswa, 2) Pelaksanaan pendidikan karakter yang dipadukan dengan nilai-nilai Islam multikultural pada Tahap C P5 untuk Siswa Kelas 5 SD NU Nurul Ishlah Randuagung Gresik dimulai dari tahap pengenalan, pembuatan proyek, dan pelaksanaan proyek, serta dilaksanakan melalui program Sedekah Sampah, Celengan Infaq, Pertanian Perkotaan, dan Budidaya yang bermuara pada program sosial bertajuk Nurish Peduli, kemudian didistribusikan kepada masyarakat yang membutuhkan. 3) Hasil evaluasi pendidikan karakter yang diisi dengan nilai-nilai Islam multikultural dalam P5 menunjukkan keberhasilan dalam menerapkan nilai-nilai universal, toleransi, dan kerja sama berbasis multikultural, sedangkan dalam profil Pancasila, hal ini mencapai unsur-unsur dan sub-unsur dimensi kemandirian.

**Kata kunci:** Pendidikan Karakter; Kurikulum Mandiri; Sekolah Dasar; Pancasila

## Introduction

The development of globalization triggered by the advancement of science and technology has reconstructed the social structure of society at the local, national, and global levels. This change has given rise to new dynamics in the use of technology as the main motor of social and cultural transformation (Ministry of Education and Culture, Research and Technology, 2021). On the one hand, globalization has a positive impact in the form of improving people's way of thinking, work productivity, and market expansion. However, on the other hand, there are also negative consequences in the form of a deterioration of values, norms, and morals that threaten the social order.

The great transformation in human civilization from the agrarian era to the digital era has brought consequences to social interaction patterns, especially among children and adolescents. Ease of access to the internet has two impacts, namely; as a source of learning and potential deviations, such as addiction to inappropriate content, verbal and physical violence, and other deviant behaviors (Elfira et al., 2024). This phenomenon shows the urgency of the importance of socializing noble values and character education in a structured manner in order to restore the moral integrity of the young generation who are vulnerable to being eroded by instant and hedonistic cultural currents (Kurniawaty & Faiz, 2022). Because moral degradation among students is influenced by shifts in worldviews and cultural changes, so their mindset and character are also affected (Hanief & Hidayatullah, 2021).

This condition requires an education system that focuses on achieving cognitive aspects while prioritizing the formation of affective values and life skills that are in line with Pancasila and the Constitution of the Republic of Indonesia. In the midst of increasingly competitive global competition, human resources are needed who are not only intellectually superior, but also have strong character. One of the main issues that emerged was the low discipline of students, which is the root of various forms of character deviation. Discipline instilled from within will form a tough, empathetic, and respectful character (Kurniawan & Faiz, 2022).

As a form of response to these conditions, the government through Permendikbud No. 22 of 2020 initiated the strengthening of students' character through the implementation of the Pancasila Student Profile. This program is designed to form a generation that understands and practices the noble values of Pancasila in the midst of the complexity of modern life (Istianah, 2021). The integration of Pancasila values into the Independent Curriculum aims to produce students who are faithful, independent, cooperative, globally diverse, critically reasoning, and creative, all of which reflect national identity and readiness to face global challenges (Ministry of Education and Culture, Research and Technology, 2021).

In this context, SD NU Nurul Ishlah Randuagung Kebomas Gresik is one of the schools that has implemented the Independent Curriculum with an approach to strengthen the Pancasila Student Profile optimally. Based on the results of initial observations and interviews, this school shows a high commitment to cultivating good practices, such as the implementation of religious, social, togetherness, and literacy

programs that support the holistic development of students' character. These findings encourage researchers to examine more deeply the practice of implementing character education based on Pancasila values in the school. Therefore, this study will examine more deeply the Implementation of Character Education in the Independent Curriculum through Strengthening the Profile of Pancasila Students in Grade 5 Students of SD NU Nurul Ishlah Randuagung Kebomas Gresik.

## **Methods**

This research uses a qualitative design, Strauss and Corbin (Cresswell, 1998:24) is research that produces discoveries that cannot be achieved (obtained) by using statistical procedures or other methods of quantification (measurement). The type of research used is case studies, where Hodgetts & Stolte (Prihatsanti, et al., 2018:126) explain that case studies of individuals, groups, communities help to show important things of concern, social processes of society in concrete events, stakeholder experiences illustrate how problems can be addressed through research. This research was carried out at SD NU Nurul Ishlah Randuagung Gresik with a research data source, namely purposively, meaning it was chosen with certain considerations and objectives (Sugiyono, 2019:216).

The researcher conducted in-depth observations and interviews with several school residents such as the Head of Madrasah, Curriculum Waka, Homeroom Teacher, Guardian Students, Community and Students. Meanwhile, the secondary data used by the researcher to support this research are books, research journals, data sources from the internet, results of direct observation or observation of researchers and recordings or documentation obtained by researchers from the results of interviews. The data collection techniques used in this study use multi-techniques (Sukmadinata, 2008:151), such as Participant Observation, In-Depth Interview, and documentation. The data analysis technique refers to the data analysis technique of Miles, Huberman, and Saldana (2014:14) and the data validity test using the credibility, transferability, dependability, and confirmability test (Sugiyono, 2007:270).

## **Findings and Discussion**

### **A. Multicultural Islamic character planning**

The implementation of multicultural Islamic character education in the Pancasila Student Profile Project (P5) Phase C can be carried out through various activities that integrate Islamic principles with mutual respect. The implementation of the Pancasila student profile strengthening project is carried out flexibly (Ministry of Education and Culture, 2022). As is the case with SD NU Nurul Ishlah, precisely in grade 5 by utilizing the school waste bank, and students carry out the theme of sustainable lifestyle by implementing Urban Farming and Cultivation in the form of catfish cultivation and kale hydroponic plants by utilizing plastic waste as a planting medium, in addition to plastic bottle waste used as recycled products in the form of *infaq* piggy banks and "Nurish Peduli" piggy banks, This piggy bank will later be a container for distributing crops to people in need.

According to the Central Statistics Agency in 2020, Indonesia's population in 2020 reached 270.20 million people with a population growth rate of 1.25% for the last 10 years. More than half of Indonesia's population is still concentrated on the island of Java,

while the percentage of the population in urban areas in 2020 is around 56.7% and will continue to increase until it reaches 63.4%. Waste production, especially plastic waste produced, will experience an increase in volume. This fact is a consideration for the selection of themes and materials used in the P5 project.

Every Saturday all students do alms for waste collected in the school waste bank. This school waste bank aims to reduce the volume of waste in the school environment, recycle waste, and instill awareness of the importance of protecting the environment in students. The implementation of the 5th phase C project design at SD NU Nurul Ishlah began with the sorting of types of plastic waste in the school waste bank. The purpose of this sorting is to facilitate the process of managing plastic waste in the waste bank. Waste sorting has several advantages, including facilitating waste recycling, maintaining environmental cleanliness, and improving public health (Fathiyah et al., 2023). Inorganic waste or plastic waste that is not used in the project will be separated and then sold to collectors, the income will be put into Nurish Peduli's piggy bank. The proceeds from product sales in the waste alms program are classified as donations or alms (Syaiful et al., 2021). Inorganic waste management can reduce the amount of waste on earth while increasing income (Al-Khoiriyah et al., 2024). The rest of the plastic waste that is not sold will be used as products that have added value (up-cycling). Plastic waste can have a high selling value if it is used and processed into attractive products, one of which is by making it a handicraft (Umah, 2022). In line with the concept of 3R (Reduce, Reuse, Recycle), which is a method that can be used in waste management and can overcome the waste problem caused.

*Infaq* piggy bank products and Nurish Peduli piggy banks are forms produced from the use of leftover plastic waste. In working on this project, it provides an opportunity for students to explore their creativity. Students are given time and freedom to express the shape and color of the product. This is one of the efforts to encourage the creative dimension of students, because creative individuals are characterized by having broad imagination skills, always curious and exploring the unknown, so creative individuals like to try new things and dare to challenge (Lestari et al., 2024). The various forms of piggy banks produced by students look attractive and beautiful and attract students' interest in giving alms because they meet the aesthetic value of a product that has an attraction to the five senses. Aesthetics is an added value that can function as a medium to attract consumers (Lena Ahdiani Hayati, 2021).

The Urban farming and cultivation project implements catfish cultivation and kale hydroponic plants. In this case, the school collaborates with teachers who have experience in this field. Teachers who are experienced in project management act as facilitators. Kale hydroponic plants use plastic bottle waste as a planting medium. Plastic bottles, which are used as hydroponic planting media, can become a new business field in the field of agriculture for the surrounding community (Ramady et al., 2023). Meanwhile, catfish cultivation uses a tub as a container by taking into account the economic value. Fiber tubs serve aquaculture that is not carried out on a large scale or in a controlled maintenance environment, both indoor and outdoor scale (Helmizuryani et al., 2022).

In catfish cultivation, students learn mutual cooperation, independence, and entrepreneurship in all dimensions of the Pancasila Student Profile through the process of treatment until harvest, as well as practicing fairness and honesty in the management of cultivation results. Meanwhile, during the catfish cultivation and kale hydroponics process, it does not always run smoothly because some catfish die every week, so students work together to separate the living catfish from the dead ones. The resulting catfish can also be harvested within 3 months while the kale hydroponic plants launched in this project experience obstacles, the identification of several factors causing them is environmental problems and planting scheduling that has an impact on plant death.

Meanwhile, the harvest of catfish cultivation is marketed through cooperation with parents in the class group, but there are also those that are cooked to be eaten together as a form of appreciation for the cooperation of students in the cultivation process. Crop marketing is carried out offline and uses social media. Social media can play a role in product marketing so that it can increase sales turnover (Utomo et al., 2019). In addition to selling products from catfish, there are also those that have been processed by mixing spices and also in cooked form so that consumers get convenience in consuming. Through the processing of catfish into value-added products, it has an impact on increasing community independence and welfare (Amar et al., 2022). The proceeds from the sale of catfish are then distributed in Nurish Peduli.

The distribution of Nurish Peduli's overall results from garbage alms, *infaq* piggy banks, catfish cultivation and kale hydroponics is handed over to underprivileged students and the surrounding community in need. The determination of Nurish Peduli recipients involves students directly by training students to deliberate on applying the 4th Pancasila precept. The process of determining the target of fund distribution through deliberation also trains critical thinking and responsible decision-making. Students' active involvement in direct charitable activities can deepen their understanding of the importance of helping others and becoming more concerned individuals of the social conditions around them (Scientific et al., 2024).

The integration of Pancasila values in the project (P5) in the context of multicultural education is essential to maintain national identity and build a sense of unity in the midst of diversity (Gumilang et al., 2024). The impact of this project was very positive, students not only understood the concept of multicultural Islamic character and values, but also experienced firsthand how to practice it, seeing the real results of their hard work and care. This initiative not only shapes the character of students but also teaches that kindness and care can be born from various sources, even from the simplest things, creating a generation of Pancasila students who are intelligent, have noble character, have a multicultural perspective, and uphold inclusive Islamic values. The Pancasila student profile strengthening project can have a positive influence on the formation of students' character and morals (Zalukhu et al., 2023). The integration of environmental education into the school curriculum through the P5 program is not only instilling the values of environmental concern, but also effective in encouraging changes in student behavior towards a more proactive and responsible attitude towards the environment (Auliyah et al., 2025).

The active involvement of students in the entire process, from fundraising to the distribution of aid to Nurish Peduli becomes a means of contextual learning that integrates religious, national, and environmental values. Through this approach, students become not only objects of education, but also subjects who contribute directly to creating social change. This experience is in line with the principles of constructivism in education, where meaningful learning is obtained through direct involvement and reflection on real experiences (Jonassen & Rohrer-Murphy, 1999).

The project also demonstrates how a project-based learning approach can be used effectively to build social-emotional competencies, especially empathy, caring, and cooperation in diversity. In the context of multicultural education, learning like this has been proven to improve students' ability to interact across cultures and form a tolerant and inclusive attitude (Banks, 2016). In addition, the program creates a space for dialogue between students to understand the socio-economic differences around them, thereby strengthening social solidarity. Pedagogically, the involvement of students in the process of deliberation and decision-making for the distribution of aid also strengthens 21st century skills, such as critical thinking, collaboration, and communication. The deliberation process based on the values of Pancasila, especially the 4th precept, encourages students to respect the opinions of others and reach consensus fairly.

## **B. Implementation of multicultural Islamic character education**

The implementation of multicultural Islamic character education in the Pancasila Student Profile Project (P5) Phase C can be carried out through various activities that integrate Islamic principles with mutual respect. The implementation of the Pancasila student profile strengthening project is carried out flexibly (Ministry of Education and Culture, 2022). As is the case with SD NU Nurul Ishlah, precisely in grade 5 by utilizing the school waste bank, and students carry out the theme of sustainable lifestyle by implementing Urban Farming and Cultivation in the form of catfish cultivation and kale hydroponic plants by utilizing plastic waste as a planting medium, in addition to plastic bottle waste used as recycled products in the form of *infaq* piggy banks and "Nurish Peduli" piggy banks, This piggy bank will later be a container for distributing crops to people in need.

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### **C. Evaluation of multicultural Islamic character education**

The evaluation of character education with multicultural Islamic values in the Pancasila Student Profile Project (P5) Phase C of 5th grade students of SD NU Nurul Ishlah Randuagung Gresik shows that this project has succeeded in instilling an understanding and implementation of important values. The focus of the evaluation includes how students absorb concepts such as universal care, tolerance, and togetherness that are sourced from Islamic teachings, particularly through the "Nurish Peduli" project under the theme of Sustainable Lifestyle. Evaluation of project implementation is carried out by teachers during the project implementation stage by observing student activities during implementation. Project evaluation is the final stage, which is carried out through initial assessment, formative assessment during discussion, and implementation assessment during the exhibition of works (Dewi et al., 2024). The assessment is carried out to assess student performance and to ensure the development of student competencies in accordance with the sub-elements of the Pancasila Student Profile which is the goal of the project.

The evaluation of character education with multicultural Islamic values in the P5 project was carried out after all stages were completed. This stage is the final stage to find out the level of character development of students as well as advantages and disadvantages during the project work process. This evaluation also involves religious teachers as observers of the project integration process with the religious field. Teachers monitor every project implementation activity carried out by students, starting from waste alms to the distribution of Nurish Peduli piggy banks. The role of teachers in the project as facilitators. One of the indicators of the success of the implementation of the independent curriculum in schools is seen from the ability of teachers to implement the p5 project (Meidiva et al., 2024). The results of this evaluation will also be included in the student report card as a form of reporting the P5 project to the student's guardian. The project report card contains a description of the development and achievement of students' character based on the dimensions and elements of the Pancasila student profile (Oktavia et al., 2024).

The results of the analysis of the reporting of project results show that the implementation of the independent dimension in P5 learning is going quite well, this can be seen in the achievement of elements and sub-elements of the independent dimension in students who have developed according to expectations. The implementation of the Pancasila Student Profile Strengthening Project (P5) is said to be successful if students show increased competence and character in accordance with Pancasila values, and are able to contribute positively to building a just, civilized, and harmonious society in accordance with the values of Pancasila as the basis of the Indonesian state by adhering to religious values (Susanti et al., 2024). In addition to the development of independent

attitudes, they are able to make a positive contribution directly to the surrounding community through the distribution of the proceeds of the Nurish Peduli Piggy Bank.

As for the evaluation of obstacles or things that need to be developed in the project to be used as a reference in the upcoming semester, project obstacles can be in the form of internal or external obstacles. Without adequate evaluation, schools may struggle to find program elements that need to be improved or further developed. This will hinder schools' efforts to improve the implementation of P5 (Pratama & Febriani, 2024). The internal obstacles themselves come from some students who lack self-exploration to design projects that are neat and have aesthetic value. Meanwhile, external obstacles, including support from parents and also the surrounding environment that are not always supportive during the project work process, are also taken into account in this case, so that the smooth running of the project can run as expected. More comprehensive measurements are needed, as long-term behaviors and active parental involvement to observe changes in children's attitudes at home and social environments. These factors can be used as a reference for project planning that will be carried out in the next semester.

## Conclusion

Character education planning loaded with multicultural Islamic values in P5 Phase C Grade 5 students choose the theme of Sustainable Lifestyle with the Urban farming and Cultivation project involving all stakeholders and has been agreed upon and has been socialized to the students' parents. The implementation of character education loaded with multicultural Islamic values in P5 Phase C for Grade 5 Students of SD NU Nurul Ishlah Randuagung Gresik starts from the introduction, creation of projects, and project implementation and is carried out through Waste Alms, *Infaq* Piggy Bank, Urban Farming and Cultivation which leads to a social program entitled Nurish Peduli, then distributed to people in need. The results of the evaluation of character education with multicultural Islamic values in P5 show the success of implementing universal values, tolerance, and multicultural-based cooperation, while in the Pancasila profile it achieves elements and sub-elements of the independent dimension. In addition, evaluation is carried out through class discussions and student reflection. The assessment is not only on the physical product, but also on the attitudes and values that develop over the course of the project.

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